

**Muscogee County School District
William Henry Spencer High School**



School Improvement Grant

May, 2010

School Improvement Grant 1003(g)

Muscogee County School District William Henry Spencer High School

Transformation Model

The faculty of William Henry Spencer High School (Spencer) is searching for a path that leads their students to academic success. Students often arrive at Spencer with poor reading abilities and mathematics content knowledge. The faculty has found it difficult to provide a path to success when students do not possess a solid academic foundation as they enter 9th grade at Spencer. These challenges are compounded by the fact that 94% of the student population is identified as economically disadvantaged.

In the last two years, Spencer High School had two major changes. First, Spencer implemented a new magnet program and added additional Advanced Placement courses in an effort to further curricula rigor. Second, the school was identified as a Title I high school. Through Title I funding, additional professional learning opportunities were provided, software was purchased to assist with improving student reading and additional personnel were hired to support instruction. Though these resources and approaches were helpful, the faculty still struggles to meet the needs of their students.

Identifying the needs: Though the faculty members face many challenges to increase student achievement and meet the annual goals of Adequate Yearly Progress (AYP), they do realize that instructional changes must occur. The Spencer faculty identified three (3) academic areas in need of improvement to guarantee academic success for their students. Spencer's **Goals** addressing these needs are:

- Increase Georgia High School Graduation Test (GHSGT) scores in the area of English/Language Arts from 75.2% (all students), 75.4% (Blacks), and 75.4% (Economically-Disadvantaged) to 87.7% (Intermediate Goal for AYP in English), or reach Safe Harbor by the end of the 2010 school year. Increase the Scholastic Aptitude Test (SAT) Critical **Reading** Skills scores of 2009 from 380 to 490 and meet or exceed the State Average.
- Increase Georgia High School Graduation Test (GHSGT) scores in the area of **Mathematics** from 50.3% (all students), 47.5% (Blacks), and 51.7% (Economically-Disadvantaged) to 74.90% (Intermediate Goal for AYP in Math), or reach Safe Harbor by the end of the 2010 school year.
- Increase the rate of **graduation** from 70% to 80%

Reading: While the faculty identifies the need for instructional change to meet the identified student challenges, there is resistance by some to embrace the research-based strategies and implement change in their own instruction because they do not perceive the specific correlation to their own content teaching assignments. During the 2009-2010 review of Spencer's School Improvement Plan (SIP), the faculty identified a continued need for additional research-based reading strategies to be implemented by all faculty members. Reading is to be approached as an integrated component of all content areas. Though this is an identified need in the SIP, not all faculty members embraced the recent professional learning opportunities offered for Content Area Literacy Instruction (CALI). Most of the faculty did move forward with the implementation of curriculum mapping, Georgia Performance Standards, and concept map training of Thinking Maps.

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Mathematics: With the implementation of the Georgia Performance Standards (GPS) and Framework, the mathematics teachers faced more challenges. Mathematics scores from 2007- 2009 were already pointing to areas of need. From 2007 to 2008, the average mathematics scores on the GHSGT and EOCT were relatively constant with little increase, and in 2009, there was a dramatic drop in scores. Once the Mathematics GPS were implemented in the 9th and 10th grades, in addition to addressing the low scores correlated to the student mathematics content knowledge, teachers were faced with new curricula which require students to apply mathematics concepts through performance tasks.

Graduation Rate: The Spencer faculty has addressed the need for improvement on the graduation rate with new and unique strategies. The Graduation Coach updates the Leadership Team on a weekly basis. Faculty members use Face Book, the online community, to assist in locating students who have enrolled and graduated in another school system. Even with these efforts, only 70% of the students in the graduating class completed all requirements.

School Culture: Another identified need is to create a school culture which encourages students to become responsible citizens who demonstrate personal responsibility for learning and behavior. As recommended by the Georgia Analysis of Performance on School Standards (GAPSS) findings by the Georgia Department of Education's Analysis Team, Spencer is in need of a culture which promotes high expectations for all students. Students need opportunities which support their input on learning goals. Guidance in developing learning goals related to standards-mastery, as well as long-term planning for their futures would provide students with the building blocks needed to reach those goals.

Instructional Design: The 2008-2009 GAPSS Analysis and the Spencer Focus-Walks by administrators and Instructional Specialists identified several instructional needs. The GAPSS Classroom Observation Checklist and Spencer's Focus-Walks results were provided by a classroom observation checklist designed to highlight the strengths and needs of the standards-based classrooms. Only 24% of the classrooms observed demonstrated the use of higher-order thinking skills, and less than 30% displayed student work reflected the use of higher-order thinking skills. Differentiated instruction was rarely observed with only 10% of the classroom showing any type of instruction modified to meet the different needs of the students. Grouping strategies, which are often used to address the different student learning styles, were only observed in 17% of the classrooms. Though the Spencer High School faculty has been included in the District and school-based training sessions for standards-based classrooms, the observations of the openings, closing and work sessions were all observed in less than 60% of the classrooms. Another area of concern is the integration of technology. Only 10% of classrooms showed students using technology related to instruction. Successful students in the 21st Century society will have command of technology. To have the required skills, students need daily use of technology tools through the integration of technology and learning experiences.

Rationale for the Transformation Model: William Henry Spencer High School is ready for a total school transformation. The faculty and staff are aware of the instructional and student needs that will lead to academic success. They are also aware that change is not always easy and often requires dedication and long hours of hard work. Through the selected Transformation Model which is supported by the *High Schools That Work (HSTW)*, instructional changes will be focused on Project-Based Learning which engages students in authentic application of content knowledge. Data from the previous three years guides

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the identification of the Transformation Model components and the design of instructional strategies needed to address the specific reading and mathematics needs of Spencer’s students. Through the implementation of selected research-based strategies by HSTW and the correlated professional learning opportunities, classrooms and instruction will reflect specific changes. Students will be motivated through authentic, interdisciplinary units which focus of Project-Based Learning. This strategy provides the path toward authentic application and integration of content knowledge of reading and mathematics. The faculty will receive on-site support and professional learning opportunities designed to assist in Differentiated Instruction, Project-Based Learning, Teachers As Advisors and Understanding Poverty. Implementation of the newly learned strategies will be monitored and evaluated through Peer Review, Focus Walks, and classroom observations conducted by administrators and instructional specialists.

Instructional Needs Correlated to Change:

As the data from standardized tests, GAPSS Analysis, Staff Surveys, Focus Walks and informal stakeholders input were all reviewed, there were specific student and school needs that were common throughout the data sources. These common threads are identified below by the present views of school needs and the correlated identified changes to be found in the future.

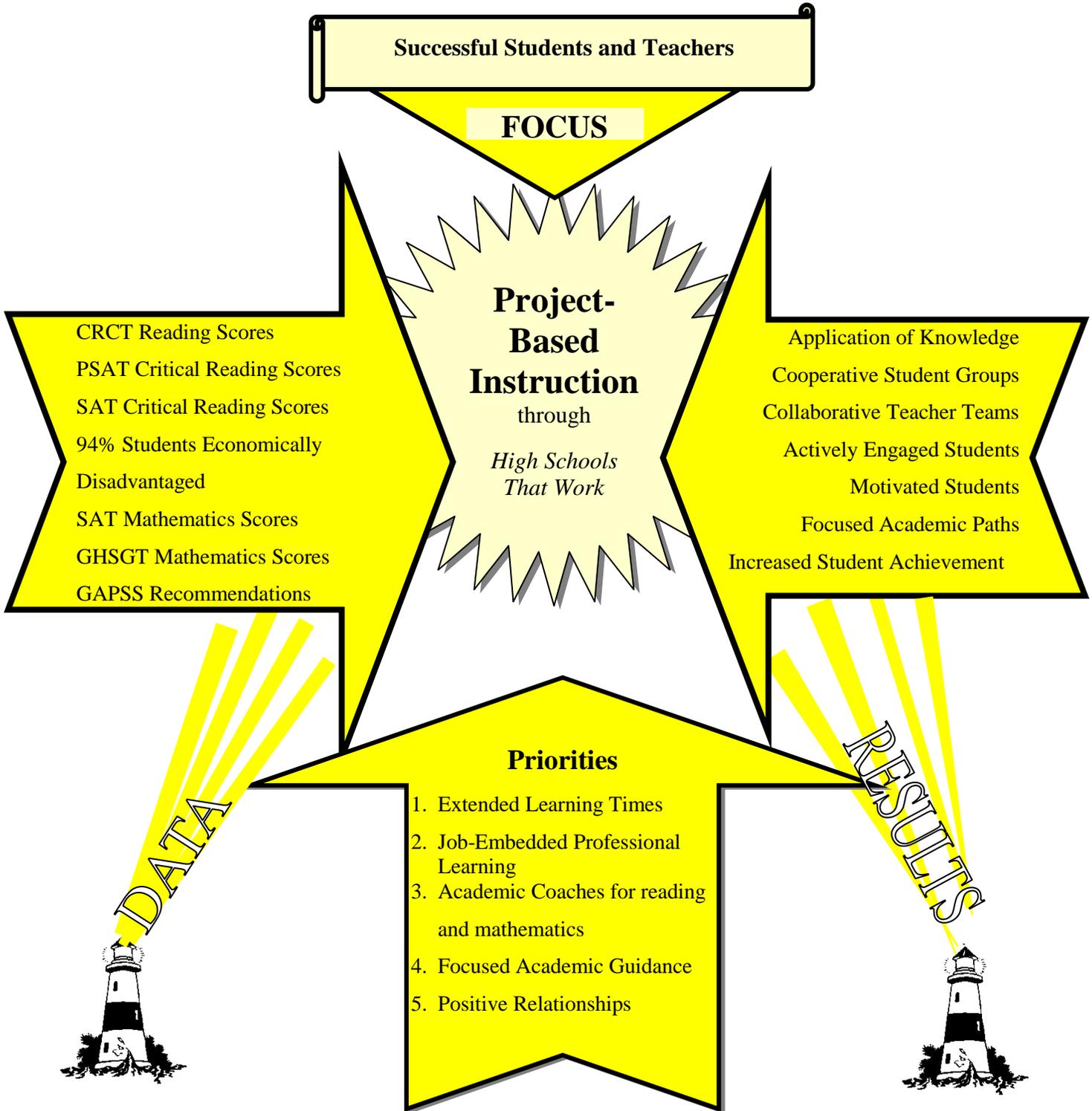
These opportunities address the instructional needs identified by the GAPSS Team and the school-based Focus Walks.

Classroom and Instructional Changes to Be Observed During the Next Five Years

<u>Present Classroom Observations</u>						<u>Future Classroom Observations</u>
▪ isolated content ⇒ ⇒ ⇒ ⇒ ⇒ ⇒						✓ Project-Based Learning
▪ instruction is the same for all students ⇒ ⇒						✓ Differentiated Instruction - instruction modified to meet different student needs
▪ reading instruction for a few ⇒ ⇒ ⇒						✓ all teachers are reading teachers
▪ mathematics content drill ⇒ ⇒ ⇒ ⇒						✓ Project-Based Learning with performance tasks and application scenarios
▪ textbook, worksheet focus ⇒ ⇒ ⇒ ⇒						✓ Project-Based Learning
▪ no student goal planning ⇒ ⇒ ⇒ ⇒ ⇒						✓ Student Five-Year Plan
▪ secluded students ⇒ ⇒ ⇒ ⇒ ⇒						✓ Cooperative Groups engaged in authentic application of content knowledge
▪ homework requirements with little consideration to home life and impact of poverty ⇒ ⇒ ⇒						✓ Understanding Poverty: awareness of poverty impact on students through home assignments and instructional strategies
▪ secluded teachers and classrooms ⇒ ⇒ ⇒						✓ Collaborative Teacher Teams
▪ unmotivated students ⇒ ⇒ ⇒ ⇒ ⇒ ⇒						✓ Student Five Year Plan: students demonstrating personal responsibilities
▪ unengaged students ⇒ ⇒ ⇒ ⇒ ⇒ ⇒						✓ engaged students in project-based learning
▪ impulsive student behavior ⇒ ⇒ ⇒						✓ motivated students with Teachers As Advisors
▪ teachers as mediators ⇒ ⇒ ⇒ ⇒ ⇒ ⇒						✓ Teachers As Advisors develop relationships and student responsibilities
▪ lack of student use of technology						✓ Technology tools maximized for student research and presentations

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Transformation Model
William Henry Spencer High School



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Part I: LEA Application 2010

LEA Name: Muscogee County School District	LEA Mailing Address: Muscogee County School District 2960 Macon Road Columbus, Georgia 31906-2813
LEA Contact for the School Improvement Grant Name: Harriett Steed Position and Office: Title I Director Contact's Mailing Address: Muscogee County School District 2960 Macon Road Columbus, Georgia 31906-2813 Telephone: 706-748-2102 Fax: 706-748-2101 Email Address: hsteed@mcsdga.net	
Superintendent (Printed Name): Dr. Susan Andrews	Telephone: 706-748- 2019
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.	

School Improvement Grant 1003(g) LEA Application 2010

LEA Name: Muscogee County School District

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	District NCES ID#	Tier I	Tier II	Tier III	Intervention Models (Tier I and Tier II Only)			
					Turnaround	Restart	Closure	Transformation
William Henry Spencer High School	1303870	X						X
Jordan High School	1303870	X						X

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LEA Application 2010
Part I

LEA Name: Muscogee County School District

School Name: **William Henry Spencer High School** (W. H. Spencer)

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).

The School Profile is provided in the Part I of the Appendix.

- 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.

The complete “Target Areas for Improvement” is also provided in the Appendix.

Target Areas for Improvement Provided by

Georgia Department of Education’s

2008-2009 Georgia Assessment of Performance on School Standards (GAPSS) Analysis Team

Curriculum	Instruction	Assessment	Professional Learning
Revisit the implementation of Georgia Performance Standards (GPS) and refine the units on Rubicon/Atlas, curriculum mapping software, to include: <ul style="list-style-type: none"> • Standards, elements, and process skills (for example, in social studies utilize the GPS skills matrix) • What students should know, understand, and be able to do to meet GPS/Quality Core Curriculum Standards (QCC) and Advance Placement (AP) standards • Common performance tasks and assessment • Higher order thinking skills • Horizontal and vertical alignment 		C-1.1	Professional learning strands should be focused, in-depth, sustained over time. PL-2 Establish an understanding of the creation and participation in a professional learning community. PL-1.1 Develop a systematic plan to assess the professional learning needs that will support the goals of the School Improvement Plan.
Schedule regular focus walks by administrators and leadership team members to monitor curriculum and instruction implementation and provide specific			

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<p>feedback to teachers. C-3.1</p> <p>Provide the resources critical to the successful implementation of GPS and AP courses such as:</p> <ul style="list-style-type: none"> • Graphing calculators for Math I, advanced math classes, and AP Calculus • Lab materials for science labs for AP and GPS courses • Technology in classrooms for routine use by teachers and students to perform tasks and support real life learning. C-3.2 <p>Implement a systematic approach to identify (Pyramid of Interventions rubric) students with academic and or behavioral deficiencies through the effective use of a student support team. I-1.1</p> <p>Understand and implement the Instructional Frameworks design and delivery model. I-2.1, I-2.2</p> <p>Research and adopt a common framework that guides instruction with relation to authentic learning and assessment, higher order thinking and student investigation. I-2.1, I-2.2</p> <p>Implement a framework to structure a standards-based bell-to-bell instruction using the standards -based classroom rubric for implementation. I-1.1</p> <p>Address the lack of technology. I-2.1</p> <p>Develop a team to study the elements of the GA School Keys related to assessment. That team leads the school in the development and implementation of a plan to use assessment data to monitor student achievement relative to the GPS. A-1.2, A-1.3</p>	<p>PL-2.2</p> <p>Develop and implement a school-based, long-range professional learning plan that:</p> <ul style="list-style-type: none"> • Focuses on the School Improvement Plan • Develops knowledge necessary to implement the GPS (content, procedures and process skills). • Establishes protocols and practices to achieve collaborative planning. • Provides modeling and instructional coaching for all teachers. • Includes an evaluation component. PL-2
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Planning and Organization	Leadership
<p>Utilize the Leadership Team to become an effective School Improvement Team to:</p> <ul style="list-style-type: none"> • Seek authentic input from all stakeholders; • Revisit Action Plan (p. 82-83 of SIP); • Communicate the plan to all; • Implement the plan; and • Monitor implementation. PO-1 <p>Continue to seek support for the following:</p> <ul style="list-style-type: none"> • Human, financial and professional development resources for the implementation of technology to improve instruction; • Human, financial resources necessary to continue to offer collaborative planning time for teachers; and 	<p>Reevaluate distribution of duties and responsibilities of the school administrators to include shared curriculum, discipline, and operational responsibilities. This could better enhance the organizational structure of the learning environment. L-1, 2, 3, 4</p> <p>Utilize the principal, administrative staff and teacher leaders as lead learners in the facilitation and delivery of school-based professional learning to ensure the achievement of all learners. L-1.3</p>

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<ul style="list-style-type: none"> Financial resources to secure instructional materials in all content areas <p>Develop Rules, Policies, and Procedures Team to regularly:</p> <ul style="list-style-type: none"> review current rules, policies, and procedures; seek input from stakeholders for revision; develop a plan to communicate to all; and develop procedures to monitor consistent and effective implementation of rules, policies, and procedures. PO-4.1 <p>Ensure the protection of uninterrupted instructional time and learning. PO-4.2</p>	
School Culture	Student Family and Community Support
<p>Establish and maintain a culture of formal and informal collaboration that is pervasive throughout the organization. SC-1</p> <p>Create a culture of high expectations for all students in every class, every day. SC-1.4</p>	<p>Determine parent training program needs through the use of data (i.e. surveys, focus groups, etc.). SFC-1.2</p> <p>Plan on-going team building activities designed to build trust, openness, and a risk free work environment. SFC-1.2</p>

Georgia Assessment of Performance on School Standards (GAPSS) FINDINGS OF 2008-2009:

During 2008-2009 a Georgia Assessment of Performance on School Standards (GAPSS) Analysis was conducted by a Georgia Department of Education Team. These are **Recommendations** made by this team. The area of instruction and assessment indicates the greatest area of need. These areas were identified by classroom observations, a certified staff survey and a review of documents at the school.

Summary of findings are bulleted below

Curriculum, Instruction and Assessment:

- Revisit the implementation of GPS and refine instructional units in Atlas software to include all elements of an exemplary instructional unit.
- Schedule focus walks by administrators on a regular basis.
- Provide resources critical to the successful implementation of GPS: graphing calculators, science lab equipment, and technology in all classrooms.
- Adopt a common framework that guides instruction with relation to authentic learning and assessment.
- Implement a common framework that structures bell-to-bell instruction.
- Address the lack of technology.
- Develop a team to study the elements of the GA School Keys related to assessment.

Professional Learning:

- Focus on in-depth, sustained professional learning.
- Establish a professional learning community.
- Implement a school-based, long-range professional learning plan.

School Culture:

- Establish and maintain a culture of formal and informal collaboration that is pervasive throughout the organization.

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- Create a culture of high expectations for all students in every class, every day.

Student Family and Community Support:

- Determine parent training programs needs through the use of data (surveys, focus groups, etc.)
- Plan on-going team building activities.

GAPSS Classroom Observation Summary

GAPSS Classroom Observation Summary		<25%	25-50%	51-75%	76-100%	NUMBER OBSERVATIONS	Percent Beginning	Percent Middle	Percent End
Instruction Strand						99	26%	40%	33%
C 1.1	Lesson/units are clearly aligned with GPS/QCC.			54%					
I 1.3	Learning goals are aligned to the GPS/QCC and are communicated by the instructor.		30%						
I 1.3	Students apply learning goals in performance tasks aligned to the standards.		33%						
I 2.1	Sequencing of the instructional period is predictable and logical.	20%							
	The lesson begins with a clearly defined opening to strengthen learning.			58%					
	Instruction has a defined work period.		49%						
	Instruction ends with a summary activity that reinforces the learning.		42%						
	Content specific vocabulary is developed in context.	24%							
I 2.2	Higher order thinking skills and processes are utilized in instruction.	24%							
	Higher order thinking skills and processes are evident in student work.		29%						
I 2.3	Instruction is differentiated to meet student readiness levels, learning profiles, and interests.	10%							
I 2.4	Instruction and tasks reinforce students' understanding of the purpose for what they are learning and its connection to the world beyond the classroom.	21%							
I 2.5	The classroom instructor implements grouping strategies.	17%							
I 2.7	The use of technology is integrated effectively into instruction.	10%							
	Students effectively use technology during the class period.	10%							

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I 3.1	Instructional goals, activities, interactions, and classroom environment convey high expectations for student achievement.		28%		
I 3.3	Students demonstrate personal efficacy and responsibility.	23%			
Assessment Strand					
A 2.2	Formative assessments are utilized during instruction to provide immediate evidence of student learning and to provide specific feedback to students.		29%		
	Written commentary is aligned to the GPS standard(s) and elements or QCC content standards.	3%			
Planning and Organization Strand					
PO 3.2	Materials and resources are effectively allocated.		42%		
PO 4.1	Classroom management is conducive to student learning.			62%	
PO 4.3	Instruction is provided in a safe and orderly environment.			73%	
PO 4.2	Instructional time is maximized.			60%	
	The teacher maximizes instructional time.		42%		
School Culture Strand					
SC 1.1	The culture of the classroom reflects a risk-free learning environment.			68%	
Student Question					
I 1.3	Learning goals are clearly communicated to students.			56%	

As the **Classroom Observation Summary Table** indicates, instructional design is an area of need at W. H. Spencer High School. Many basic instructional practices were observed in a very limited number of classrooms. Research-based strategies are not maximized to improve instruction or increase student achievement.

- Only 29% of the classrooms visited demonstrated instruction which address instructional rigor and challenges through higher-order thinking skills.
- A mere 10% of the visited classrooms demonstrated differentiated instruction and technology integration.
- Most classrooms did not demonstrate a clear logical sequence for instruction.
- Grouping strategies were only modeled by 17% by the classrooms.
- **No areas of instructional observations were rated at or above 75%.**

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GAPSS Certified Staff Survey Results

55%	22	1- 2.7	Technology is effectively used to maximize student learning. I-2.7
49%	40	PO- 3.1	Our school and our district work together to ensure resources are allocated to support the achievement of our school improvement goals. PO-3.1
38%	58	PL- 2.4	The staff participates in long-term (two-to-three year period) in-depth professional learning which is aligned with our school improvement goals. PL-2.4

The top three (3) identified needs from the staff survey indicate that only 55% of the faculty maximizes the integration of technology. Almost half of the faculty does not believe that they are supported by the District. Spencer is identified as a Title I school and receives more funds and attention of support personnel than many other schools in the system. As indicated from the survey results, Spencer needs a long-term plan for professional learning. Although this is a requirement of the School Improvement Plan, this is an area of need. Continuous, job-embedded professional learning opportunities can address the instructional needs of the Spencer faculty.

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

Introduction to Data Narrative:

The student needs of William Henry Spencer High School were determined through the review of various data resources for student achievement data, school demographic data, community perceptions, certified staff surveys, and other data that might identify existing or potential barriers to student achievement. A discussion with the school Leadership Team that focused on school needs was facilitated by Central Office staff. The data listed below were analyzed to determine school needs and which reform model is to be implemented by William Henry Spencer High School.

Essential Questions:

1. Why is William Henry Spencer High School not meeting the Adequate Yearly Progress objectives?
2. What are the major academic and cultural concerns that need to be addressed at Spencer High School?
3. What transformation model can best address the student needs of Spencer High School?

Common Threads: A review of standardized test data, GAPSS Analysis Recommendations, Staff Surveys and informal stakeholder input provided insight to answers to those essential questions. As the various data sources were reviewed and analyzed, specific root causes for poor school performance and low student achievement were identified as common threads. This list of identified needs provides the starting point on the path toward change.

- Isolated content, lack of interdisciplinary instructional design or cross-curricula connections
- Instruction is the same for all students, no differentiation
- Reading instruction limited for a very few, but needed for many
- Mathematics content drill with a lack of authentic application
- Textbook, worksheet focus in core content areas
- Lack of student use of technology
- No student goal planning
- Secluded students
- Lack of understanding of impact poverty has on learning
- Secluded teachers and classrooms
- Unmotivated students
- Unengaged students

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- Impulsive student behavior
- Teachers as mediators

The William Henry Spencer High School faculty identified the most prevalent **student achievement goals** for 2008-2010. The next step on the path to change led the Spencer Leadership Team and faculty toward the correlation of identified needs and school goals to the transformation model which would best address their goals.

- Increase Georgia High School Graduation Test (GHSGT) scores in the area of English/Language Arts at Spencer High School from 75.2% (all students), 75.4% (Blacks), and 75.4% (Economically-Disadvantaged) to 87.7% (Intermediate Goal for AYP in English), or reach Safe Harbor by the end of the 2010 school year. Increase the Scholastic Aptitude Test (SAT) Critical **Reading Skills** scores of 2009 from 380 to 490 and meet or exceed the State Average.
- Increase Georgia High School Graduation Test (GHSGT) scores in the area of **Mathematics** at Spencer High School from 50.3% (all students), 47.5% (Blacks), and 51.7% (Economically-Disadvantaged) to 74.90% (Intermediate Goal for AYP in Math), or reach Safe Harbor by the end of the 2010 school year.
- Increase the **rate of graduation** to 80% (All, Blacks, EDs) or progressively increase (SWD) from the preceding year, which was 68.5% (All Students), 70% (Blacks), 15.7% (Students with Disabilities), and 77.8% (Economically-Disadvantaged) by the end of the 2010 school year.

Reading Needs: As the goals and data for William Henry Spencer High School demonstrate, there is an overwhelming need for improvement in reading. Reading is identified as the area of most concern based on the upcoming 9th grade students' CRCT data, 10th -12th grade PSAT, and SAT data and the impact noted throughout the core content areas. The Spencer School Improvement Plan includes evidence that the faculty identifies professional learning needs for developing all content teachers as reading teachers.

The 2008 data indicates that for the students entering the 9th grade at Spencer, there was almost a 5% increase in failures on the Eighth Grade CRCT Reading subtest. This indicates that the 9th grade class of 2008 needs considerable intervention in mastering reading skills needed to succeed in high school courses and passing the Georgia High School Language Arts Graduation Test. Table 14, PSAT Scores from 2007-2009, indicates the poor reading abilities of the students taking the PSAT. From 2006 to 2009, the average 10th and 11th grade scores fell below the state average. Table 15 shows that the SAT Critical Reading Scores also show a weakness in reading. The Spencer averages fell below the Georgia averages for years 2007-2009.

Mathematics Needs: Improvement in mathematics has also proven to be a challenge. An almost 8% increase in failures to Meet Standards on the CRCT between 2008-2009, indicates that the Spencer 9th grade class of 2010 needs considerable intervention in mastering mathematics skills needed to succeed in high school courses and passing the Georgia High School Mathematics Graduation Test. As Tables 17, 18 and 19 indicate, student achievement in mathematics has not shown growth in the last three years. The GHSGT scores have fluctuated greatly from 2007-2009. Scores from 2007 to 2008 were almost constant, but dropped drastically in 2009. More students have taken the ACT, but the average score is still around 16.

Graduation Rate: Another area of need is indicated in Table 4, Graduation Rate Percentage. The graduation rate for all students increased from 56.1% in 2008 to 68.5% in 2009 allowing Spencer High to meet the Graduation Rate indicator for the Annual Yearly Percentage only through Safe Harbor. The graduation rate for students who are Economically-Disadvantaged (ED) students has also steadily increased. Though there is evidence of increase in the graduation rate for Spencer's students over the past three years, less than 70% of the students graduated in 2009.

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Instructional Needs Overview: The GAPSS Analysis Recommendations, made by the Georgia Department of Education Team, identify a need for improvement in instruction and assessment. In addition to the standardized test data, the GaDOE GAPSS Analysis Recommendations and school-based Focus Walks point to a need for focusing on authentic application of content through performance tasks and increased development of higher-order thinking skills. Though the MCSD has reinforced the need for including the performance tasks throughout curriculum maps and instructional design, the GAPSS findings show that only 24% of classrooms observed demonstrated higher-order thinking incorporated in the instructional design and only 29% of student work demonstrated evidence of higher-order thinking. Differentiated instruction was rarely observed with only 10% of the classroom showing any type of instruction modified to meet the different needs of the students. Grouping strategies, which are often used to address the different student learning styles, were only observed in 17% of the classrooms. Though the Spencer High School faculty has been included in the standards-based classroom training, the observations of the openings, closing and work sessions were all observed in less than 60% of the classrooms.

GAPSS Analysis Recommendations to improve instruction:

- Refine instructional units to reflect the Georgia Performance Standards Framework model of backwards design
- Increase the use of performance tasks
- Design instruction to focus on higher-order thinking skills
- Implement Standards-Based instruction: Opening, Closing and Work Session
- Improve the instructional sequencing to demonstrate a logical order
- Enhance authentic learning experiences with performance tasks and project-based learning
- Support students to demonstrate personal responsibility for learning
- Maximize the use of assessment tools to modify instruction to meet the identified needs
- Increase student use of technology
- Create strategies to involve parents in students' education

Correlation of Identified Needs to Identified Strategies

<u>Needs</u> ⇒ ⇒ ⇒ ⇒	<u>Strategies</u>
▪integrate core content standards ⇒ ⇒ ⇒	✓ Project-Based Learning and Collaborative Teacher Teams
▪provide instruction to meet individual student needs ⇒	✓ Differentiated Instruction
▪increase reading instruction for all with identified needs ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒	✓ Reading Literacy- Interactive software for identified students and all teachers incorporate reading in content areas
▪incorporate mathematics rigor through authentic application ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒	✓ Project-Based Learning with performance tasks and application scenarios
▪provide student goal planning ⇒ ⇒ ⇒ ⇒	✓ Student Five-Year Academic Plan and Teachers As Advisors
▪consider home life and impact of poverty ⇒ ⇒ ⇒	✓ Understanding Poverty: professional learning , parent opportunities that are school-based
▪engaged students in learning ⇒ ⇒ ⇒ ⇒ ⇒	✓ Project-Based Learning and technology use
▪more instruction time for reading and mathematics ⇒	✓ Extended Learning Time and the Summer Bridge Program

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<u>Strategy:</u>	<u>Strategy Descriptions:</u>
Project-Based Learning	<p>Specific courses are identified and partnered to create authentic situations for students to apply content knowledge. The Georgia Performance Standards and Framework Performance Tasks are maximized in this process. Students are actively engaged in the learning process which requires higher-order thinking skills, content knowledge and communication skills. Students are required to present the completed project and their findings to peers, community members and/or stakeholders through the use of technology. The courses selected for integrated instruction are selected by the Spencer faculty. The first year, one Project-Based Learning (PBL) experience is designed by each Collaborative Teacher Team. Year 2 is followed by two PBLs and the number increases for Year 3. The PBL materials are entered into the MCS D Rubicon Atlas online software.</p> <p>The Leadership Team and Department Chairpersons monitor the design and creation of the PBL experiences. In the years following the grant period, teachers continue to have access to the materials through the MCS D Rubicon Atlas online software. Administrators also monitor the scope and sequence through the online software.</p>
Collaborative Teacher Teams	<p>Teachers identify specific teachers to create Teacher Teams. These teams work collaboratively to create authentic learning activities. These teams are built from teachers of varying disciplines to establish interdisciplinary content standards in the design of student learning experiences.</p> <p>Teachers also work with team members to identify data sources and data analysis to design and create the learning experiences correlated to specific learning needs.</p> <p>Reading and mathematics Collaborative Teams are further supported by Academic Instructional Coach Experts (AICE). The AICEs assist with 1) data analysis and identification of correlated instructional strategies, 2) model lessons for the Standards-Based Classrooms,, 3) identifying strategies to increase rigor in the classroom, 4) creating and maintaining Standards-Based Classrooms, 5) identifying strategies to address specific student needs, and 6) other instructional needs identified by the Spencer faculty.</p>

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<p>Student Five-Year Academic Plan</p>	<p>Students are guided during weekly advisory sessions to create a personal five-year plan to map their academic needs for their future. These plans are updated as new needs are identified by the students. The plan carries them from their high school years through at least one post-secondary education year.</p> <p>These plans address the various academic strengths and needs of the individual student. Their individual plans assist students to identify which courses best challenge them and which courses are needed to meet their career goals.</p>
<p>Reading Literacy, <i>Read 180</i> software</p>	<p>Reading Literacy is addressed for all students based on their needs. For those students with extreme needs, interactive software designed to identify specific reading needs and then provide individualized instruction is provided on a daily basis. Students are provided time for the individualized instruction during the Extended Learning Time which occurs for 45 minutes every Tuesday, Wednesday, Thursday and Friday. Students are assessed and then assigned to the appropriate Extended Learning Time session.</p>
<p>Reading Literacy, <i>Fast ForWord</i> software</p>	<p>To strengthen student brain processing and literacy skills, this software is available for identified students. It offers another option for the Extended Learning Time which occurs for 45 minutes every Tuesday, Wednesday, Thursday and Friday.</p>
<p>Understanding Poverty</p>	<p>With 94% of Spencer’s student population identified as Economically Disadvantaged, it is important for the faculty to understand the impact of poverty on their students and their learning. Professional learning opportunities will be provided to all faculty to guide their instructional decisions, improve student-teacher relationships and create a school culture that fosters high student expectations. Training is provided by Dr. Ruby Payne’s <i>aha!</i> Process, Inc. Her work provides <i>A Framework for Understanding Poverty</i> and research-based strategies for low-performing schools.</p>
<p>Academic Instructional Coach Experts (AICEs): Reading and Mathematics</p>	<p>AICEs provide additional support for the two areas identified with the greatest needs: reading and mathematics. The two AICEs assist with data analysis and the identification of specific strategies to address those needs. Complete job descriptions are located in the appendix.</p>
<p>Teachers As Advisors</p>	<p>To support high expectations for students, guide the process for expanding opportunities for students to set goals and teach goal-setting strategies, Teachers As Advisors is implemented into the Monday extended time schedule. To prepare all Spencer teachers for their active roles and assignments in this</p>

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	<p>strategy, intense training is provided. During the training sessions, materials are created, modified and entered into the MCSD Rubicon Atlas software. The curriculum map identifies the scope and sequence of the Teachers As Advisors curriculum. The curriculum and instructional materials are available for future use through the Rubicon Atlas online software.</p> <p>Students develop and revisit the Student Five-Year Plan during these sessions. The Five-Year Plan keeps the students focused on their individual academic goals and responsibilities.</p>
<p>Extended Learning Time: 45 minute Extended Day Summer Bridge Program</p>	<p>1. An additional 45 minute learning time is provided each Tuesday, Wednesday and Thursday and Friday. The focus of this period is to address each student’s identified needs in reading and mathematics from remediation to advanced application of knowledge. All students and teachers participate in this additional learning time. Students’ needs are assessed and used to assign them to appropriate instructional sessions. Reading and mathematics are the areas of focus.</p> <ul style="list-style-type: none"> ▪ Students identified with extreme reading needs may be scheduled for Reading 180 (software based instruction), Compass Learning (software based instruction) or teacher-led instruction. Students who are identified with exceptional reading skills are challenged through various reading projects. An example of this is the teacher-led Thinking Maps and Novels. In this session students read student-selected materials and share their readings with peers through concept maps, the application of higher-order thinking skills. ▪ Students with identified mathematics needs may be scheduled in Compass Learning, teacher-led, or online tutorial sessions. Students who are identified for challenges are scheduled for Project-Based Learning or additional advanced mathematics courses. <p>2. Summer Bridge Program: During the summer, students are provided intensive instruction for a three-week period. This instruction is designed to BRIDGE the student from one grade level to another. The upcoming 9th graders are assessed in reading and mathematics. Students of other grade levels are also included. These students are provided extra learning time and intensive instruction based on needs identified during the school year. Instruction may be for remediation or for advancing their higher-order thinking skills.</p>

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<p>Technology Integration- 21st Century Society</p>	<p>One component of the Project-Based learning is presentation of findings and results. Students are required to present the completed project and their findings to peers, community members and/or stakeholders through the use of technology. Students may select to present through a basic electronic slideshow or create more complex presentations through Website design, Webinars or video conferencing. Increasing technology skills better prepares students for the 21st Century society. Modeling these presentations better prepares them for post-secondary success.</p> <p>Technology is supported on-site by personnel hired to install and maintain software and hardware. This support person is to assist the classroom teacher with new technology by providing on-site training and classroom assistance.</p>
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DATA and CORRESPONDING NARRATIVES:

The following standardized data sources and specific narratives provide further evidence of the needs to be addressed at William Henry Spencer High School.

Data Review Order:

AYP Status and related data	Tables 1 - 9	
	ELA/Reading	Mathematics
Criterion Reference Competency Test (CRCT)	Table 10	Table 17
End of Course Test (EOCT)	Table 11	
Georgia High School Graduation Test (GHS GT)	Table 12	Table 18
Georgia High School Writing Test (GHS WT)	Table 13	
Preliminary Scholastic Aptitude Test (PSAT)	Table 14	Table 19
Scholastic Aptitude Test (SAT)	Table 15	Table 20
American College Testing (ACT)	Table 16	Table 21

Table 1: AYP Status 2006 - 2009

	2006-2007	2007-2008	2008-2009
AYP Status	N	N	N
AYP Targets the School Met	ELA		SI
AYP Targets the School Missed	Math, Second Indicator	ELA, Math, Second Indicator	ELA, Math
School Improvement Status	NI-4	NI-5	NI-6

The school has consistently missed the AYP academic targets in mathematics for the past three years. The school missed the AYP academic targets for English/language arts and science for two of the three years beginning in 2007.

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Table 2: Instruction Time

	2006-2007	2007-2008	2008-2009
Number of days within the school year	180	180	180
Number of minutes within the school day	420	420	420
Number of minutes within the school year	75,600	75,600	75,600

The number of instructional days and minutes has remained constant from 2007-2009.

Table 3: English Limited English Proficient (LEP) Students

	2006-2007	2007-2008	2008-2009
Percentage of LEP students who attain English language proficiency	Too Few Students to Form Subgroup	3.7%	14.3%

The percentage of LEP students attaining English language proficiency has increased from 3.7% in 2008 to 14.3% in 2009.

Table 4: Graduation Rate Percentage

	2006-2007	2007-2008	2008-2009
Graduation Rate Percentage	53.7%	56.1%	69.2%
Dropout Rate Percentage	8.6%	2.5%	1.5%
Retention - Number of Students Retained Per Year	17.5%	13.6%	8%

The high school graduation rate has steadily increased from a low of 53.7% in 2007 to a high of 69.2% in 2009. Consequently, the dropout rate has declined by 7.1% from school year 2007 to the school year 2009.

Table 5: Student Attendance

	2006-2007	2007-2008	2008-2009
Number of students truant	88	34	205
Students Absent Over 15 Days Rate (Percentage)	19.3%	25.2%	29.0%

The number and percentage of truant students have steadily increased from a low of 19% in 2007 to a high of 29% in 2009.

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Table 6: Advanced Placement

	2006-2007	2007-2008	2008-2009
Number of students completing advanced coursework (dual enrollment classes)	19	10	182
Percentage of Spencer students completing advanced coursework (dual enrollment classes)	2%	1%	20%

The number of students completing AP classes has grown from a low of 19 students in 2007 to a high of 182 students in 2009. This indicates a 19% increase in the number of students at Spencer completing advanced coursework.

Table 7: College Enrollment

	2006-2007	2007-2008	2008-2009
College enrollment rate (Georgia public colleges)	15.5		

Data were not available for 2008-2009.

Table 8: Discipline

	2006-2007	2007-2008	2008-2009
Number of discipline incidents coded as 900	0	0	0

There were no reports of discipline incidents coded as 900.

Table 9: Teacher Evaluation and Attrition

	2006-2007	2007-2008	2008-2009
Number of certified staff	71	65	71
Number of teachers evaluated	71	65	71
Percentage rated Satisfactory	97%	95.4%	95.8%
Percentage rated Unsatisfactory	3%	4.6%	4.2%
Percentage non-renewed	1%	0	1.4

The percent of teachers receiving performance evaluation rating of Satisfactory has remained steady. This information conflicts with the finding of the Georgia Department of Education (GaDOE) GAPPS Analysis of 2008. A majority of the Recommendations centered on the need for improving instruction.

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Academic Needs of Students

ENGLISH LANGUAGE-ARTS

Table 10: CRCT Pass Rates for Three Years <i>(Incoming 9th grade Data)</i> <i>Reading</i>		
CRCT 2007	CRCT 2008	CRCT 2009
Total Students: 164	Total Students: 198	Total Students: 176
Pass Rate: 86.6 %	Pass Rate: 81.8%	Pass Rate: 83.4%

Analysis of Overall Results: The above data incorporates a three-year overview of incoming freshman students' CRCT pass rates in Reading. Over the three-year period, the average pass rate dropped from 2007 to 2008.

Table 11: EOCT Results for Three Years		
EOCT 2007 (9 th Grade Lit)	EOCT 2008 (9 th Grade Lit)	EOCT 2009 (9 th Grade Lit)
Pass Rate: 35%	Pass Rate: 46%	Pass Rate: 57%
EOCT 2007 (American Lit)	EOCT 2008 (American Lit)	EOCT 2009 (American Lit)
Pass Rate: 54%	Pass Rate: 57%	Pass Rate: 67%

Analysis of Overall Results: The above data covers three-year student performance data from the End of Course Tests (EOCT) for 9th grade literature and 11th grade American literature. The 9th grade literature failure rate has been decreasing over the past three years. However, the 11th grade student performance in American literature has fluctuated over the past three years.

Table 12: GHSGT English Scores for Three Years <i>Enhanced Scores</i>			
	GHSGT 2006-2007 meet/exceeds %	GHSGT 2007-2008 meet/exceeds	GHSGT 2008-2009 meet/exceeds
ALL	83.2	73.8	75.2
Black	83.5	75.7	75.4
White	86.7	NA	83.3
Economically Disadvantaged	80.8	72.1	75.4
SWD	33.3	16	43.3
	GHSWT 2007	GHSWT 2008	GHSWT 2009
	Pass Rate: 87%	Pass Rate: 76%	Pass Rate: 87%

Analysis of Overall Results: The GHSGT English scores decreased by the all, black and white subgroups. The Students with Disabilities subgroup has improved by 10 percentage points from 2007-2009. The overall average writing scores in 2007 and 2009 were the same, with a drop in scores during 2008.

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AYP Report

William Henry Spencer High School did not make Adequate Yearly Progress (AYP) for 2007, 2008 and 2009. The school met the AYP criteria in four (4) out of seven (7) categories. The school met the AYP criteria for test participation and second indicator.

Spencer High School did not make AYP in 2009 for the reasons listed below.

- To make AYP in mathematics, 74.9% of students in each subgroup had to meet/exceed standards on the Georgia High School Graduation Test (GHSGT). At Spencer, 50.3% of all students, 47.5% of black Students, and 51.7% of economically disadvantaged students met/exceeded standards in mathematics, as measured by GHSGT.
- To make AYP in English/Language Arts (ELA), 87.7% of students had to meet/exceed standards. At Spencer, 75.2% of all students, 75.4% of black students, and 75.4% of economically disadvantaged students met/exceeded standards in ELA, as measured by the GHSGT.
- The school is currently in Needs Improvement – Year 6.

Table 13: GHSWT

GHSWT	Percentage of Students Passing in 2006-2007	Percentage of Students Passing in 2007-2008	Percentage of Students Passing in 2008-2009
Black	87%	79%	87%
Students With Disabilities (SWD)	45%	28%	59%
Economically Disadvantaged	85%	74%	87%

Analysis of Overall Results: The three-year overview of GHSWT scores shows a decrease in passing scores from 2007 to 2008 and an increase from 2008 to 2009 in the Black and SWD subgroups. The Economically Disadvantaged subgroup closely follows the Black subgroup data.

Table 14: PSAT Average Scores for Three Years
Critical Reading

	Spencer PSAT 2007	Georgia PSAT 2006-2007	Spencer PSAT 2008	Georgia PSAT 2007-2008	Spencer PSAT 2009	Georgia PSAT 2008-2009
10 th grade:	31.5	40.1	29.9	39.4	30.8	38.6
11 th grade:	37.2	47.3	41.9	46.3	39.5	45.8
	PSAT Average Scores for Three Years <i>Writing</i>					
10 th grade:	30.4	38.9	30	39.3	32.7	38.7
11 th grade:	36.0	46.0	41.6	46.3	44.1	45.6

The Average Reading Score for Spencer High School students routinely falls below the Georgia average. The 10th grade scores are 9 points below the state for 2007-2009. The 11th grade scores fluctuated slightly during that three year period. Scores still remain far below the State average.

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Table 15: SAT Average Scores for Three Years						
	Spencer SAT 2007	Georgia SAT 2007	Spencer SAT 2008	Georgia SAT 2008	Spencer SAT 2009	Georgia SAT 2009
	Total Students: 66	Total Students: unknown	Total Students: 64	Total Students: unknown	Total Students: 77	Total Students: unknown
Avg. Critical Reading:	414	494	411	491	382	490
Average Writing:	398	483	402	482	374	479

Analysis of Overall Results: The results listed above include the three-year data for the PSAT, the SAT, and the ACT. The PSAT data for reading and writing are contradictory in that while the PSAT **Reading scores declined over the three-year period**, the PSAT Writing scores increased over the same three-year period. The number of students participating in the SAT increased over the past three years.

Table 16: ACT Average Scores for Three Years						
	Spencer ACT 2007	Georgia ACT 2007	Spencer ACT 2008	Georgia ACT 2009	Spencer ACT 2009	Georgia ACT 2009
Total Students:	41		48		58	
Average English:	14.1		15.2		15.0	
Average Reading:	16.3	19.9	15.5	15.5	16.0	20.1

Analysis of Overall Results: The three-year overview of ACT Reading scores parallels the reading scores on both the PSAT and the SAT; **reading scores are steadily declining**. The number of students participating in the ACT increased over the past three years.

MATHEMATICS

Table 17: CRCT Mathematics Pass Rates for Three Years		
<i>Mathematics</i>		
CRCT 2007	CRCT 2008	CRCT 2009
Total Students: 164	Total Students: 197	Total Students: 174
Pass Rate: 78%	Pass Rate: 47.7%	Pass Rate: 40.6%

Analysis of Overall Results: The above data incorporates a three-year overview of incoming freshman students' CRCT failure rates in Mathematics. Over the three-year period, the number of students who did not score sufficiently to pass initially showed an increase from 2007 to 2008. **The increase of failures in 2008 is a significant percentage.**

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**Table 18: GHSGT Mathematics Pass Rates for Three Years
Enhanced Scores**

	Spencer GHSGT Mathematics 2007	Georgia GHSGT Mathematics 2007	Spencer GHSGT Mathematics 2008	Georgia GHSGT Mathematics 2008	Spencer GHSGT Mathematics 2009	Georgia GHSGT Mathematics 2009
All	Pass Rate: 79%	unknown	Pass Rate: 81%	unknown	Pass Rate: 50.4%	unknown
Economically Disadvantaged	Pass Rate: 43.4%		Pass Rate: 48.8%		Pass Rate: 51.7%	

Analysis of Overall Results: The three-year overview of GHSGT scores shows a significant increase in failing scores from 2008 to 2009. A gain in student success is evident when comparing the EOCT scores for Algebra I (2007) to the GHSGT scores of the same students in 2008; **the Annual Measurable Objective (AMO) has not been met.**

**Table 19: PSAT Average Scores for Three Years
Mathematics**

	Spencer PSAT 2007	Georgia PSAT 2007	Spencer PSAT 2008	Georgia PSAT 2008	Spencer PSAT 2009	Georgia PSAT 2009
10 th grade:	31.1	40.6	30.7	40.5	34.0	41.0
11 th grade:	36.2	47.4	40.0	47.2	36.1	47.5

Analysis of Overall Results: The 10th and 11th grade **mathematics scores for William Henry Spencer fall below the state** for 2007, 2008 and 2009. The slight increase from 2007 to 2008 was lost the following year.

**Table 20: SAT Average Scores for Three Years
Mathematics**

	Spencer SAT 2007	Georgia SAT 2007	Spencer SAT 2008	Georgia SAT 2008	Spencer SAT 2009	Georgia SAT 2009
Total Students:	66	unknown	64	unknown	77	unknown
Average Mathematics:	401	495	393	493	387	491

Analysis of Overall Results: The **average mathematics score for Spencer is far below the State** average during each of the last three years.

Table 21: ACT Average Scores for Three Years - Mathematics

	Spencer ACT 2007	Georgia ACT 2007	Spencer ACT 2008	Georgia ACT 2007	Spencer ACT 2009	Georgia ACT 2007
Total Students:	41	unknown	48	unknown	58	unknown
Average Score:	15.9	20.3	16.1	15.5	16.5	20.6

Analysis of Overall Results: The results listed above include the three-year data for the PSAT, the SAT, and the ACT. The PSAT scores for Mathematics have increased slightly over the three year period. The SAT and ACT scores also reflect a slight increase from 2008 to 2009. Although the data indicate upward growth, **mathematic scores are still below the State.**

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Section B 1.d

d) Provide rationale for the intervention model selected.

To address the identified needs of William Henry Spencer High School, and enhance the students' technical knowledge needed to be successful in the 21st Century society, *High Schools That Work* (HSTW) is the foundation of the transformation model selected for the School Improvement Grant proposal for William Henry Spencer High School.

An in-depth review and analysis of the data for William Henry Spencer High School included student achievement results on standardized tests for the last three years, Recommendations from the 2008 GaDOE GAPSS Analysis, Staff Surveys, Focus Walks and informal stakeholder input. The findings of the data analysis indicate a need for concentrated reading and mathematics instruction. The Staff Survey and Georgia Analysis of Performance on School Standards (GAPSS) recommendations specifically identified a need for increased rigor in the classroom with an emphasis on student engagement and increased demonstration of responsibility. The GAPSS Analysis findings also identified a weakness in the transition from professional learning opportunities provided during the past two years to the implementation in the classroom. The GAPSS Classroom Observations identified challenges which are still prevalent after previous attempts to create systemic instructional change. Examples of the research-based strategies which have not been fully implemented are the Standards-Based Classroom and the Georgia Performance Standards performance tasks. To address this, the Georgia Department of Education's, *Classroom Analysis of State Standards*, (CLASS Keys) is identified to provide continued guidance and data for assessing the implementation of the systemic changes identified for implementation during the next three year period.

The identified transformation model has the means to create the system change needed to provide the desired overall improvements and the path to success for the students and faculty of William Henry Spencer High School. The model provides support through job-embedded professional learning, extended learning times, added rigor throughout the instructional design with a focus on project-based learning, and on-site support for systemic instructional change. Assistance with the implementation of this model is provided through *High Schools That Work*. *High Schools That Work* (HSTW) is a well-established intervention model that ties closely to the identified needs of William Henry Spencer High School. HSTW is founded on the conviction that students can master rigorous academic and career/technical studies if the school leaders create an environment that motivates students to make the effort to succeed. HSTW will focus the faculty and school leaders on providing rigorous academic core and career/technical courses, on creating supportive relationships, on providing needed advisement for career pathways and/or post-secondary education, and on what and how teachers teach. Project-based learning provides the pathway for establishing collaborative design teams and project-based learning experiences for students. HSTW will provide the high expectations and extra support students need to be successful.

The Key Practices of High Schools That Work provide a framework to build on the identified *Recommendations* provided by the 2008-2009 *GaDOE GAS PSS Analysis Team* and to address the students' needs identified by data analysis of standardized test scores. Through High Schools That Work, students devote their high school career to pursuing rigorous academic courses that result in students graduating with options to continue to post-secondary educational institutions and/or begin a career within the technology industry.

The Economically Disadvantaged subgroup is 94% of the student population. To ensure the success of economically disadvantaged students, four principles need to be addressed.

- Create a personalized learning environment where individual student needs are acknowledged and addressed.
- Assist students entering high school with limited academic content knowledge to build

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reading/literacy and mathematics application competencies.

- Prepare students for success in the post-secondary world through job shadowing and internships.
- Support faculty and staff to adapt to changes needed for student success.

Design Elements for *High Schools That Work* (identified transformation model)

1. **A new instructional approach that engages learners.** Project-based learning (PBL) is at the heart of the instructional approach. PBL uses technology and inquiry to engage students with issues and questions that are relevant to their lives.

The focus of this transformation model is project-based learning. This research-based instructional strategy meets the needs of the *GaDOE GASPSS Analysis Team Recommendations* made for William Henry Spencer High School. This initiative is supported through job-embedded training, identified consultants, technology correlated to 21st Century Communications Skills and four Academic Instructional Coach Experts (AICE). Through project-based learning students develop strong communications skills, make meaningful connections to real world applications and enhance their technology skills to prepare them for success in the work place or post-secondary education.

Students become active learners and doers who take responsibility to complete projects. They learn to handle long, complex tasks and manage their time. They are assessed on their skill in working in teams and creating products such as presentations, designs, plays, short stories, and prototypes. Students acquire not only subject-matter knowledge, but also the skills they need to thrive in college, career and life.

2. **A culture that empowers students and teachers.** Trust, respect, and responsibility are the hallmarks of our culture. Students and teachers alike have exceptional ownership of school administration and the learning experience.

Teachers model a team-based collaborative approach. In addition to helping set school administrative policy, they have the flexibility to customize classrooms and projects to meet the needs of their students.

3. **Integrated use of technology.** Smart use of technology supports our innovative approaches to instruction and culture. All classrooms have technology tools for student use. With access to Web-enabled computers, every student becomes a self-directed learner who no longer needs to rely primarily on teachers or textbooks for knowledge. Professional Learning facilitates a process for teachers to transform themselves into project-based coaches and provides a structure for teachers to confidently manage a new approach to learning.

***High Schools That Work* Goals**

- Serve a student body that mirrors the ethnic and socioeconomic diversity of the local community.
- Integrate technical and academic education to prepare students for post-secondary education in both high tech and liberal arts fields.
- Increase the number of educationally disadvantaged students in math and engineering who succeed in high school and post-secondary education.

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The **Key Practices** for High Schools That Work are closely correlated to the needs of the William Henry Spencer High School students, faculty and school culture.

The chart below shows this direct correlation between the Key Practices and the Transformation Model Strategies to address the identified needs of Spencer High School.

<u>The Key Practices for High Schools That Work</u> <u>Transformation Model</u>	<u>Transformation Model Strategies</u> (see section B. 1 c for descriptions)
High expectations: Motivate more students to meet higher standards by integrating high expectations into classroom practices and providing frequent feedback.	Teachers As Advisors Student Five-Year Plan Project-Based Learning
Program of study: Require each student to complete an upgraded academic core and a concentration.	Student Five-Year Plan Project-Based Learning (with focus on performance task and application of standards)
Academic studies: Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects.	Student Five-Year Plan Project-Based Learning (with focus on performance task and application of standards)
Career/technical studies: Provide more students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level academic and problem-solving skills needed in the workplace and in further education.	Project-Based Learning Collaborative Teacher Teams Technology Integration
Teachers working together: Provide cross-disciplinary teams of teachers time and support to work together to help students succeed in challenging academic and career/technical studies.	Collaborative Teacher Teams Teachers As Advisors Academic Instructional Coach Experts
Students actively engaged: Engage students in academic and career/technical classrooms in rigorous and challenging proficient-level assignments using research-based instructional strategies and technology.	Project-Based Learning
Guidance: Involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of an accelerated program of study with an academic or career/technical concentration.	Teachers As Advisors Academic Instructional Coach Experts
Extra help: Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content.	Extended Learning Time Summer Bridge Program Reading Literacy Academic Instructional Coach Experts
Culture of continuous improvement: Use data continually to improve school culture, organization, management, curriculum and instruction to advance student learning.	Teachers As Advisors Collaborative Teacher Teams

Resource:
Sothern Regional Education Board, . "High Schools That Work." *SREB*. N.p., March 25, 2010. Web. 14 Apr 2010. <http://www.sreb.org/page/1078/high_schools_that_work.html>.

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- 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**.

Muscogee County School District's (MCSD) capacity:

- The Chief Academic Officer supports the identified transformation model and plans to attend various professional learning sessions with the W. H. Spencer faculty.
- The Director of Title I is identified as the School Improvement Grant Coordinator.
- The MCSD Title I Department has a support staff which is available to support the implementation of the model.
- The MCSD Secondary Education Department has two Instructional Specialists who assist with the implementation of the transformation model and attend professional learning sessions with the W. H. Spencer faculty.
- The MCSD Professional Learning Department provides training and mentor teacher support.
- District-level personnel are identified to attend professional learning sessions with the W. H. Spencer faculty.
- District-level personnel are identified to visit classrooms and conduct Focus Walks.
- MCSD supports W. H. Spencer with instructional resources which are provided to all MCSD high schools.
- Additional specifics for Building Capacity are noted in correlated sections.

Muscogee County School District's (MCSD) Capacity for continuation of transformation model:

- The **MCSD Title I Department** has an identified staff member to assist W. H. Spencer.
- The **MCSD Secondary Education Department** has two Instructional Specialists who assist with monitoring Georgia Performance Standards-Based Classrooms and locating instructional resources available in the District.
- The **MCSD Professional Learning Department** supports all teachers through various District offerings: workshops, Best Practices Institute, New Teacher Orientation, New Ideas Fair, etc.
- The **MCSD Division of Information Services (Technology)** provides support through Instructional Technology Specialist and Technical Specialists. W. H. Spencer has identified staff to support the use of technology.
- The three years of on-site technical support assists the W. H. Spencer faculty to build the technical skills needed to continue maximum student use of the technology and the integration into the curricula.
- Through the rigorous three-year plan for professional learning, the W. H. Spencer faculty obtains the knowledge needed to continue the *High Schools That Work* instructional strategies and Design Elements.
- Spencer's School Improvement Specialists and Academic Coaches can continue to monitor and evaluate instructional design and classroom performance.
- Spencer's Leadership Team is able to continue to the High Schools That Work Design Elements.
- MCSD staff continues the review process of the W. H. Spencer School Improvement Plan.
- MCSD staff continues to hold the faculty and staff accountable through GAPSS Analysis Team visits.
- Additional specifics for Building Capacity are noted in correlated sections.

School Improvement Grant 1003(g)

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

The following guiding questions can be used to respond:

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

The Muscogee County School District is applying for each Tier I school: Jordan High School and W. H. Spencer High School.

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

The Muscogee County School District selected the Transformation Model for both Jordan High School and W. H. Spencer High School.

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

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

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

School Improvement Grant 1003(g)

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

The W. H. Spencer faculty is aware of the need for a systemic change. Though changes have been made in the past three years, these changes have not succeeded in producing the student achievement growth desired. The faculty is ready for a transformation.

To prepare for the design of a transformation model, the school's Leadership Team, facilitated by the principal, reviewed and analyzed the school's data to determine the school's strengths and needs. Annually, W. H. Spencer reviews and updates the School Improvement Plan. During this process, stakeholders are involved in the process to provide continued input into the school's plan. The data and information from the School Improvement Plan was also used in the selection of the transformation model. During the recent GAPSS Analysis, parent, student and teacher groups provided vital information and varying points-of-view concerning instruction, leadership and school culture. In addition, data was collected from the faculty, staff, parents, students, and Partners in Education. The input from stakeholders was used in the design and development of this school improvement model. Teachers were also surveyed to provide specific input concerning instruction and school needs.

The Leadership Team researched and identified successful instructional strategies to include in the design of this proposal. A brainstorming session provided a list of intervention strategies and resources to ensure improvement in student achievement. This list was utilized in the design and development of this transformational model.

Faculty members met in small groups to identify and discuss the research-based strategies which would have the most impact on student achievement at W. H. Spencer High School. Faculty members conducted research to further identify how the transformation model would best be implemented to benefit the students and their future successes. Specific schools in the United States were identified which recently implemented and modeled systemic changes to instructional design or unique strategies proven to make changes which resulted in lasting effects. These schools were visited by MCSD teams and the findings were shared with the W. H. Spencer stakeholders. These visits assisted in the identification of the final selection of the transformation model which best matched the identified needs at W. H. Spencer.

The faculty, Partners In Education, and the W. H. Spencer Alumni Association are excited about the possibilities offered by the SI Grant Transformation Model. All stakeholders have a shared ownership of the decision to meet the demands and challenges set in the transformation model.

Muscogee County School District

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.

Muscogee County School District

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.

Muscogee County School District

Transformation Model

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Attachment 2d

Part II

LEA Name: **Muscogee County School District**

School Name: **William Henry Spencer High School**

The LEA must:

A1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	
Actions	Timeline
<p>The principal of William Henry Spencer High School is not to be replaced. Mr. Reginald Griffin, principal, was assigned to Spencer in 2007. According to the transformation model requirements, Mr. Griffin may remain at the school.</p> <p>During the three years Mr. Griffin has served as principal, identified growth at W. H. Spencer is noted.</p> <ul style="list-style-type: none"> ▪ Increased Advanced Placement (AP) course offerings ▪ Increased number of students enrolled in AP courses ▪ Designed and implemented Computer/Gaming Magnet ▪ Increased GHSWT scores from 2008 to 2009 in the Black and SWD subgroups. The Economically Disadvantaged subgroup closely follows the Black subgroup data. ▪ Increased graduation rate from 56.1 to 69.2 % from 2008 to 2009. <p>The faculty appreciates the leadership provided by Mr. Griffin. He provides the vision which guides the faculty and Leadership Team to strive for success as they continue to face the student achievement challenges. During the three years he has been W. H. Spencer’s principal, he has been the change agent responsible for increasing the level of rigor which is now found at Spencer. He is aware that more change is needed and is ready for the challenges that must be overcome.</p>	<p>April – May 2010</p>
<p>The Director of Secondary Education will assign the number of administrative units, teacher units, and support units to the school.</p> <p>The Principal will interview and recommend administrative personnel, teachers, and support staff for any vacancies at Jordan High School (Spencer High School).</p> <p>The Principal will use the approved evaluation instrument identified in the grant to evaluate all staff and recommend appropriate actions based on the evaluations.</p>	<p>April – June 2010 April – June 2011 April – June 2012 April – June 2013</p> <p>July 2010 to June 2013</p> <p>July 2010 to June 2013</p>

Muscogee County School District

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

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

(2) Are designed and developed with teacher and principal involvement.

<p>Actions:</p> <p>CLASS Keys: The Georgia Department of Education (GaDOE) CLassroom Analysis of State Standards Teacher Evaluation System (Class Keys) is to be used for the School Improvement evaluation system.</p> <ul style="list-style-type: none"> ▪ The teachers and administrators are to be trained on the instrument so that the implementation is equitable and transparent. ▪ Job-embedded professional learning is provided by informal observations and feedback through the use of the CLASS Keys Checklist by peers and Academic Instructional Coach Experts (AICE). The informal results assist the teachers in identifying specific strengths and needs before the formal assessments in Year 2 and Year 3. ▪ District support personnel attend training with Spencer faculty: School Improvement Grant Administrator (SIGA), Chief Academic Officer, Director of Secondary Education, Director of CTAE, Chief Human Resources Officer, Director of Human Resources and other Division of Academic personnel. ▪ The Class Keys have been identified by GaDOE as a rigorous, standards-based classroom evaluation system which: <ul style="list-style-type: none"> ○ Takes into account data on student growth. ○ Includes multiple observation-based assessments of performance. ○ Includes on-going collections of professional practice. <p>(Teacher evaluation during the first year is conducted by the current system).</p>	<p>Timeline:</p> <p>Year 1: Class Keys</p> <ul style="list-style-type: none"> ▪ June, 2010 professional learning on the CLASS Keys evaluation system ▪ August-May: teacher evaluation based on present system ▪ August – November, 2010 ▪ Informal peer observations and feedback using Class Keys checklist, informal observations and feedback by AICEs using Class Keys checklist ▪ December, 2010- May, 2011 ▪ Informal observations and feedback by AICEs using Class Keys checklist <p>Year 2: <u>Formal implementation of CLASS Keys</u> <u>1st observation:</u></p> <ul style="list-style-type: none"> ▪ August – November, 2011 ▪ Formal implementation of Class Keys by administrators using Class Keys checklist ▪ August – November, 2011 ▪ Additional training for identified teachers and new teachers <p><u>2nd observation:</u></p> <ul style="list-style-type: none"> ▪ December – February, 2012 <p><u>3rd observation:</u></p> <ul style="list-style-type: none"> ▪ March. - May, 2012 formal implementation of Class Keys by administrators using Class Keys checklist <p>Year 3: <u>1st observation:</u></p> <ul style="list-style-type: none"> ▪ August – November, 2012
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Leader Keys:

The GaDOE Leadership Performance Appraisal System (Leader Keys) is to be used for the administration evaluation system.

Leader Keys serve as both a formative and summative instrument to identify a leader's level of performance on specific standards.

The Georgia Department of Education encourages the use of the process at the district and school levels to assess leadership performance and facilitate the professional growth that occurs as leaders engage in continuous improvement.

- Administrators are to be trained on the instrument so that the implementation is equitable and transparent.
- District personnel use the instrument to evaluate the principal. The principal uses the instrument to evaluate the assistant principals.

(Administrator evaluation during the first year is conducted by the current system).

- Formal implementation of Class Keys by administrators using Class Keys checklist
- Keys by administrators using Class Keys checklist
- August – November, 2012
- Additional training for identified teachers and new teachers
2nd observation:
- December – February, 2013
- Formal implementation of Class Keys by administrators using Class Keys checklist
3rd observation:
- March - May, 2013
Formal implementation of Class Keys by administrators using Class Keys checklist

Years following the grant:

- Additional training for identified teachers and new teachers are provided in June-Aug.
1st observation:
- August – November, 2012
2nd observation:
- December – February, 2013
3rd observation:
- March - May, 2013

Year 1: Leader Keys

- July-Aug., 2010 -professional learning on the evaluation system
- Sept.-April: administrator evaluation based on present system

Year 2: 2011-2012

- Formal implementation
- Additional training if needed
- Aug.-Oct., pre-eval. with checklist
- Nov. – Feb., mid-eval. with checklist
- March- May, final eval with checklist

Year 3: 2012-2013

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<p>who have not been rated as satisfactory will be considered for removal from the newly implemented model. Year 1 is used as the implementation period with informal evaluations and feedback. Year 2 is the first year of formal implementation.</p> <ul style="list-style-type: none">▪ The Georgia Evaluation System, Leader Keys, is to be used to identify administrators who have not improved their professional practice. Administrators who have not been rated as satisfactory will be considered for removal from the newly implemented model. <p>BUILDING CAPACITY: The intensive Year 1 training provides the foundation for implementation in Year 2. The ACIEs and peer observations in Year 1 ensure teachers and administrators are prepared for the formal implementation in the following years.</p>	<p>and Leader Keys</p> <p>Year 2: June, 2012 based on 2011-2012 data</p> <p>Year 3: June, 2013 based on 2012-2013 data</p>
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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.

A4: OVERVIEW - Job-Embedded Professional Learning:

(Details and Timeline follow the overview section.)

BUILDING CAPACITY: Job-embedded professional learning provides the training needed to establish knowledgeable teacher mentors at Spencer High School for continued successful implementation of instructional design and classroom use. With depth of knowledge provided through on-site mentors, teachers new to Spencer High School have the needed support to become a full functioning team member. Peer-to-peer sharing sessions, Focus Walks and professional learning communities provide support for continued professional learning.

These selected professional learning topics are correlated to the identified student needs of William Henry Spencer High School. Job-embedded learning, also known as on-the-job learning, is to occur while teachers and administrators engage in their daily work. While most of these identified professional learning opportunities are to be on-the-job experiences, some begin by immersing the faculty in content prior to the follow-up job-embedded components.

To ensure the success of the transformation model, a heavy emphasis is placed on professional learning during Year 1. Some of the components of the transformation model are to be implemented in Year 1. Training to improve instruction is the primary focus during Year 1 with total implementation in Year 2. During Year 2, teachers will participate in training to design core courses to integrate projected-based learning and 21st Century Communication Skills.

Job-Embedded Components of all Spencer School Improvement Grant Professional Learning Opportunities:

- Classroom Observations by peers and administrators
 - Checklists and Focus Walks
 - Feedback to classroom teacher by peers, Academic Instructional Coach Experts (AICE),

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SI Grant Administrator, and other identified District personnel

- Correlation of finding to Georgia Classroom Keys (SI Grant Teacher Evaluation Tool)
- Peer-to-peer sharing sessions and coaching
- Classroom Observations by professional learning instructors and/or District Team Members.
 - Checklists and Focus Walks
 - Feedback to classroom teacher
 - Correlation of finding to Georgia Classroom Keys (SI Grant Teacher Evaluation Tool)

Timeline Overview for Professional Learning Opportunities:

- The provided timeline indicates the details for providing research-based strategies to support the classroom teachers as they modify instruction to meet the identified needs of the students.
- The focus for the SI Grant Year 1 is to be on the implementation of the selected transformation model, project-based learning, reading literacy, teachers as advisors, the Standards-Based Classrooms and the Georgia Class Keys (teacher evaluation tool) and Leader Keys.
- Year 2 and Year 3 of the SI Grant provide follow-up sessions for the topics introduced in Year 1 along with additional topics: instructional strategies for economically disadvantaged, data analysis, differentiated instruction and on-site professional learning communities to further increase knowledge of research-based strategies.

Data Sources Correlated to Identified Needs::

Professional Learning Recommendations from the GaDOE 2009 GAPSS Team:

- Focus on in-depth, sustained professional learning.
- Establish a professional learning community.
- Implement a school-based, long-range professional learning plan.
- High Schools That Work
Southern Regional Education Board supports the transformation model components of *High Schools that Work*. The staff and faculty of William Henry Spencer High School will receive ongoing professional development from the Southern Regional Education Board for High Schools That Work (HSTW) in addition to state and district professional learning. On-site HSTW consultants will help teachers plan for academic and technical integration of coursework through **authentic Project-Based Learning**.

On-site HSTW consultants help the school identify strengths and needs, develop key practices, and help teachers plan for academic and technical integration of coursework through authentic projects.

The Key Practices for *High Schools That Work* correlate to the identified needs of W. H. Spencer's students.

High expectations: Motivate more students to meet higher standards by integrating high expectations into classroom practices and providing frequent feedback.

Program of study: Require each student to complete an upgraded academic core and a concentration.

Academic studies: Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects.

Career/technical studies: Provide more students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level academic and problem-solving skills needed in the workplace and in further education.

Teachers working together: Provide cross-disciplinary teams of teachers time and support to

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work together to help students succeed in challenging academic and career/technical studies.

Students actively engaged: Engage students in academic and career/technical classrooms in rigorous and challenging proficient-level assignments using research-based instructional strategies and technology.

Guidance: Involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of an accelerated program of study with an academic or career/technical concentration.

Extra help: Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content.

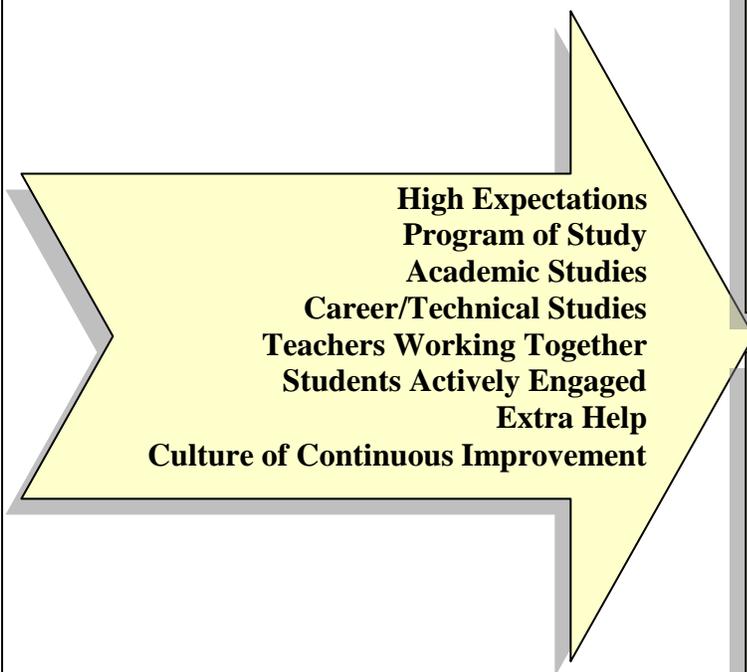
Culture of continuous improvement: Use data continually to improve school culture, organization, management, curriculum and instruction to advance student learning.

W. H. Spencer's faculty is to receive intensive training on the Key Practices for implementation into all classrooms. Follow-up sessions are scheduled in Year 2 and 3 with full implementation, monitoring and evaluations components to ensure complete integration of strategies into the curricula.

BUILDING CAPACITY: The intensive three-year training provides on-site experts to support the continued integration of project-based learning throughout instructional design after the three-year grant period. In the years following the SI Grant, the Leadership Team and Department Chairpersons monitor the creation and implementation of Project-Based Learning units. Teachers continue to have access to the created Project-Based Learning materials through the MCSD Rubicon Atlas online software.

Data Sources Correlated to Identified Needs:

The GaDOE GAPSS Team found that the school needs a concentrated focus on professional learning strategies aimed at student needs which are identified by available student data. There is also a need for long-term professional learning plans.



PROJECT-BASED LEARNING

Application of Knowledge (high-order thinking skills)
Student Collaboration
Cooperative Student Groups
Teacher Collaborative Teams
Interdisciplinary Unit Design
Integration of Technology
Hands-On Applications

Teachers As Advisors

(see description in B1.c)

Student Five-Year Academic Plan
Academic Focus
Relationship Building
Continuous Support
Environment for Success
Teacher Collaborative Teams

▪ Literacy and Reading: Heidi Hayes Jacobs Consultants

Student reading needs are identified as a major concern at W. H. Spencer. Teachers have long believed that the reading levels of upcoming 9th grade students hinder their high school successes. Students from Baker Middle School, Marshall Middle School, and Fort Middle School attend W. H. Spencer High School. Students from all three (3) middle schools demonstrate poor reading abilities as indicated on CRCT scores. The reading abilities of students are identified as a need in order improve academic successes.

To address the needs of the students as they enter high school, teachers embrace strategies which support the teaching of reading throughout the disciplines. All teachers are included in professional learning opportunities to improve reading through Active Literacy and other instructional reading strategies during Years 1, 2 and 3. Year 1 immerses teachers in the training and Year 2 and 3 provide follow-up sessions. All teachers are identified as reading teachers and seek to improve the reading skills of their students.

BUILDING CAPACITY: The three-year training plan provides in-depth teacher knowledge and builds a solid faculty foundation. All teachers continue with learned strategies which address reading standards integrated into their content standards. Identified mentor teachers provide on-site assistances to new teachers as needed during the years following the grant period. Department Chairs continue to make reports on the progress of All Teachers Are Reading Teachers.

Data Sources Correlated to Identified Needs::

- CRCT scores for upcoming 9th graders indicate a need for improved reading achievement.
- GHSWT and the English portion of the GHSGT indicate that students' writing scores are an area of need.
- EOCT results for 9th Grade Literature and American Literature show only slight improvement.
- SAT Critical Reading scores for Spencer fall below the state averages.

▪ READ 180 and Fast ForWord

To support increased achievement in reading, two software programs are identified to assist in the individualized instruction to meet the specific needs of the students. Identified students will be evaluated in a reading skills course. Teachers are identified to receive training on the software and provide student instruction in the use of the programs. The program s are offered during the Extended Day 45 minute period and during the Summer Bridge Program.

READ 180: During Year 1, all identified teachers receive training. During Year 2 and 3, teachers who are new to the school and teachers requesting further assistance receive training as needed.

Fast ForWord: This software is implemented in Year 2. Selected teachers are identified for training. This program is offered to a limited number of students.

BUILDING CAPACITY:

A. The three-year training plan provides in-depth teacher knowledge and builds a solid faculty foundation. This provides on-site assistances to new teachers as needed during the years following the grant period.

B. The software is purchased during the first year of the grant period with a minimal fee required

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in the following years. The yearly costs may be absorbed by other available school and/or Title I funds for post-SI Grant years. During the years following the grant period, Title I funded Academic Coaches are available to support teachers in the use of the software programs.

Data Sources Correlated to Identified Needs::

- CRCT scores for upcoming 9th graders indicate a need for focused reading strategies.
- GHSWT and the English portion of the GHSGT indicate that students are not improving in these areas.
- SAT Critical Reading scores for Spencer fall below the state averages.

■ Technology Integration:

Through the *High Schools That Work* model (selected as a component of the transformation model), smart use of technology supports the innovative approaches to instruction and culture to prepare students for the 21st Century global economy. When all classrooms have a high computing ratio, teachers must have the skills to support the technology integration into the curricula. Training will be provided on-site at Spencer through: 1) the Regional Education Service Agency's (RESA) Education Technology Training Center (ETTC) from Ellaville, Georgia and 2) by the MCSD Instructional Technology Specialists. Full-time, on-site support provides a safety net for teachers as they implement technology tools into the curricula. To support the transformation model, this professional learning opportunity is implemented in Year 1. Follow-up sessions are provided in Year 2 and Year 3.

Technology Integration into Curriculum:

- ✓ Online virtual labs demonstrate mathematics concepts (example Gizmos).
- ✓ Graphing calculators assist with performance tasks in mathematics courses.
- ✓ Interactive white boards and smart tables provide opportunities for students to use technology which correlates to standards identified for their Project-Based Learning Experiences.
- ✓ Video conferencing equipment provides opportunities for students to learn from experts beyond their classroom and city. It also provides opportunities for them to share their Project-Based Learning experiences and results with the community and peers across the District and State.

BUILDING CAPACITY: The three-year training plan provides in-depth teacher knowledge and builds a solid faculty foundation. This provides on-site assistances to new teachers as needed during the years following the grant period. Technical training may be provided in following years by District Instructional Technology Specialists or by the Regional Educational Technology Specialists (ETTC) by the ETTC located in Ellaville .

Data Sources Correlated to Identified Needs::

- GaDOE 2009 GAPSS Recommendations indicate a need for increased technology availability and integration of use by students in the content areas.
- GaDOE 2009 GAPSS Classroom Observations indicate only 10% of the observed classrooms effectively integrate technology tools.

■ Teachers As Advisors:

To assist students in becoming responsible decision makers, and goal setters, all teachers will be trained in the Teachers-as-Advisors model. Professional learning is needed to assist teachers to: 1) lead students to make more informed choices in goal setting, 2) increase student graduation rates, and 3) increase postsecondary enrollment rates by students in the District. A customized plan supported by Teachers-as-Advisors is implemented for the Advisory Period identified at W.

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Transformation Model

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Attachment 2d

H. Spencer. A critical component in the plan includes the students' Five-Year Plan for the Future which takes the students from the 9th grade to post-secondary goals.

Teachers are trained during the first semester of Year 1, with follow-up sessions during the first semester of Year 2, and Year 3. The program is implemented during the second semester of Year 1. This delay in implementation allows teachers to be prepared to serve as advisors and still provides enough time to guide the students in the design of the Student Five Year Plan.

A detailed Teachers As Advisors curriculum map is designed and created during the first year with modification to the plan made in Years 2 and 3 of the grant. This curriculum map and instructional design provides the needed information and materials to continue the program for the years following the grant period. All W. H. Spencer staff has access to the materials and curriculum map in the MCSD Rubicon Atlas online software portal.

BUILDING CAPACITY:

A. The three-year training plan provides in-depth teacher knowledge and builds a solid faculty foundation. This provides on-site assistance to new teachers as needed during the years following the grant period.

B. During the first year of the grant, extensive unit designs are created to provide detailed timelines, instructional plans and student materials for the Teachers As Advisors Program. Teachers have access to the materials and curriculum map in the MCSD Rubicon Atlas online software portal.

Data Sources Correlated to Identified Needs::

- School Culture Recommendations from the GaDOE 2009 GAPSS Team:
Establish and maintain a culture of formal and informal collaboration that is pervasive throughout the organization.
- The Graduation rate of W. H. Spencer has increased over the past three years, but is still only at 69.2 % in 2009.

■ Standards-Based Classroom:

Maintaining the Standards-Based Classroom to support the Georgia Performance Standards is sustained through on-site Academic Instructional Coaching Experts (AICE), Grade Level Discussions and peer observations. GaDOE consultants will be utilized to support those teachers who have not yet established a Standards-Based Classroom. These teachers are identified through the administrative and peer class observations. This initiative is not new to the faculty, but different levels of understanding and implementation are evident throughout the Spencer classrooms. Continued focus will be placed on establishing and/or maintaining Standards-Based Classrooms.

BUILDING CAPACITY:

A. The three-year training plan provides in-depth teacher knowledge and builds a solid faculty foundation. This provides on-site assistance to new teachers as needed during the years following the grant period.

B. The MCSD also provides training and support through the Professional Learning and Secondary Education Departments.

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Transformation Model

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Data Sources Correlated to Identified Needs:

GaDOE 2009 GAPSS Classroom Observations indicate:

- only 20% of observed classrooms sequence instruction in predictable logical ways.
- only 49% of observed classrooms have a defined work period.
- only 10% of observed classrooms differentiate instruction.
- only 30% of observed classrooms align the learning goals to the standards.

▪ Professional Content Knowledge Enhancement:

Teachers will be afforded the opportunity to enhance content knowledge through face-to-face and/or online course enrollment. Tuitions are to be funded through the School Improvement Grant as components of the teacher incentives. The maximum allowed per course tuition is \$700.00. The maximum number of courses to be allotted per teacher is one per semester. This ensures that all teachers dedicated to the success of Spencer's students may take advantage of the program and encourages all teachers to enhance content knowledge. Providing funding for a maximum of six (6) courses per dedicated Spencer teacher during the Year 1, 2 and 3 of the grant period encourages teachers to complete additional degrees with concentrated efforts toward their content areas. This encourages teachers to not simply meet recertification requirements or seeking administrative courses which do not immediately impact classroom instruction, but focus on courses which impact instruction.

BUILDING CAPACITY: Though the course tuitions are not supported after the grant period, the Columbus Regional Mathematics Collaborative (Math Collaborative) and the Regional Education Services Agency (RESA) provide mathematics content instruction to the MCSD teachers. MCSD and the Math Collaborative work together each year to provide complementary content training opportunities for mathematics teachers.

▪ Georgia Classroom Analysis of School Standards (Class Keys)

The Georgia Class Keys instrument is to be used for the SI Grant evaluation system. Teachers and Administrators will be trained on the GaDOE Classroom Analysis of State Standards **Teacher Evaluation System** (Class Keys). This instrument addresses Curriculum and Planning, Assessment, Instruction, and Professionalism. A snapshot of the Class Keys is included in the Appendix of this proposal.

Detailed training is needed to ensure that teachers are successful in mastering the implementation of Class Keys and in their evaluations. Year 1 provides intense training followed by continued training in Year 2 and Year 3.

BUILDING CAPACITY: The Professional Learning Department of MCSD and the Title I Department provide continued support and training as needs are identified.

▪ The GaDOE Leadership Performance Appraisal System (Leader Keys)

The GaDOE Leadership Performance Appraisal System (Leader Keys) is to be used for the administration evaluation system. **Leader Keys** serve as both a formative and summative instrument to identify a leader's level of performance on specific standards. The Georgia Department of Education encourages the use of the process at the district and school levels to assess leadership performance and facilitate the professional growth that occurs as leaders engage in continuous improvement.

▪ Differentiated Instruction

In support of Project-Based Learning, teachers receive further training on the use of differentiated instruction. Two days in Year 1 and Year 2 are devoted to teacher training sessions. These sessions are followed by classroom observations conducted by the Academic Instructional Coach Experts (AICE), administrators and peers.

BUILDING CAPACITY:

A. The three-year training plan provides in-depth teacher knowledge and builds a solid faculty foundation. This provides on-site assistance to new teachers as needed during the years following the grant period.

B. The Professional Learning Department of MCSD provide continued support and training sessions as needs are identified.

Data Sources Correlated to Identified Needs:

GaDOE 2009 GAPSS Classroom Observations indicate:

- only 49% of observed classrooms have a defined work period.
- only 10% of observed classrooms differentiate instruction.
- only 30% of observed classrooms align the learning goals to the standards.

▪ Community and Economically Disadvantaged Population: Ruby Payne, Framework for Understanding Poverty

William Henry Spencer serves a large population (at or above 94%) of low economic communities of Columbus, Georgia. Subgroups included for Spencer's Adequate Yearly Progress (AYP) indicate that the *economically disadvantaged* students do not meet the identified mathematics and English/language arts standards. Ruby Payne's research on children of poverty will provide teachers further insight to their students with emphasis on how this impacts their learning and affects their engagement at school. Knowledge acquired from this professional learning will assist the school to modify academic, instructional and disciplinary policies to reflect student needs.

The professional learning model will include two days of face-to-face training in Year 2. Year 2 will also include teacher feedback from classroom observations from October to May. Year 2 and Year 3 provide follow-up training sessions and classroom observations through the use of checklists. Feedback from the observations provides teachers with verification and/or implementation needs. Examples of instructional components which will be implemented are: mental models, vocabulary word walls with visual sketches, posted student work demonstrating authentic, relevant application of knowledge and student resources.

BUILDING CAPACITY:

A. W. H. Spencer faculty have previously received training based on the finding of Dr. Payne's work.

B. The training plan during the SI Grant period provides in-depth teacher knowledge and builds a solid faculty foundation. This provides on-site assistance to new teachers as needed during the years following the grant period.

C. The Professional Learning Department of MCSD provide continued support and training sessions as needs are identified.

Data Sources Correlated to Identified Needs::

- GHSWT and the GHSGT indicate that students in the economically disadvantaged are a subgroup at Spencer.

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- The economically disadvantaged subgroup is at or above 94% of Spencer's population.

Project-Based Learning Correlations to Professional Learning and Implementation

[Project-Based Learning (PBL) is a major component of the select transformation model. This chart indicates the correlations among the identified student needs, PBL and the identified professional learning session identified in the SI Grant transformation model.]

	Teacher Training	Teacher Collaboration	Project Design	Project Implementation
Year 1	<ul style="list-style-type: none"> ▪ HSTW ▪ Literacy ▪ Differentiated Instruction 	<ul style="list-style-type: none"> ▪ Create Collaborative Teacher Teams 	<ul style="list-style-type: none"> ▪ Design of one project per Integrated Collaborative Teacher Teams 	<ul style="list-style-type: none"> ▪ 1 per Collaborative Teacher Teams
Year 2	<ul style="list-style-type: none"> ▪ Economically Disadvantaged 	<ul style="list-style-type: none"> ▪ Maintain Collaborative Teacher Teams 	<ul style="list-style-type: none"> ▪ Design of two project per Integrated Collaborative Teacher Teams 	<ul style="list-style-type: none"> ▪ 2 additional per Collaborative Teacher Teams ▪ Total = 3
Year 3		<ul style="list-style-type: none"> ▪ Maintain Collaborative Teacher Teams 	<ul style="list-style-type: none"> ▪ Design of three project per Integrated Collaborative Teacher Teams 	<ul style="list-style-type: none"> ▪ 3 additional per Collaborative Teacher Teams ▪ Total = 6
Year 4-5 (following the grant period)		<ul style="list-style-type: none"> ▪ Maintain Collaborative Teacher Teams 	<ul style="list-style-type: none"> ▪ Modification of projects where needed 	<ul style="list-style-type: none"> ▪ Total = 6

Definitions

- ★ Collaborative Teams: Each Spencer teacher is identified for a Content Team. The teams consist of two or more teachers. The teams are created to model the integration of standards through the project designs. An example might be a Mathematics I with Astronomy.
- ★ Projects: Learning experiences are designed to incorporate higher-order thinking skills, application of content knowledge, authentic situations for students and opportunities for student presentations of results.

Example of Project-Based Learning from MCSD Fort Middle School

Change on Light Campaign - A Global Youth Project

<http://gysd.org/events/2010/us/ga/fort-middle-school-change-one-light-bulb-campaign>

- Integration of science and language art standards (Collaborative Teacher Teams)
- Active, engaged learning
- Technology integration through design of informational flyer and sharing results online
- Collaboration of Science and Language Arts teachers
- Student presentations to community

BUILDING CAPACITY: Details for providing support during the years following the grant period are provided in the Professional Learning Overview section.

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	<p>with Checklist</p> <ul style="list-style-type: none"> ▪ March- May, final eval with checklist <p>Year 3: 2012-2013</p> <ul style="list-style-type: none"> ▪ formal implementation ▪ additional training ▪ Aug.-Oct., pre-eval. with Checklist ▪ Nov. – Feb., mid-eval. with Checklist ▪ March- May, final eval with checklist
<p><u>High Schools That Work</u></p> <p>Year 1: Review of expectations Project-Based Learning (PBL)</p> <ul style="list-style-type: none"> • Define PBL • Identify Collaborative Teams • Create Project-Based Learning experiences for students <p>Workshop Examples</p> <ul style="list-style-type: none"> ▪ Project-based learning ▪ Integration of content through course pairings ▪ Design of core courses selected to model project-based learning units <p>High Schools That Work: Institute at Spencer</p> <ul style="list-style-type: none"> ▪ 5-day workshop (summer) ▪ Consultant <p>Year 2:</p> <ul style="list-style-type: none"> ▪ Institute at Spencer (workshop on HSTW) ▪ Classroom Observations for implementation of PBL <p>Year 3:</p> <ul style="list-style-type: none"> ▪ Institute at Spencer ▪ Follow-up: 4 days ▪ Classroom Observations- 4 days ▪ 	<p>Year 1 PBL focus: August, 2010 – May 2011</p> <p>Institute June, 2011, 5 days on-site at Spencer High</p> <p>Year 2 October, March, April (Observations with Checklists)</p> <p>Year 3 July 2012, 4 days (Institute) October, March, April (Observations with Checklists)</p>
<p><u>Reading and Literacy, Heidi Hayes Jacobs</u></p> <p>Year 1</p> <ul style="list-style-type: none"> ▪ Workshops – 2 days ▪ Follow-up sessions classroom observations by consultants – 4 days during the year 	<p>Year 1: 2010-2011 IN-SERVICE DATES <u>workshops</u> November, December <u>observation/feedback</u> February, 2 days March, 2 days</p>

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<p>Year 2:</p> <ul style="list-style-type: none"> ▪ Workshops – 2 days ▪ Follow-up sessions classroom observations by consultants – 4 days during the year <p>Year 3: Training is offered for new teachers and teachers identified as still in need for additional training</p> <ul style="list-style-type: none"> ▪ Workshops – 2 days ▪ Follow-up sessions classroom observations by consultants – 2 days during the year 	<p>Year 2: 2011-2012 IN-SERVICE DATES <u>workshops</u> November, December <u>observation/feedback</u> February, 2 days March, 2 days</p> <p>Year 3: 2011-2012 IN-SERVICE DATES <u>workshops</u> November, December <u>observation/feedback</u> February, 1 days March, 1 days</p>
<p><u>READ 180</u> (software program to improve reading)</p> <p>Year 1</p> <ul style="list-style-type: none"> ▪ Identify teachers to use the software ▪ Workshops – 2 days (with substitutes for identified teachers) ▪ Follow-up sessions classroom observations by consultants – <p>Year 2: Training is offered for new teachers and teachers identified as still in need for additional training</p> <ul style="list-style-type: none"> ▪ Workshops – 2 days ▪ Follow-up sessions classroom observations by consultants – 2 days during the year <p>Year 3: Training is offered for new teachers and teachers identified as still in need for additional training</p> <ul style="list-style-type: none"> ▪ Workshops – 2 days ▪ Follow-up sessions 	<p>Year 1: 2010-2011 <u>workshops</u> November, December</p> <p>Year 2 November, 2 days December, 2 days (observations)</p> <p>Year 3 November, 2 days December, 2 days (observations)</p>
<p><u>Teachers-As-Advisors</u></p> <p>Year 1</p> <ul style="list-style-type: none"> ▪ Workshops by consultant – 4 days onsite during the first semester ▪ Prepare teachers during the first semester. ▪ Begin implementation of teachers as advisors during the second semester of Year 1. ▪ Classroom Observations and Teacher Feedback by consultant ▪ Classroom observations by consultants and four Academic Instructional Coach Experts (AICE) – 4 days during the year <p>Year 2 and Year 3</p> <ul style="list-style-type: none"> ▪ Workshops – 4 days during the first semester ▪ Classroom observations by consultants and four Academic Instructional Coach Experts (AICE) – 4 days during the year ▪ Classroom Observations and Teacher Feedback by consultant 	<p>Year 1, Year 2 and Year 3 INSERVCE DATES:</p> <p>August, September, October (4 dates) observations between sessions: Aug., Sept. Oct. Nov.</p>

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<p><u>Standards-Based Classroom</u></p> <ul style="list-style-type: none"> ▪ Teacher-Led Discussions during required Leadership Team and Department Meetings ▪ Peer Observations with MCSD SBD Checklists and Teacher Feedback by Academic Instructional Coach Experts (AICE) and administrators ▪ Consultant training for a total of 2 days per teacher identified with the need (hasn't established a SBC) (with substitutes) 	<p>Year 1: October, November (Observations) May 2 days of training Year 2: October, November, May Year 3: October, November, May</p>
<p><u>Data Analysis</u></p> <p>Year 2:</p> <ul style="list-style-type: none"> ▪ The Data Analysis training begins in Year 2. ▪ Data drives and informs instructional design. ▪ Teachers will be trained to enhance their data analysis skills to support instructional modification to meet the individual needs of students. ▪ Consultants will lead teachers in the identification of data sources, data analysis and the modification of instruction to meet the identified students' needs. Teachers are offered two (2) days of training. <p>Year 3:</p> <ul style="list-style-type: none"> ▪ Teachers identified with continued data analysis needs will be offered two (2) additional days of training. New teachers are included in these sessions. 	<p>Year 2: IN-SERVICE DATES October, November</p> <p>Year 3: IN-SERVICE DATES</p>
<p><u>Differentiated Instruction</u></p> <ul style="list-style-type: none"> ▪ In partnership with the data analysis training, teachers are to be trained in differentiated instruction. ▪ Two (2) days of training are offered in both Year 2 and Year 3. (with substitutes) 	<p>Year 2: February, March Year 3: February, March</p>
<p><u>Ruby Payne's A Framework for Understanding Poverty</u></p> <p>Year 3: This is the focus year for children of poverty workshops. Continued training is to be offered in Year 3.</p> <ul style="list-style-type: none"> ▪ Workshops- 2 days ▪ Classroom observations with established checklists by consultants – 4 days during the year <p>Year 3:</p> <ul style="list-style-type: none"> ▪ Workshops- 2 days ▪ Follow-up training ▪ Initial training for new teachers 	<p>Year 2: 2011-2012 IN-SERVICE DATES <u>workshops</u> February, March <u>observation/feedback between sessions</u> March, April</p> <p>Year 3: 2012-2013 IN-SERVICE DATES <u>workshops</u> February, 1 day March, 1 day</p>

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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:

- Professional Content Knowledge Enhancement:
 - **Tuition:** Teachers, dedicated to the success of Spencer’s students, will be afforded the opportunity to enhance content knowledge through one (1) face-to-face or online course enrollment per year. The identified course must be correlated to Year 1- Year 3 SI Grant teaching assignment. Tuitions, during Year 1, Year 2 and Year 3 of the SI Grant, are to be funded through the SI grant and will not be awarded after the grant period. Teachers must apply for this financial assistance no later than the first day of the school year during the SI Grant period.
 - **Certification:** Teachers will be afforded the opportunity to obtain certifications related to the Year 1- Year 3 SI Grant teaching assignments. This certification funding is **only** to assist teachers who are new to the District and/or education, through the funding of one (1) course per year during the SI Grant period.
- **Improvement Environment:** Through various support strategies the instructional and learning environments improve. With additional Academic Instructional Coach Experts and Technical Assistance on-site, teachers are provided assistance in the classroom as new or different instructional strategies are used. Providing an improved working environment addresses one of the concerns identified by teachers.
- **Embedded Professional Learning:**
 - Teaching schedules and the school-year calendars have built-in times identified for planning and professional learning.
 - On-the-job learning is to occur while teachers and administrators engage in their daily work. This maximizes professional learning time and allows for timely feedback to teachers.
 - Peer-to-peer modeling and assessment builds support and validation for teachers’ efforts.
 - Collaborative Teacher Teams provide support while instructional changes are designed, created and implemented.

BUILDING CAPACITY: As teachers embrace the opportunity to improve their content knowledge through the provided tuition fees, they also create an environment with a content confident faculty. Not only does this provide content experts for the Spencer faculty, but provides the same expertise for the District.

Timeline:

Professional Content Knowledge Enhancement:

Applications due by:
 August, 2010- Year 1
 August, 2011- Year 2
 August, 2012- Year 3

Improved Environment

Year 1: Implementation - August, 2010- Year 1- Project-Based Learning; Teachers As Advisors; Academic Consultants, Technology Support

Embedded Professional Learning:
Year 1: Implementation -

See Section A4 for the detailed timeline

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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.

Actions:

INSTRUCTIONAL PROGRAM

READING Data and Vertical Alignment:

Student reading needs are identified as a major concern at W. H. Spencer. The reading levels of upcoming 9th grade students hinder their high school successes. Students from Baker Middle School, Marshall Middle School, and Fort Middle School attend W. H. Spencer High School. Students from all three middle schools demonstrate poor reading abilities as indicated on CRCT scores (see section B 1, Table 10). Once at W. H. Spencer High School, reading continues to be a roadblock to student success in other academic areas. From 2006 to 2009, the average 10th and 11th grade scores fell far below the state average.

To address this need, the first approach to improve reading is to identify all teachers as reading teachers. Through Collaborative Teacher Teams and professional learning for Active Literacy, all teachers become reading teachers equipped with the tools needed to make lasting change. Teachers work together to approach the teaching of literacy skills at every grade level and in every subject area. Teachers learn cross-curricular strategies to address root problems and systemic practices which directly affect student performance (Jacobs, 2010).

The second approach to reading is to provide Extended Learning Time. Through test data and diagnostic tools, struggling readers are identified. These students are identified to receive intensive, direct instruction based on the specific identified needs of each student (Allington, 2001). The Extended Learning Time is provided during 45 minute time blocks on Monday (Teachers As Advisors), Tuesday, Wednesday, Thursday and Friday. Students may receive direct instruction delivered by identified teachers or through interactive reading software (*Read 180, Fast ForWord or Compass Learning*) design specifically for the high school struggling reader. Students are rotated through Extended Learning Time sessions which are scheduled based on the nine-week grading period. As students improve, they may rotate to a different type of instructional reading session or may be rescheduled for other academic needs. Advanced reading students are offered reading sessions to enhance their higher-order thinking skills and application of those skills in cross-curricula projects.

Mathematics Data and Vertical Alignment:

Improvement in mathematics has also proven to be a challenge for the Spencer faculty. An almost 8% increase in failure to Meet Standards on the CRCT between 2008-2009 indicates that the Spencer 9th grade class of 2010 needs considerable intervention in mastering mathematics skills needed to succeed in high school courses and passing the Mathematics portion of Georgia High School Graduation Test (GHS GT). Student achievement in mathematics has not shown growth in the last three years for grades 10-12. In 2009, student scores on the GHS GT dropped drastically.

Timeline:

Active Literacy implementation February, 2011 (teacher training occurs in Aug.-Dec. 2010) continued use 2010-2013

Extended Learning Time implementation July, 2010

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Program of study: Require each student to complete an upgraded academic core and a concentration.

Correlation to transformation strategies:

- Implement Teachers as Advisors where students must create a Five Year Plan
- Increase AP Courses
- Increase rigor in the classroom instruction
- Hire Academic Instructional Coach Experts for each of the core areas to provide models of best practices, observe instruction and provide timely teacher feedback
- Provide a Bridge Program during the summer months to support increased academic success (The Bridge Program is designed to address identified needs of students in a three week period prior to entering the 9th grade).

Academic studies: Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects.

Correlation to transformation strategies:

- Enhance Project-Based Learning
- Monitor Standards-Based Classrooms
- Increase Computer Gaming magnet enrollment
- Provide a Bridge Program during the summer months to support increased academic success

Career/technical studies: Provide more students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level academic and problem-solving skills needed in the workplace and in further education.

Correlation to transformation strategies:

- Enhance Project-Based Learning (Schlechty, 2005) and (Marzano, 2001)
- Increase Computer Gaming magnet enrollment to increase rigor in curricula

Teachers working together: Provide cross-disciplinary teams of teachers time and support to work together to help students succeed in challenging academic and career/technical studies. (DuFour, 2004)

Correlation to proposal:

- Enhance Project-Based Learning
- Implement Teachers as Advisors
- Monitor Standards-Based Classrooms
- Provide training during ten (10) in-service dates
- Hire Academic Instructional Coach Experts for each of the core areas to provide models of best practices, observe instruction and provide timely teacher feedback
- Scheduled teacher planning is conducive to grade-level and department (subject-level) professional learning communities.

Students actively engaged: Engage students in academic and career/technical classrooms in rigorous and challenging proficient-level assignments using research-based instructional strategies and technology. (Schlechty, 2005)

Correlation to transformation strategies:

- Enhance Project-Based Learning in all classrooms

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- Increase Computer Gaming magnet enrollment
- Increase technology tools available to students and teachers

Guidance: Involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of an accelerated program of study with an academic or career/technical concentration.

Correlation to transformation strategies:

- Hire a consultant to council freshmen and meet their specific needs
- Implement Teachers as Advisors
- Provide a parent coordinator
- Hold parent information training sessions

Extra help: Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content. (Allington, 2001).

Correlation to transformation strategies:

- Implement Teachers as Advisors
- Provide a parent coordinator
- Increase instruction time during the school week

Culture of continuous improvement: Use data continually to improve school culture, organization, management, curriculum and instruction to advance student learning.

Correlation to transformation strategies:

- Monitor Standards-Based Classrooms and provide teacher feedback based on an established rubric
- Hire Academic Instructional Coach Experts for each of the core areas to provide models of best practices, observe instruction and provide timely teacher feedback
- Increase use of formative and summative assessments to modify instruction

W. H. Spencer's faculty is to receive intensive training for full implementation throughout the school. Follow-up sessions are scheduled in Years 2 and 3 with full implementation, monitoring and evaluations components to ensure complete integration of strategies into the curricula.

The focus of this transformation model is project-based learning. This research-based instructional strategy meets the needs of the *GaDOE GASPSS Analysis Team Recommendations* made for William Henry Spencer High School. This initiative is supported through job-embedded training, identified consultants, technology correlated to 21st Century Communications Skills and four Academic Instructional Coach Experts (AICE). Through project-based learning students develop strong communications skills, make meaningful connections to real world applications and enhance their technology skills to prepare them for success in the work place or post secondary education.

Through this network, W. H. Spencer is supported through the changes that occur in Year 1, Year 2 and Year 3.

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High Schools That Work: Aligned to Georgia Performance Standards

- Project-based learning (PBL) for grades 9 through 12 is at the heart of the instructional approach. PBL uses technology and inquiry to engage students with issues and questions that are relevant to their lives. In High Schools that Work classrooms, **teachers design rigorous projects tied to state and district standards** and customize them to their location and the interests of students. Students then work in teams to acquire and apply knowledge and skills to solve problems.

High Schools That Work: Vertical Alignment from 9th to 12th

- Collaboration among teachers ensures that students in grades 9-12 acquire not only subject-matter knowledge, but also the skills they need to thrive in college, career and life.
- Teachers model a team-based collaborative approach in grades 9-12. In addition to helping set school administration and policy, they have flexibility to customize classrooms and projects to meet the needs of their students.
- Scheduling of teacher planning is conducive to grade-level and department (subject-level) professional learning communities.
- Advisory Program is established for grades 9-12. The sessions are scheduled once a week and are comprised of multi-grade level students.

RESEARCH:

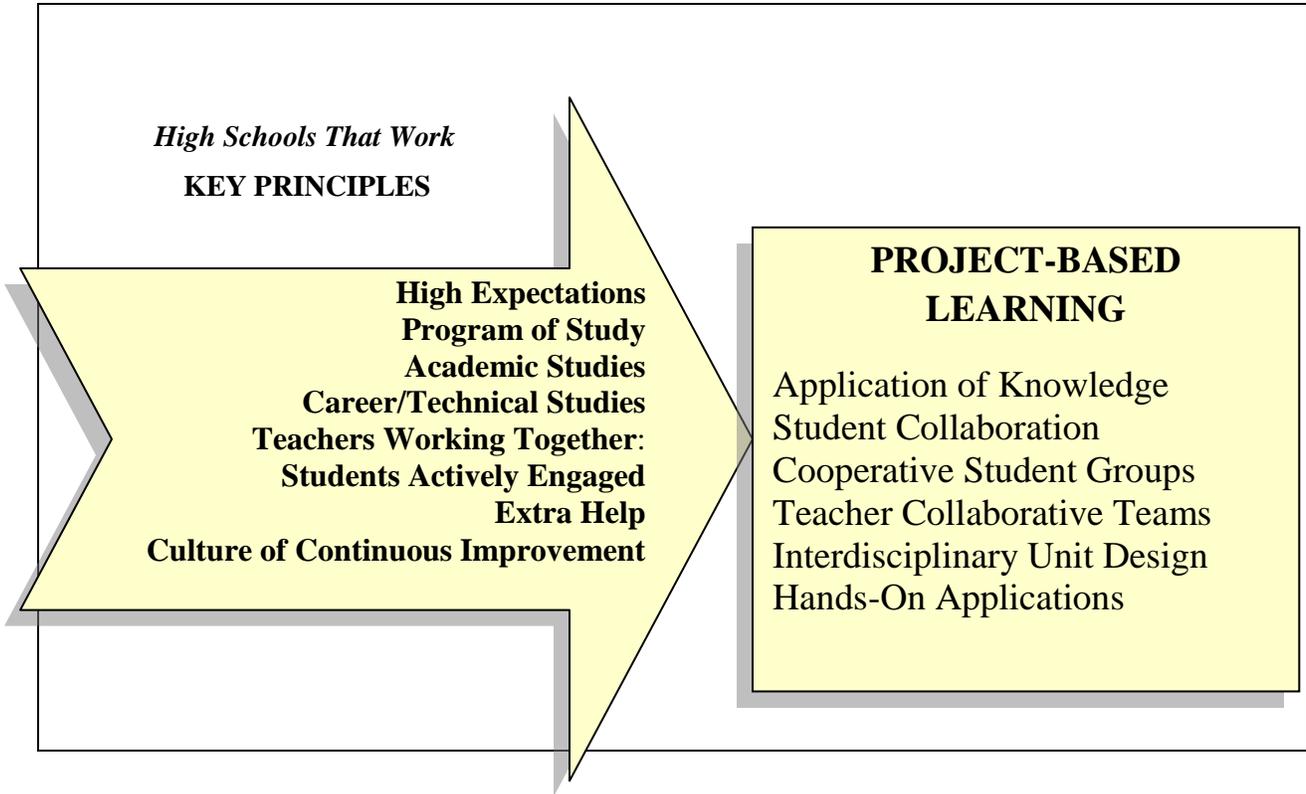
"The American Recovery and Reinvestment Act : Teacher Effectiveness and Equitable Distribution." *National Comprehensive Center for Teacher Quality*. Web. 2 Mar 2010. <<http://www.tqsource.org/arra/main.php>>.

"Events and News." *Partnership for 21st Century Skills*. October 2009. Web. 2 Mar 2010. <http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=780&Itemid=64>.

Kristin, Sunny. "National Conference of State Legislation." *NCSL*. July 2005. Web. 2 Mar 2010. <<http://www.ncsl.org/IssuesResearch/Education/HighSchoolRedesignEffectiveHighSchoolReform/tabid/12948/Default.aspx>>.

Quint, Janet. "Publications." *mdrc*. May 2006. Web. 2 Mar 2010. <<http://www.mdrc.org/publications/428/overview.html>>.

(Additional research sources are noted in the appendix of this proposal.)



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.

Actions:

Formative and Interim Assessments:

<http://www2.scholastic.com/browse/article.jsp?id=3751398>

Formative assessments are a part of the learning and should not be graded as summative assessments (end-of-unit exams for example). Formative assessments should serve as practice for students, just like a meaningful homework assignment. Formative assessment should check for student progress, guide teacher decision making about future instruction, and provide immediate feedback to students. Formative results provide insight to teachers for modification of instructional design. Formative assessments help us differentiate instruction and thus improve student achievement.

The evidence shows that high-quality formative assessment does have a powerful impact on student learning. Formative assessment is particularly effective for students who have not done well in school, thus narrowing the gap between low and high achievers while raising overall achievement.

<http://www.fairtest.org/value-formative-assessment-pdf>

Timeline:

Formative and Interim Assessments:

Year 1: 2010-2011

See Detailed Timeline in Appendix

Muscogee Assessment Plan (MAP)
Tests are administered at the end of grading period for the first three grading periods.

Student Assessment Lead Teachers (SALTs)

- a) compile data after the administration of MAP tests, b) share and collaborate with teachers to analyze data, and c) identify resources for instructional strategies which may be needed for remediation between EOCT MAPs and the GaDOE EOCT.

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Types of Assessment Strategies

There are a variety of quick ways to check for understanding and gather "evidence" of learning in your classroom.

- **Summaries and Reflections (One Minute Papers)** Students stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These require that students use content-specific language. One minute papers promote discussions and identify misconceptions.
- **Lists, Charts, and Graphic Organizers** Students will organize information, make connections, and note relationships through the use of various graphic organizers.
- **Visual Representations of Information** Students will use both words and pictures to make connections and increase memory, facilitating retrieval of information later on. This "dual coding" helps teachers address classroom diversity, preferences in learning style, and different ways of "knowing."
- **Collaborative Activities** Students have the opportunity to move and/or communicate with others as they develop and demonstrate their understanding of concepts.
- **Exit Cards** - Exit Cards are index cards (or sticky notes) with student responses to a question or solution to a problem that students hand to the teacher, deposit in a box, or post on the door as they leave the classroom.

It is important to conduct formative assessments so that teachers can scaffold learning to meet the needs of struggling students and challenge the advanced learners. High-quality formative assessment is relatively rare in classrooms, and that most teachers do not know how to engage in such assessment.

Muscogee County School District promotes the use of formative assessments through the ways listed below.

- The Muscogee Accountability Plan (MAP) provides data analysis and structure for data-driven instruction. Previously the MAP has been limited to grades 1-8. In the second semester of 2008-2009, five (5) Muscogee County School District (MCS D) high schools piloted the established MAP model. Those five schools identified Student Assessment Lead Teachers (SALTs) who were

Teachers administer the Renaissance™ STAR Math Test and Renaissance™ STAR Reader Test at beginning of the year and after the first semester.

Teachers administer diagnostic tests throughout the Accelerated Math checking student progress.

Teachers utilize the Georgia Online Assessment (GaOAS) throughout the year to monitor student's progress. The OAS provides a database of questions based on the GPS.

Teachers take advantage of collaborative planning time, planning days, and utilize substitutes to secure planning time during the school day to analyze data.

Year 2: 2011-2012 See Detailed Timeline in Appendix

MAP Test will be administered at the end of grading period for the first three grading periods.

SALTs a) compile data after the administration of MAP tests, b) share and collaborate with teachers to analyze data, and c) identify resources for instructional strategies which may be needed for remediation between EOCT MAPs and the GaDOE EOCT.

Teachers administer the STAR Math Test and STAR Reader Test at beginning of the year and after the first semester.

Teachers administer diagnostic tests throughout the Accelerated Math

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<p>responsible for coordinating the administration of the assessments, collecting results, analyzing the data and leading discussions to impact instruction. The SALTs led the teacher discussions at their schools to identify specific student needs and strategies to address those needs. Teachers then planned collaboratively to modify instruction and address the student needs identified by the latest data.</p> <ul style="list-style-type: none">▪ Student Assessment Lead Teachers (SALTs) collaborate each year to:<ul style="list-style-type: none">○ Ensure the EOCT MAPs (benchmark assessment) correlated to the design of the Georgia, Department of Education (GaDOE) EOCTs;○ Correlate the EOCT MAP test items to the specific Georgia Performance Standards;○ Develop a timeline for administering the EOCT MAPs to provide time for remediation prior to the GaDOE EOCT;○ Modify MAP Data Reports to meet the needs of high school instruction;○ Modify MAP Learning Logs to meet the needs of high school instruction; and○ Identify resources for instructional strategies which may be needed for remediation between EOCT MAPs and the GaDOE EOCT.▪ School sites utilize STAR Reader and STAR Math tests.▪ School sites utilize Accelerated Math Diagnostic Tests.▪ School sites utilize the GaOAS.▪ School sites collaborate to discuss data on planning days. <p>Summative Assessments: Summative assessments are cumulative evaluations used to measure student achievement after instruction and are generally given at the end of a course in order to determine whether long range learning goals have been met. High quality summative information can shape how teachers organize their curricula or what courses schools offer their students. http://www.learnnc.org/lp/pages/5233</p>	<p>checking student progress.</p> <p>Teachers utilize the Georgia Online Assessment System (GaOAS) throughout the year to monitor student's progress.</p> <p>Teachers take advantage of collaborative planning time, planning days, and utilize substitutes to secure planning time during the school day to analyze data.</p> <p>Year 3: 2012-2013 See Detailed Timeline in Appendix</p> <p>MAP Test will be administered at the end of grading period for the first three grading periods.</p> <p>SALTs a) compile data after the administration of MAP tests, b) share and collaborate with teachers to analyze data, and c) identify resources for instructional strategies which may be needed for remediation between EOCT MAPs and the GaDOE EOCT.</p> <p>Teachers administer the STAR Math Test and STAR Reader Test at beginning of the year and after the first semester.</p> <p>Teachers administer diagnostic tests throughout the Accelerated Math checking student progress.</p> <p>Teachers utilize the GaOAS throughout the year to monitor student's progress.</p> <p>Teachers take advantage of collaborative planning time, planning days, and utilize</p>
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<p>Summative evaluations are used to determine if students have mastered specific strategies and to identify instructional areas that need improvement. Muscogee County School District promotes the use of summative assessments through the ways listed below.</p> <ul style="list-style-type: none"> ▪ All schools are required to participate in SIP Reviews with Central Office staff. ▪ All schools are required to update their school profile at the end of each school year. ▪ State-mandated assessments ▪ End of Course Tests (EOCT) ▪ Georgia High School Graduation Test (GHSGT) ▪ Georgia High School Writing Test (GHSWT) ▪ Scholastic Aptitude Test (SAT) ▪ America College Testing (ACT) ▪ Preliminary PSAT 	<p>substitutes to secure planning time during the school day to analyze data.</p> <p>Summative Assessments:</p> <p>Year 1: 2010-2011</p> <ul style="list-style-type: none"> ▪ State-mandated assessments are determined by the state. ▪ EOCT's are administered at the end of each semester. <p>Year 2: 2011-2012</p> <ul style="list-style-type: none"> ▪ State-mandated assessments are determined by the state. ▪ EOCT's are administered at the end of each semester. <p>Year 3: 2011-2012</p> <ul style="list-style-type: none"> ▪ State-mandated assessments are determined by the state. ▪ EOCT's are administered at the end of each semester.
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<p>A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).</p>	
<p>Actions:</p> <p><u>Strategies:</u></p> <p><u>Strategy 1: Instructional Day Modifications</u> Spencer's instructional day will use a modified block schedule that encourages project-based learning, laboratory experiences, and active, engaged learning. The schedule includes built-in advisory periods one (1) day per week and two days of extended student learning time for academic skill building and enrichment.</p> <p>The extended day is created by the addition of forty-five-minutes to the Tuesday, Wednesday, Thursday and Friday school-days. The instructional day begins later to support the research on teenagers and sleep requirements. The extended time applies to all students and all faculty/staff. The additional instructional time is maximized to differentiate instruction to meet the specific identified needs of the students in mathematics and reading (Allington, 2001).</p> <p>Extended Learning Time: Tuesday, Wednesday, Thursday and Friday (Monday is identified for Teachers As Advisors)</p> <ul style="list-style-type: none"> ▪ Extend school day by 45 min. for academic enhancement ▪ Students are assigned to the session identified to fit their needs ▪ Core sessions: reading, mathematics and technology 	<p>Timeline:</p> <p>Year 1, August through May implementation in August, 2010</p> <p>Year 2, August through May</p> <p>Year 3, August through May</p> <p>Extended Learning Time: Year 1, 2 and 3 July, 2010- implementation August through May every Tuesday, Wed., Thursday, and Friday</p>

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Strategy 2: Monday Teachers As Advisors (TAA)

- o 45 minutes for advisory; parents meet with teachers, counselors and students at least one time per year
- o students of mixed grade-levels
- o consistent curricula school-wide
- o Student Five-Year Plans: individual 5-year plans are developed, reviewed and modified by students
- o monthly teacher grade-level meetings keep all instruction unified
- o teachers are trained to provide goal-setting skills to students

Daily Schedule: Mon., Tues., Wed., Thurs. and Friday

- 8:15 School Opens
- 8:25 Tardy Bell
- 8:25 1st Block
- 10:00 2nd Block
- 11:25 Enrichment- math and reading (T-F)
Teachers As Advisors (M only)
- 12:15 3rd Block
lunch
- 2:20 4th Block
- 3:55 Day Ends

Strategy 3: Summer Bridges Program (3 weeks)

- 8th graders transitioning to 9th grade- one week, July
 - o Student Five Year Plans: Students begin the draft of their plan for 9th grade through post-secondary education.
 - o Seniors act as mentors to freshman and are assigned a 9th grade student.
 - o Students in grades 10-12 with identified needs attend intensive instructional sessions
- Reading and Mathematics enhancement- one week, July
- No fees for students
- Teacher supplements

Strategy 4: Summer Credit Recovery Program (4 weeks)

- Academic core content courses identified for recovery
- Instructional delivery – online, project-based
- No fees for students
- Teacher supplements

Monday: Teachers As Advisors

July, 2010 – implementation

Extended Day:

each Monday - TAA is held

each Tues., Wed., Thurs. and Fri. –
Extended Learning Time is
scheduled for all students

Summer Bridges Program

Year 1, July, 2011 –
implementation

Year 2, July, 2012

Year 3, July 2013

Summer Credit Recovery Program

Year 1, July, 2011 –
implementation

Year 2, July, 2012

Year 3, July 2013

Muscogee County School District

A9. Provide ongoing mechanisms for family and community engagement.	
<p>Actions:</p> <ul style="list-style-type: none"> ▪ W. H. Spencer Family Services Coordinator (FSC) supports the Student, Family, and Community Involvement of the Georgia School Keys. This position is on assignment for the three years of the SI grant. Once the communication to the parents and community are established the school will have the capacity to maintain communications. (see job description in appendix) ▪ MCS D Parenting Coordinator (PC) supports the Student, Family, and Community Involvement of the Georgia School Keys. The District PC coordinators workshops with school-based FSC. This support continues to exist through the Title I funding. ▪ Parents Plan for Wise Futures. Training for parents provides an opportunity to <u>enhance parenting knowledge</u>. Parents receive information to assist their children with study skills technology skills and planning for post-secondary education. Students demonstrate their technology skills through the taping of information for parents. Dinner is provided while parents review student-created content films. ▪ Enhance the W. H. Spencer Web Site to provide specific resources for parents as they support their children through the program and prepare for the future. ▪ Organize parenting resources on-site at W. H. Spencer. These resources are to address technology communication skills and knowledge to support their children to post-secondary successes in job placement or enrollment into higher education institutes. (examples: scholarships, enrollment procedures, etc.) 	<p>Timeline:</p> <p>August, 2010, Hire FSC FSC continues to serve through June 2013</p> <p>Parents Plan for Wise Futures. Year 1-3 once a semester, Nov. and March</p> <p>Web Site Year 1, implementation September, 2010 updates once a semester, Nov. and March</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>Actions:</p> <p>Flexibility:</p> <ul style="list-style-type: none"> ▪ School administrative staff will work collaboratively with the Central Office Staff to plan and implement the transformation model. ▪ The SI Grant Administrator (SIGA) provides guidance to Spencer’s faculty and staff for meeting the established timeline throughout the grant period. ▪ The SIGA communicates with the Chief Academic Officer to receive input and guidance for any suggested changes in the timeline made by Spencer’s faculty and staff. ▪ Faculty and staff review the timeline at the beginning of the 	<p>Timeline:</p> <p>Year 1, review- Aug. Year 2, review- Aug. Year 3, review- Aug.</p>

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<p>school year.</p> <ul style="list-style-type: none"> ▪ Flexibility will be given to adjust the instructional calendar/time to meet the needs of students. ▪ The <i>High Schools That Work</i> framework allows flexibility to meet specific identified needs of the school and system. ▪ Teachers provide input to identify specific technology needs for course and grade-level. 	
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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>Actions:</p> <p><u>Technology Support , On-site:</u></p> <p>During the SI Grant period, a Technology Specialist consultant is located on-site at William Henry Spencer High School. The duties of this Technology Specialist are limited to W. H. Spencer and include:</p> <ul style="list-style-type: none"> ▪ Installing any new hardware purchased through the SI Grant or by any other funding sources ▪ Providing small group, hands-on, technology hardware instruction to Spencer teachers ▪ Providing small group, hands-on, technology software/Web instruction to Spencer teachers ▪ Maintaining all technology hardware located at Spencer ▪ Assisting teachers in the classroom during instruction with the integration of technology tools with content curricula ▪ Maintaining the Spencer Web Site ▪ Establishing Technology Lead Teachers (building capacity for the future) among the Spencer faculty <p>BUILDING CAPACITY: MCSD (LEA) continues to support the integration of technology into the curricula after the SI Grant period. MCSD Instructional Support Specialists are assigned to W. H. Spencer High School to provide training sessions and on-site assistance with new technology software and hardware. After school and summer training sessions are provided to further the use of technology integration into instruction with an emphasis on student use in the classroom. The MCSD Division of Information Services (technology division) requires all schools to participate in an annual technology fair. Students display and share their work for the community to see. Teachers at W. H. Spencer are aware of the support avenues provided by MCSD.</p> <p>The Georgia Department of Education (SEA) supports the</p>	<p>Timeline:</p> <p>July 2010- hire Technology Specialist for Spencer</p> <p>July 2010 through May 2013- on-site at Spencer</p> <p>October 2010- establish Technology Lead Teachers</p> <p>October 2011- establish additional Technology Lead Teachers</p> <p>October 2012- establish additional Technology Lead Teachers</p>
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<p>continuation of technology integration through various support systems. The Georgia Educational Technology Centers (provided by the Georgia Department of Education) encourage technology integration through the Project-Based Learning Initiative. The Chattahoochee-Flint Educational Technology Center in Ellaville, Georgia supports the W. H. Spencer faculty. The Project-Based Learning Initiative correlates well with the focus of the W. H. Spencer High School Transformation Model. The Chattahoochee-Flint Educational Technology Center also provides technology training sessions for our region.</p> <p>The United States of America Department of Education (NEA) supports the use of technology at W. H. Spencer through Title I funding. These funds are continued after the SI Grant period. The W. H. Spencer Leadership Team continues to plan with the MCSD Title I Department to maximize funds toward providing technology tools for student use.</p>	
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B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality.	
<p>Actions: NA Do not complete this section. This item does not apply to the transformation model.</p>	<p>Timeline:</p>

C. Align additional resources with the interventions.	
<p>Actions: <u>RESOURCES</u> correlated to GaDOE <u>GAPSS FINDINGS OF 2008-2009 AND High Schools That Work:</u></p> <p>Title I funds are presently available to W. H. Spencer. In 2009-2010, Spencer received a total of \$1,098,530.00 in Title I funding. W. H. Spencer is identified as a MCSD school which will continue to receive Title I funding in the years following the SI Grant period. These funds will be available to continue the strategies and initiatives implemented in the three-year SI Grant period.</p> <p>Title IID funds are presently available to provide training</p>	<p>Timeline:</p> <p>May 2010, Advertise and interview for position</p> <p>May 2010, Superintendent recommends person for SIGA and Board approves</p>

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<p>and mathematics</p> <ul style="list-style-type: none"> ▪ Computer Science consultant from Columbus State University ▪ Compass Learning software for mathematics and reading ▪ READ 180 software for reading achievement ▪ Gizmo online interactive site with virtual labs for mathematics ▪ Science lab equipment for Project-Based Learning ▪ Technology needs: laptops, graphing calculators, robotic systems, interactive white boards for Project-Based Learning ▪ video conferencing equipment to provide expert instruction to students <p>Student Advisement: Freshman Counselor</p> <ul style="list-style-type: none"> ▪ Hire a Counselor to build student growth and support the development of the Student Five Year Plan and assist in the transition process of new students. ▪ Provide support of the Teachers-As-Advisors Program. ▪ Monitor the Teachers-As-Advisors Program. ▪ Collaborate with all counselors. ▪ Establish meaningful two-way communications with students parents and faculty. ▪ Collaborate with the Family Services Coordinator to create and design parent workshops. <p>Technology Resources: Support for <i>Project-Based Learning</i></p> <ul style="list-style-type: none"> ▪ Build 1:1 ratio of laptops for students – Students have access to research sources anywhere, anytime. The laptops have wireless Internet access throughout the building. This resource also supports student presentations and sharing strategies as students complete and share findings from Project-Based Learning. ▪ Technology in all classrooms: interactive whiteboards, iPods, video recorders, document cameras – As a part of Project-Based Learning for the 21st Century society, students capture research and share findings in a variety of ways. These technology tools provide the resources for students to address instructional rigor as they apply content standards through authentic research and present findings to audiences of peers and community members. ▪ Digital projectors for each classroom (21st Century Classroom Model, 1 project per student learning group) Following the model of the 21st Century business world, work is rarely conducted by lone individuals. Teams of people work and share information through the use of technology. As students research and apply knowledge through Project-Based Learning, their information is automatically and constantly shared with others through the use of displays provided by digital projectors. 	<p>Year 1, August through May Year 2, August through May Year 3, August through May Purchase Orders completed in August</p> <p>Technology Resources:</p> <p>Purchase Orders completed in August</p> <p>Installation of equipment in Sept. – Dec.</p> <p>Year 1, August through May Year 2, August through May Year 3, August through May</p> <p>Year 2 and 3 (video conferencing)</p> <p>Purchase Orders completed in August</p> <p>Installation of equipment in Sept. – Dec.</p> <p>School Culture:</p>
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<ul style="list-style-type: none"> ○ Wireless connections in all areas of the building – Students model information gathering anywhere/ anytime. ○ Broadcast video equipment for establishing on-site TV station - Students are prepared for information sharing in the 21st Century. ○ Software for content on every laptop: examples- GeoSketch Pad, Movie Maker, Accelerated Mathematics, Compass Learning, Gizmo subscription (online resource), NovaNet, and other identified resources - Students learn through hands-on technology designed to provide visual feedback and virtual labs. ○ Project-Based Learning materials: Science equipment and graphing calculators are purchased to support the application of Georgia Performance Standards and Project-Based Learning. (science lab equipment, digital scales, specimens, and specific science equipment identified during the design of content Projects developed during the SI Grant sessions designed to create projects for student engagement. <p>School Culture:</p> <ul style="list-style-type: none"> ▪ Establish and maintain a culture of formal and informal collaboration that is pervasive throughout the organization. <ul style="list-style-type: none"> ○ Broadcast capabilities for class-to-class and school-to-school ○ Video conferencing equipment for class-to-class and school-to-school ▪ Create a culture of high expectations for all students in every class, every day. <ul style="list-style-type: none"> ○ Individual 5-year Student Plans are developed ○ School-wide recognition program ○ Registration Fees for student technology conferences and presentations ○ Additional fees for Georgia Virtual School to provide students with additional options for Credit-Recovery and additional course offerings. <p>Student, Family and Community Support:</p> <ul style="list-style-type: none"> ▪ Parent training programs: Dinner Theater Training <ul style="list-style-type: none"> ○ Catering service for Dinner Theater Training session meals. Student-created films provide training content for parents. Dinner is enjoyed during the film review. ○ Print materials ○ W. H. Spencer Family Services Coordinator (FSC) supports the Student, Family, and Community Involvement of the Georgia School Keys. ▪ Plan on-going team building activities for faculty/staff. <ul style="list-style-type: none"> ○ Catering service for on-site activities after school 	<p>Year 1, hire additional counselor and academic coaches</p> <p>Year 1, implement Teachers As Advisors</p> <p>Year 1 through post-grant Years, continue with academic support and advisement program</p> <p>Year 1, August through May</p> <p>Year 2, August through May</p> <p>Year 3, August through May</p> <p>Student, Family and Community Support:</p> <p>Year 1, hire Family Services Coordinator and implement parent training sessions</p> <p>Year 1 through post-grant Years, continue with parenting sessions and communications</p>
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Muscogee County School District

Transformation Model

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Attachment 2d

<ul style="list-style-type: none"> ○ Print materials ○ Consultants for faculty/staff team building activities 	
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D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.	
<p>Actions:</p> <p>Modification of MCSD Practices and Polices to implement the <i>High Schools That Work</i>:</p> <ul style="list-style-type: none"> ▪ Request MCSD Board approval to modify the instructional calendar and time to address research which allows high school students to start the school day at a later time. <ul style="list-style-type: none"> ○ 8:30 a.m., W. H. Spencer Start Time ○ Flexible extended-day instructional times ▪ Modified block schedule which encourages the use of project-based learning, hands-on engaged learning, laboratory experiences. ▪ Allow modification of MCSD practices which limit teacher transfers from state-directed schools. ▪ Allow for monetary incentives for teachers based on student achievement. 	<p>Timeline:</p> <p>July, 2010 – June 2013</p>

E. Sustain the reform after the funding period ends.	
<p>Actions:</p> <p><u>MCSD Capacity to continue after the SI Grant period:</u></p> <ul style="list-style-type: none"> ▪ Career and Technical programs are supplemented through Carl D. Perkins and Georgia State grants ▪ Title I: W. H. Spencer continues as a Title I school with this funding source. ▪ Title IIA: Professional Learning funds continue through this funding source. ▪ IDEA goals are continued. ▪ School Improvement Plan Review at the District-level continues the accountability of data analysis and identification of instructional strategies. ▪ MCSD Student Assessment Lead Teachers (SALTs) continue to support the data analysis and identification of 	<p>Timeline:</p> <p>August, 2013</p>

Muscogee County School District

Transformation Model

LEA Application 2010

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instructional strategies through District requirements and funding supplements for the SALT.

- MCSD Technology Instructional Specialists are assigned to all schools at the District level.
- School Improvement Specialists are located at Title I schools.

W. H. Spencer High School's Capacity to continue after the SI Grant period:

- After establishing specific **Project-Based Learning (PBL)** experiences during the three grant years, the foundation is set for the continuation of the initiative. The Muscogee County School District provides an online curriculum mapping software which allows teachers to enter digital instructional materials. Teachers continue to have access to the PBL instructional materials after the grant period.
- **Teachers As Advisors** is well established during the three grant years. Intensive training and a three-year implementation period ensures the continued success of the program. Focused Academic Guidance continues through the Student Five Year Plan.
- Positive Relationships continue to build based on the foundation established in the three grant years.
- Job-embedded **professional learning** provides the training needed to establish knowledgeable teacher mentors for future training needs. With depth in potential on-site mentors, new Spencer teachers have the needed support to become a full functioning team member.
- As teachers embrace the opportunity to improve their **content knowledge** through the provided tuition fees, they also create an environment with a content confident faculty. Not only does this provide content experts for the Spencer faculty, but provides the same expertise for the district.

Muscogee County School District

Transformation Model

LEA Application 2010

Attachment 2d

LEA Name: Muscogee County School District

School Name: **William Henry Spencer High School**

F. 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

Percent of students in the all group meeting proficient or advanced levels will increase by 5% or more from the preceding school year 2009-2010 on ELA Georgia High School Graduation Test – Enhanced (GHS GT-E).

2011-2012 School Year

Percent of students in the all group meeting proficient or advanced levels will increase by 5% or more from the preceding school year 2010-2011 on ELA Georgia High School Graduation Test – Enhanced (GHS GT-E).

2012-2013 School Year

Percent of students in the all group meeting proficient or advanced levels will increase by 5% or more from the preceding school year 2011-2012 on ELA Georgia High School Graduation Test – Enhanced (GHS GT-E).

Mathematics

2010-2011 School Year

Percent of students in the all group meeting proficient or advanced levels will increase by 10 % or more from the preceding school year 2009-2010 on mathematics Georgia High School Graduation Test – Enhanced (GHS GT-E).

2011-2012 School Year

Percent of students in the all group meeting proficient or advanced levels will increase by 10 % or more from the preceding school year 2010-2011 on mathematics Georgia High School Graduation Test – Enhanced (GHS GT-E).

2012-2013 School Year

Percent of students in the all group meeting proficient or advanced levels will increase by 10 % or more from the preceding school year 2011-2012 on mathematics Georgia High School Graduation Test – Enhanced (GHS GT-E).

Graduation Rate

2010-2011 School Year

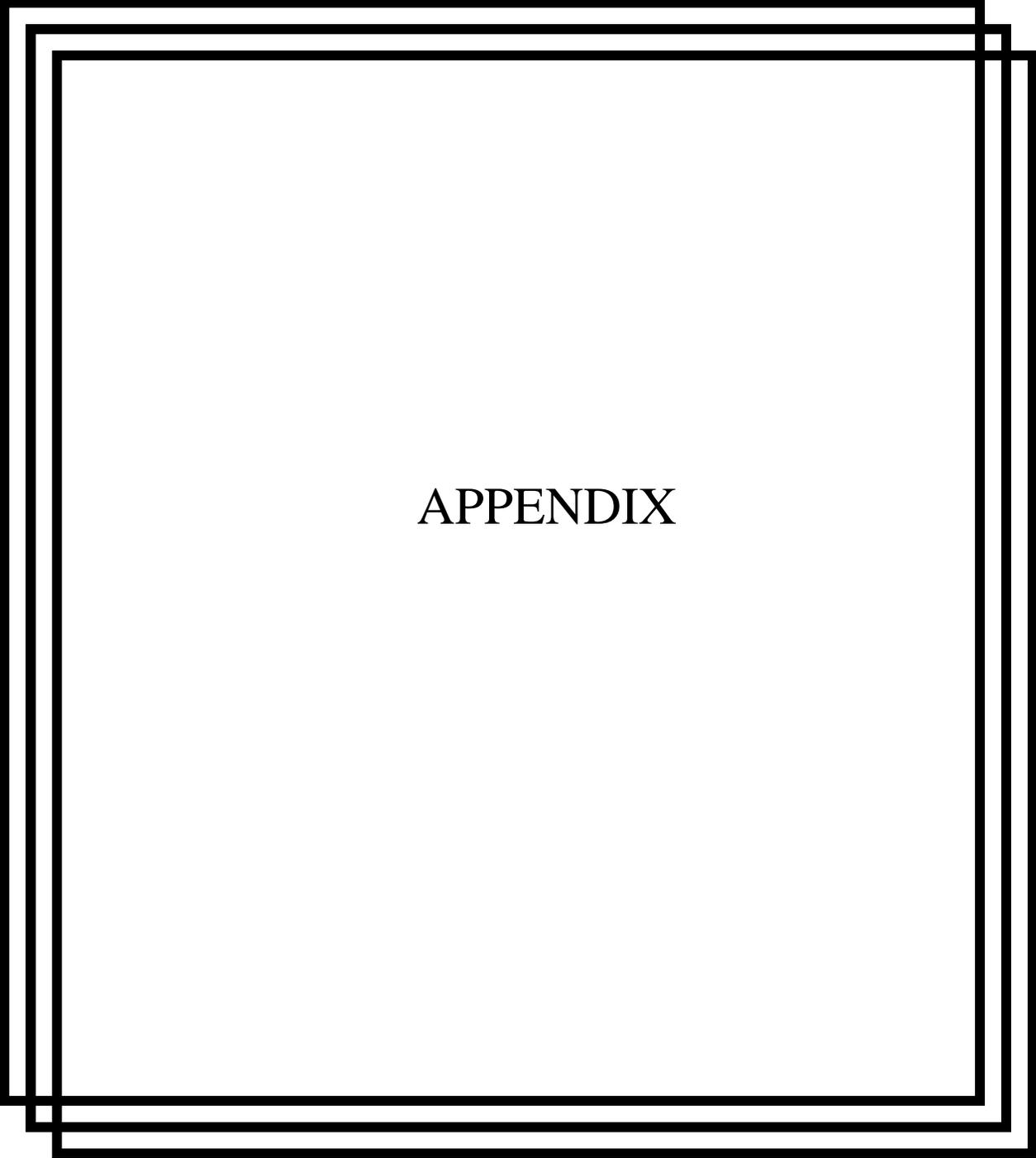
Percent graduation rate will increase by 10% from the preceding year 2009-2010 from a minimum threshold of 60%.

2011-2012 School Year

Percent graduation rate will increase by 10% from the preceding year 2009-2010 from a minimum threshold of 70%.

2012-2013 School Year

Percent graduation rate will increase by 10% from the preceding year 2009-2010 from a minimum threshold of 80%.



APPENDIX

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 1c
High School Profile

District Name: Muscogee County
School Name: William Henry Spencer High School

Grades: 09, 10, 11, 12

School Enrollment Total: 1074

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

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		SI				
AYP targets the school missed	Math, SI	ELA, Math, SI	ELA, Math				
School improvement status	NI-4	NI-5	NI-6				
Number of days within the school year	180	180	180				
Number of minutes within the school day	420	420	420				
Number of minutes within the school year	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

Muscogee County School District, William Henry Spencer High School

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
High School Profile

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage of limited English proficient students who attain English language proficiency	-	3.7	14.3				
Graduation rate (percentage)	53.7	56.1	69.2				
Dropout rate (percentage)	8.6	2.5	1.5				
Student absent over 15 days rate (percentage)	19.3	25.2	29				
Number of students completing advanced coursework (AP)	19	10	12				
Percentage of students completing advanced coursework (AP)	100%	100%	88%				
Number of students completing advanced coursework (IB)	19	10	182				
Percentage of students completing advanced coursework (IB)	-	-	-				
Number of students completing advanced coursework (early-college high schools)	-	-	-				
Percentage of students completing advanced coursework (early-college high schools)	2%	1%	20%				

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
High School Profile

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of students completing advanced coursework (dual enrollment classes)	-	-	-				
Percentage of students completing advanced coursework (dual enrollment classes)	-	-	-				
College enrollment rate	15.5	-	-				
Number of discipline incidents coded as 900 as reported to state	0	0	0				
Number of 75s	-	-	-				

Distribution of Certified Staff by Performance Level as Designated on the LEA's Certified Staff Evaluation System							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of certified staff	71	65	71				
Number of teachers evaluated	71	65	71				
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory	94%	95.4%	95.8%				
Percentage rated Unsatisfactory	4%	4.6%	4.2%				
Percentage non-renewed	1%	0	1.4%				

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
High School Profile

Grade 11 GHSGT 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	%
Black	91	109	83.5	109	144	75.7	92	122	75.4												
White	13	15	86.7				10	12	83.3												
Hispanic																					
Asian																					
American Indian																					
Multiracial																					
Students with Disabilities	7	21	33.3	4	25	16	13	30	43.3												
Economically Disadvantaged	80	99	80.8	93	129	72.1	89	118	75.4												

Grade 11 GHSGT English Percent of Students Who Participated																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Black	123	123	100	156	157	99.4	135	143	94.4												
White	15	15	100	-	-	-	16	16	100												
Hispanic	-	-	-	10	10	100	-	-	-												
Asian	-	-	-	-	-	-	-	-	-												
Students with Disabilities	23	23	100	28	29	96.6	34	37	91.9												
Economically Disadvantaged	114	114	100	140	141	99.3	129	136	94.9												

N - Numerator (Students Who Met or Exceeded the standard)
D - Denominator (FAY Students with test scores)
% - Percentage (Meets Exceeds Rate in percent)

Muscookee County School District, William Henry Spencer High School

School Improvement Grant 1003(g)
EA Application 2010

Attachment 1c
High School Profile

Grade 11 GHS GT Mathematics Percent of Students Who Met or Exceeded																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Black	53	109	48.6	72	144	50	57	120	47.5												
White	9	15	60				9	12	75												
Hispanic	-	-	-	-	-	-	-	-	-												
Asian	-	-	-	-	-	-	-	-	-												
Students with Disabilities	2	21	9.5	4	25	16	8	29	27.6												
Economically Disadvantaged	43	99	43.4	63	129	48.8	60	116	51.7												

Grade 11 GHS GT Mathematics Percent of Students Who Participated																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Black	126	127	99.2	156	157	99.4	135	144	93.8												
White	15	15	100	-	-	-	16	16	100												
Hispanic	-	-	-	-	-	-	-	-	-												
Asian	-	-	-	-	-	-	-	-	-												
American Indian	-	-	-	-	-	-	-	-	-												
Multiracial	-	-	-	-	-	-	-	-	-												
Students with Disabilities	24	24	100	28	29	96.6	33	37	89.2												
Economically Disadvantaged	117	118	99.2	139	140	99.3	129	137	94.2												

Musco ge e County School District, William Henry Spencer High School

School Improvement Grant 1003(g)

LEA Application 2010

Mathematics I: Algebra/Geometry/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	89%	77%	82%				
Percentage passed EOCT	20%	20%	25%				

Mathematics II: Geometry/Algebra II/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	72%	64%	83%				
Percentage passed EOCT	21%	17%	17%				

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

English Language Arts: Ninth Grade Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	79%	75%	68%				
Percentage passed EOCT	35%	46%	57%				

English Language Arts: American Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	89%	73%	93%				
Percentage passed EOCT	54%	57%	67%				

School Improvement Grant 1003(g)

2009 GADOE GAPSS ANALYSIS RECOMMENDATIONS

Correlated to Georgia School Keys and Implementation Resource Guide

Curriculum	Instruction	Assessment	Professional Learning
<p>Revisit the implementation of GPS and refine the units on Rubicon/Atlas to include:</p> <ul style="list-style-type: none"> • Standards, elements, and process skills (for example, in social studies utilize the GPS skills matrix) • What students should know, understand, and be able to do to meet GPS/QCC and A.P. standards • Common performance tasks and assessment • Higher order thinking skills • Horizontal and vertical alignment <p>C-1.1</p> <p>Schedule regular focus walks by administrators and leadership team members to monitor curriculum and instruction implementation and provide specific feedback to teachers. C-3.1</p> <p>Provide the resources critical to the successful implementation of GPS and A.P. courses such as:</p> <ul style="list-style-type: none"> • Graphing calculators for Math I, advanced math classes, and A.P. Calculus • Lab materials for science labs for A.P. and GPS courses • Technology in classrooms for routine use by teachers and students to perform tasks and support real life learning. <p>C-3.2</p> <p>Implement a systematic approach to identify (Pyramid of Interventions rubric) students with academic and or behavioral deficiencies through the effective use of a student support team. I-1.1</p> <p>Understand and implement the Instructional Frameworks design and delivery model. I-2.1, I-2.2</p> <p>Research and adopt a common framework that guides instruction with relation to authentic learning and assessment, higher order thinking and student investigation. I-2.1, I-2.2</p> <p>Implement a framework to structure a standards-based bell to bell instruction using the standards based classroom rubric for implementation. I-1.1</p> <p>Address the lack of technology. I-2.1</p> <p>Develop a team to study the elements of the GA School Keys related to assessment. That team leads the school in the development and implementation of a plan to use assessment data to monitor student achievement relative to the GPS. A-1.2, A-1.3</p>			<p>Professional learning strands should be focused, in-depth, sustained over time. PL-2</p> <p>Establish an understanding of the creation and participation in a professional learning community. PL-1.1</p> <p>Develop a systematic plan to assess the professional learning needs that will support the goals of the School Improvement Plan. PL-2.2</p> <p>Develop and implement a school-based, long-range professional learning plan that:</p> <ul style="list-style-type: none"> • Focuses on the School Improvement Plan • Develops knowledge necessary to implement the GPS (content, procedures and process skills). • Establishes protocols and practices to achieve collaborative planning. • Provides modeling and instructional coaching for all teachers. • Includes an evaluation component. PL-2

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Planning and Organization	Leadership
<p>Utilize the Leadership Team to become an effective School Improvement Team to:</p> <ul style="list-style-type: none"> • Seek authentic input from all stakeholders. • Revisit Action Plan (p. 82-83 of SIP) • Communicate the plan to all • Implement the plan. • Monitor implementation. PO-1 <p>Continue to seek support for the following:</p> <ul style="list-style-type: none"> • Human, financial and professional development resources for the implementation of technology to improve instruction • Human, financial resources necessary to continue to offer collaborative planning time for teachers • Financial resources to secure instructional materials in all content areas <p>Develop Rules, Policies, and Procedures Team to regularly:</p> <ul style="list-style-type: none"> • review current rules policies and procedures; • seek input from stakeholders for revision; • develop a plan to communicate to all; • develop procedures to monitor consistent and effective implementation of rules, policies, and procedures. PO-4.1 <p>Ensure the protection of uninterrupted instructional time and learning. PO-4.2</p>	<p>Reevaluate distribution of duties and responsibilities of the school administrators to include shared curriculum, discipline, and operational responsibilities. This could better enhance the organizational structure of the learning environment. L-1, 2, 3, 4</p> <p>Utilize the principal, administrative staff and teacher leaders as lead learners in the facilitation and delivery of school-based professional learning to ensure the achievement of all learners. L-1.3</p>

School Culture	Student Family and Community Support
<p>Establish and maintain a culture of formal and informal collaboration that is pervasive throughout the organization. SC-1</p> <p>Create a culture of high expectations for all students in every class, every day. SC-1.4</p>	<p>Determine parent training program needs through the use of data (i.e. surveys, focus groups, etc.). SFC-1.2</p> <p>Plan on-going team building activities designed to build trust, openness, and a risk free work environment. SFC-1.2</p>

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CLASS Keys: Classroom Analysis of State Standards

How does the teacher plan?

The teacher

- Demonstrates a depth of understanding of content knowledge and pedagogy.
- Uses appropriate tools and strategies for planning.
- Takes responsibility for personal professional growth.
- Shares in the responsibility for the continuous improvement of the school.

Curriculum and Planning Teacher Standard 1

The teacher makes decisions about planning that demonstrate a deep understanding of content knowledge, pedagogy, and Georgia Performance Standards (GPS) implementation.

- CP 1.1 The teacher plans instruction that demonstrates strong knowledge of both content and effective instructional delivery.
- CP 1.2 The teacher demonstrates a clear understanding of GPS by appropriately planning for what students are expected to know, understand, and do in the grade level and content area.
- CP 1.3 The teacher plans interdisciplinary instruction and makes connections to the real world.

Curriculum and Planning Teacher Standard 2

The teacher uses appropriate tools and strategies for planning that will help all learners master the GPS and meet district expectations for learning.

- CP 2.1 The teacher utilizes the GPS as reflected by the written school curriculum, including the learning framework, scope and sequence, maps, units, and guides, to plan instruction and assessments.
- CP 2.2 The teacher uses an organizing framework for instructional planning to support standards-based instruction.
- CP 2.3 The teacher plans assessments to measure student progress toward and mastery of the GPS.

Professionalism Teacher Standard 3

The teacher takes responsibility for professional growth in order to support high levels of learning for all students.

- P 3.1 The teacher grows professionally through job-embedded learning.
- P 3.2 The teacher enhances content knowledge and pedagogical skills through a variety of research-based and current professional development opportunities.

Professionalism Teacher Standard 4

The teacher shares in the responsibility for the continuous improvement of the school.

- P 4.1 The teacher actively supports the school improvement plan (SIP).

How does the teacher teach?

The teacher

- Uses research-based practices.
- Challenges all learners to achieve high levels of learning.
- Creates a safe, productive, collaborative, and inviting learning environment.
- Reinforces the continuous improvement of all students.

Standards-Based Instruction Teacher Standard 1

The teacher consistently uses research-based practices in the classroom.

- SBI 1.1 The teacher consistently demonstrates research-based practices that engage students in learning.
- SBI 1.2 The teacher emphasizes and encourages all learners to use higher-order thinking skills, processes, and habits of the mind.
- SBI 1.3 The teacher makes appropriate use of differentiation.
- SBI 1.4 The teacher uses flexible grouping practices based on ongoing diagnostic and formative assessment.
- SBI 1.5 The teacher uses accessible technology effectively to enhance student learning.

Standards-Based Instruction Teacher Standard 2

The teacher challenges all learners to achieve high levels of learning as defined by GPS.

- SBI 2.1 The teacher consistently demonstrates high expectations for all learners, asking students to play an active role in setting their own personal learning goals.
- SBI 2.2 The teacher effectively communicates learning expectations using both language of the standards and strategies that reflect a standards-based classroom.
- SBI 2.3 The teacher provides effective commentary/feedback on student performances, including the use of fair and equitable grading procedures based on mastery of GPS.

Professionalism Teacher Standard 1

The teacher creates a safe, productive, collaborative, and inviting learning environment that fosters a sense of community and personal responsibility to ensure that students maximize learning.

- P 1.1 The teacher establishes classroom rules, practices, and procedures that support a positive, productive learning environment.
- P 1.2 The teacher maximizes instructional time.
- P 1.3 The teacher fosters a sense of community and belonging by acknowledging diversity, achievements, and accomplishments of all students in the classroom.
- P 1.4 The teacher helps students take responsibility for their own behavior and learning.

Are the teacher's students learning?

The teacher

- Uses a variety of effective and balanced assessment techniques.
- Analyzes assessment and evaluation data to plan for the continuous improvement of students.
- Positively impacts student learning and academic achievement.

Assessment of Student Learning Teacher Standard 1

The teacher uses a variety of effective and balanced assessment techniques that are systematically implemented.

- AL 1.1 The teacher uses diagnostic assessment strategies to identify individual and class strengths, misconceptions, and areas of weaknesses in order to inform planning.
- AL 1.2 The teacher uses formative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement on the GPS.
- AL 1.3 The teacher uses a variety of summative assessment strategies to evaluate student status relative to mastery of GPS.

Assessment of Student Learning Teacher Standard 2

The teacher analyzes assessment and evaluation data to plan for continuous improvement for each student and for subgroups of students.

- AL 2.1 The teacher uses assessment data in a timely and systematic manner to design and implement appropriate interventions that enable continuous improvement for all students.

Student Achievement Standard 1

The teacher has a positive impact on student learning and academic achievement.

- SA 1.1 Students taught by the teacher demonstrate GPS-related academic achievement progress on measures of student learning including state-mandated achievement tests or other measures as determined by the school system.
- SA 1.2 Students taught by the teacher of content areas not addressed by the GPS demonstrate academic achievement progress on measures of student learning as determined by the school system.

Professionalism Teacher Standard 2

The teacher promotes the active and sustained involvement of students, families, and the community in order to reinforce the continuous improvement of all students.

- P 2.1 The teacher strives to establish respectful and productive relationships and cooperative partnerships with families and the community in order to support student learning and well-being.

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The Report of the Committee to Improve Reading and Writing in Middle and High Schools

Southern Regional Education Board

www.sreb.org

High Schools That Work

Recommendations incorporated in proposal design:

- Align curriculum and instruction with specific literacy standards for all public middle grades and high school grade levels in key academic subjects.
- **Increase the amount of time students spend in reading instruction**, and ensure that students are engaged in reading instruction in all subjects.
- Provide **explicit reading instruction in vocabulary development, reading fluency, comprehension and writing** in all subjects.
- Ensure that students who read **below grade level receive the help** they need, including help outside the regular classroom.
- Require more **professional development in reading** for aspiring and practicing teachers and school leaders.
- Include **teaching strategies** to help students master these reading skills in each subject.
- Enable all teachers to **embed reading instruction into each subject** through teacher preparation and professional development

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High School MAP Assessment Schedule SEMESTER COURSES ONLY

2010-2011 HS Student Achievement Lead Teachers (SALT) DUTIES AND RESPONSIBILITIES

		TIMELINE/TEST VERSION	SALT RESPONSIBILITIES
Prior To Testing	1 st semester	Aug. 2-6 –MAP I Oct. 4-8-MAP II	<ul style="list-style-type: none"> ▪ Oversee preparation of materials: scan machine, scan cards, etc. ▪ Review district test dates and communicate to Dept. Chairs. ▪ Send school Benchmark testing schedule to teachers and principal ▪ Secure printed assessments from the Print Shop
	2 nd semester	Jan. 4-7 MAP 1 March 21-25 MAP II	
Testing Weeks	1 st semester	Aug. 9-13 –MAP I Oct.11-15 -MAP II Dec. EOCT	<ul style="list-style-type: none"> ▪ Prepare and distribute MAP Test accordingly ▪ Collect Test Documents and Secure Printed Test ▪ Oversee scanning of answer cards after tests are administered ▪ Return ScanTrons to teachers
	2 nd semester	Jan. 10-14 MAP 1 March 28- April 1 MAP II May EOCT	
Meetings Following Testing	1 st semester	Aug. 16-27 –MAP I Oct. 18-29-MAP II	<ul style="list-style-type: none"> ▪ SALT completes Item Analysis per Teacher and Content and provides department chairs with copies ▪ SALT Completes Data Logs on template provided ▪ Departmental Meetings to review MAP data and complete Benchmark Learning Logs ▪ Learning Logs returned no later than last day to SALT ▪ SALT reviews all Learning Logs for completion
	2 nd semester	Jan. 17-28 MAP 1 April 4-15 MAP II	
Report Due Dates	1 st semester	Sept. 2 –MAP I Nov. 4 -MAP II	<ul style="list-style-type: none"> ▪ Benchmark Data Reports and Learning Logs due to Secondary Education ▪ EOCT comparison to MAP II are due by post planning – if data is available
	2 nd semester	Feb. 3 - MAP 1 April 28 - MAP II May EOCT	

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HIGH SCHOOL Assessment Schedule YEAR LONG COURSES ONLY

2010-2011 SALT DUTIES AND RESPONSIBILITIES

	TIMELINE/TEST VERSION	SALT RESPONSIBILITIES
Prior To Testing	Aug. 2-6 –MAP I	<ul style="list-style-type: none"> ▪ Oversee preparation of materials: scan machine, scan cards, etc. ▪ Review district test dates and communicate to department chairs and principals.
	Jan. 4-7 MAP II	<ul style="list-style-type: none"> ▪ Send school Benchmark testing schedule to teachers and principal
	May EOCT	<ul style="list-style-type: none"> ▪ Secure printed assessments delivered from the Print Shop. (The masters are sent to the Print Shop from Secondary Education.)
Testing Weeks	Aug. 9-13 –MAP I	<ul style="list-style-type: none"> ▪ Prepare and distribute MAP Test accordingly
	Jan. 10-14 MAP II	<ul style="list-style-type: none"> ▪ Collect Test Documents and Secure Printed Test ▪ Oversee scanning of answer cards after tests are administered
	May 3-7 EOCT	<ul style="list-style-type: none"> ▪ Return ScanTrons to teachers
Meetings Following Testing	Aug. 16-27 –MAP I	<ul style="list-style-type: none"> ▪ Complete Item Analysis per Teacher and Content and provide department chairs with copies ▪ Complete MCSD Data Logs on template provided by Secondary Education (www.secdonaryinstruction.com/assessment)
	Jan. 17-28 MAP II	<ul style="list-style-type: none"> ▪ Review MAP data during Departmental meetings ▪ Lead discussions to complete MCSD Benchmark Learning Logs
	May EOCT	<ul style="list-style-type: none"> ▪ Collect all Learning Logs from departments by the last day of the identified timeline ▪ Review all Learning Logs for completion and accuracy
Report Due Dates	Sept. 2 –MAP I	
	Feb. 3 – MAP II	<ul style="list-style-type: none"> ▪ Benchmark Data Reports and Learning Logs due to Secondary Education
	May EOCT	<ul style="list-style-type: none"> ▪ EOCT comparison to MAP II are due by post planning – if data is available

ALL Reports, except the final EOCT Data Report, are no later than April 28.

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SI Grant Job Descriptions

SI Grant Administrator

The major duties of this position include correlating the components of the SI grant requirements for Spencer and Jordan High School and reporting the progress of implementation to the Chief Academic Officer (CAO). The specific duties are listed below.

- Oversee all components of the SI Grant implementation process
- Develop and implement a detailed SI Grant Timeline for all SI Grant participants at Spencer and Jordan High Schools
- Identify modifications needed to improve the SI Grant Timeline during implementation of all strategies
- Collaborate with the GaDOE State Director, Principals, and the Division of Academics
- Acts as a member of the both Spencer's and Jordan's school Leadership Teams
- Monitor and evaluate the progress of the transformation model and included programs
- Collect and analyze data for both Spencer and Jordan
- Conduct extensive research and analyze data
- Provide continuous written reports to CAO.
- Provide continuous data updates and progress reports to the Leadership Teams of Spencer and Jordan
- Work closely with the Title I Director and the Director of Secondary Education
- Provide continuous progress of the School Reform Models to MCSD Communication Officer
- Organize professional learning sessions and/or collaborates with the school improvement specialists
- Conduct Focus Walks and provide teacher feedback
- Serve as primary liaison among staff, parents, students and other organizations
- Solve problems independently based on advanced knowledge of school operations and school policies and procedures
- Monitor budgets for SI Grant implementation
- Coordinate duties and responsibilities of Academic Coaches
- Monitor Academic Coaches

Teacher on Assignment as an Academic Instructional Coach Expert (AICE)

Major duties of this position include coordinating a school's staff development, facilitating on-site professional development sessions with emphasis on project-based learning and collaboration, serving as a member of the school's design/management team, providing model lessons for teachers, helping teachers establish a standards-based classroom, assisting teachers in securing resources for carrying out school improvement plans, monitoring teaching practices, and facilitating continuous assessment of student progress. The applicant should have a working knowledge of child growth and development and be knowledgeable of current effective teaching practices and the principles of data-driven decision-making and standards-based education.

Duties and Responsibilities of the Academic Coach:

- Meet regularly with teachers to assist with planning and implementing lessons based on GPS, project-based learning, and collaboration.
- Facilitate continuous assessment by helping teachers to develop classroom-based strategies to improve teacher pedagogy and student learning.
- Monitor teaching practices by regularly visiting classrooms and providing written and oral feedback to teachers.
- Provide assistance to teachers in differentiating instruction to meet the individual needs of all learners.

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Family Services Coordinator

The role of the Family Services Coordinator is to assure that parents and community members become active participants in student achievement. The Family Services Coordinator will collaborate with parents to help the school achieve its continuous improvement targets as well as short- and long-range goals. The Family Services Coordinator will assist the school staff in achieving and maintaining the fully operational level of standards within the *Student, Family, and Community Involvement* strand of the Georgia School Keys. The areas of responsibility within the *Student, Family, and Community Involvement* strand include the elements of communication, parenting skills, parents' role in assisting student learning, parents' sense of appreciation and comfort level at the school, parents as full partners, and community resources.

School Counselor

Major duties of this position include promoting student success, providing preventive services, and responding to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students in support of the school's continuous improvement targets as well as short- and long- range goals.

Duties and Responsibilities of the Counselor:

- Adheres to laws, policies, procedures, and ethical standards of the school counseling profession.
- Discusses the comprehensive school counseling program with the faculty.
- Develops and maintains a written plan for effective delivery of the school counseling program.
- Maintains current and appropriate resources for education stakeholders.
- Uses data to develop comprehensive programs that meet student needs.
- Collaborates with parents/guardians and educators to assist students with educational, career, and life planning; help students to develop a 5 year plan.
- Monitors student academic performance, behavior, and attendance and facilitates appropriate interventions.
- Implement an effective referral and follow-up process.
- Assist teachers, parents/guardians, and other stakeholders in interpreting and understanding student data.
- Conducts a yearly program audit to review extent of program implementation and effectiveness.

Technology Support Specialist

The major duties and responsibilities of this position includes facilitating and monitoring the use of technology, providing consultation, support, and/or training for information technology based systems, and implementing a comprehensive plan for school-wide technology integration. The position also requires gathering data to evaluate a system's performance, identifying user needs, and determining system and network requirements.

Duties and Responsibilities of the Technology Support Specialist:

- Installing any new hardware purchased through the SI Grant or by any other funding sources.
- Providing small group, hands-on, technology hardware instruction to Spencer teachers.
- Providing small group, hands-on, technology software/Web instruction to Spencer teachers.
- Maintaining all technology hardware and equipment inventory located at Spencer.
- Assisting teachers in the classroom during instruction with the integration of technology tools with content curricula.
- Maintaining the Spencer Web Site.
- Establishing Technology Lead Teachers (building capacity for the future) among the Spencer faculty.
- Troubleshooting problems reported by users and by automated network monitoring systems and making recommendations for future system upgrades

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Gaming Design Teacher

The major duties and responsibilities of this position includes providing students with the tools and skills they need to create their own games and providing them the opportunity to transfer their gaming knowledge to an environment where they become producers and programmers, crafting their own dream worlds that will challenge and entertain others.

Duties and Responsibilities of the Game Design Teacher:

- Provide direct instruction to students in basic game designing and programming and other, more advanced aspects of computer science.
- Provide direct instruction to students about object-oriented design and how to use a variety of technical resources to enhance game design.
- Incorporate project-based learning as an integral part of the learning process.

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Projected Budget for School Improvement 1003(g) Grant - Year 1 - Year 3			
William Henry Spencer High School		Grant Dates: Beginning July 1, 2010 Ending: June 30, 2013	
		Year 1	Year 2
		Year 3	

Name of Expenditure	Approximate Grant Code	Sub-Object	Section of Grant App.	Use	Brief Description	Year 1 Estimate	Year 2 Estimate	Year 3 Estimate
ELT: Salary for teachers for Summer Bridge Programs (salary supplement for 3 weeks)	1000	110	Part I, Sect. B, 1c,d	Instruction	Salaries for extended year teachers to provide direct instruction focused on the Georgia Performance Standards in the content areas.	\$45,000	\$45,000	\$45,000
ELT: Teachers for Summer Credit Recovery: salary supplement - salary for 4 weeks (20 hours per week)	1000	110	Part I, Sect. B, 1c,d	Instruction	Salaries for extended year teachers to provide direct instruction focused on the Georgia Performance Standards in the content areas.	\$48,000	\$48,000	\$48,000
ELT: salary supplements for daily 45 minutes of extended learning time for 80 teachers for 30 weeks	1000	110	Part II, A8	Instruction	Salaries for extended year teachers to provide direct instruction focused on the Georgia Performance Standards in the content areas.	\$576,000	\$576,000	\$576,000
SP Salary for part-time expert teacher for gaming design	1000	110	Part II, C	Instruction	Salary for part-time expert teacher in gaming design to address the needs of advanced students through GPS and project-based learning.	\$15,000	\$15,000	\$15,000

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Name of Expenditure	Approximate Grant Code	Sub-Object	Section of Grant App.	Use	Brief Description	Year 1 Estimate	Year 2 Estimate	Year 3 Estimate
ELT: FICA for extended year teachers Summer Bridge Program-	1000	200	Part II, A8	Instruction	FICA for extended year teachers	\$3,443	\$3,443	\$3,443
ELT: FICA for extended year teachers credit recovery	1000	200	Part II, A8	Instruction	FICA for extended year teachers- credit recovery	\$3,672	\$3,672	\$3,672
ELT: FICA for extended day teachers	1000	200	Part II, A8	Instruction	FICA for extended year teachers	\$44,064	\$44,064	\$44,064
FICA for part-time expert teacher for gaming design	1000	200	Part II, C	Instruction	FICA for part-time teacher	\$1,148	\$1,148	\$1,148
Compass Learning on-line subscription	1000	612	Part II, C	Instruction	On-line subscription for software to support direct instruction to students that are aligned to the Georgia Performance Standards (GPS): math/reading	\$50,000	\$5,000	\$5,000
Gizmos - interactive virtual lab - online software registration (mathematics/science)	1000	595	Part II, C	Instruction	On-line subscription for software to support direct instruction to students that are aligned to the Georgia Performance Standards (GPS): math	\$8,000	\$5,000	\$5,000
GeoSketchPad software purchase for laptops	1000	612	Part II, C	Instruction	On-line subscription for software to support direct instruction to students that are aligned to the Georgia Performance Standards (GPS): math	\$15,000	\$0	\$0

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Name of Expenditure	Approximate Grant Code	Sub-Object	Section of Grant App.	Use	Brief Description	Year 1 Estimate	Year 2 Estimate	Year 3 Estimate
<i>READ 180</i>	1000	612	Part II, C	Instruction	Software to support direct instruction to students in the area of reading that is aligned to the Georgia Performance Standards (GPS)	\$15,000	\$15,000	\$15,000
<i>Fast ForWord</i>	1000	612	Part II, C	Instruction	Software to support direct instruction to students in the area of reading that is aligned to the Georgia Performance Standards (GPS)	\$0.00	\$45,000	\$8000
PBL Video conferencing equipment	1000	616	Part II, A4	Instruction	Purchase modern technology to build teacher capacity to deliver appropriate experiences to support areas of GPS in the content area, project-based learning, and to integrate technology.	\$20,000	\$3,000	\$0
PBL Laptops	1000	616	Part II, A4	Instruction	Purchase modern technology to build teacher capacity to deliver appropriate experiences to support areas of GPS in the content area, project-based learning, and to integrate technology.	\$40,010	\$40,010	\$40,010
PBL wireless carts for laptops	1000	615	Part II, A4	Instruction	Purchase storage carts for the laptops.	\$7,000	\$7,000	\$7,000

Muscogee County School District, William Henry Spencer High School

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Name of Expenditure	Approximate Grant Code	Sub-Object	Section of Grant App.	Use	Brief Description	Year 1 Estimate	Year 2 Estimate	Year 3 Estimate
PBL Digital projectors and document cameras for 21st century collaboration model	1000	615	Part II, A4	Instruction	Computer-related expendable equipment (digital projectors) will be used to build teacher capacity to deliver appropriate experiences to support GPS, project-based learning, and improve academic achievement.	\$10,000	\$9,000	\$9,000
graphing calculators	1000	615	Part II, C	Instruction	Expendable equipment (graphing calculator) will be used to build teacher capacity to deliver appropriate experiences to support mathematics and science areas of GPS (EOCT and GHSGT classes), project-based learning, and to integrate technology.	\$15,500	\$5,000	\$5,000
PBL iPods	1000	616	Part II, C	Instruction	Computer-related expendable equipment (IPods) will be used to build teacher capacity to deliver appropriate experiences to support GPS, Project-Based Learning, and to integrate technology in an effort to improve academic achievement.	\$0	\$3,000	\$2,000

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Name of Expenditure	Approximate Grant Code	Sub-Object	Section of Grant App.	Use	Brief Description	Year 1 Estimate	Year 2 Estimate	Year 3 Estimate
PBL Science lab equipment	1000	615	Part II, A4	Instruction	Expendable equipment (science lab equipment) will be used to build teacher capacity to deliver appropriate experiences to support Project-Based Learning and science correlation to math standards (EOCT and GHSGT classes).	\$10,000	\$0	\$0
PBL Smart tables and interactive white boards	1000	616	Part II, A2, A4	Instruction	Equipment will be used to build teacher capacity to deliver appropriate experiences to support the content areas of GPS (EOCT and GHSGT classes), Project-Based Learning, and to integrate technology.	\$19,530	\$26,000	\$26,000
PBL Video cameras	1000	616	Part II, A4	Instruction	Computer-related expendable equipment (video cameras) will be used to provide appropriate experiences to support GPS, Project-Based Learning, and to integrate technology in an effort to improve academic achievement.	\$0	\$0	\$1,000
On-line tutorials (SAT, PSAT, and ACT)	1000	612	Part II, A2, A4	Instruction	Interactive tutorials are correlated to GPS	\$12,060	\$12,060	\$12,060

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Name of Expenditure	Approximate Grant Code	Sub-Object	Section of Grant App.	Use	Brief Description	Year 1 Estimate	Year 2 Estimate	Year 3 Estimate
SP Hire a second counselor for the freshman class	2100	110	Part II, C	Build student capacity for growth	Salary for a second counselor for the freshman class to provide needed support and safety nets for students and to help the school achieve its continuous improvement targets as well as short- and long- range goals.	\$60,000	\$60,000	\$60,000
Benefits for counselor	2100	200	Part II, C	Build student capacity for growth	Benefits for a second counselor for the freshman class to provide needed support and safety nets for students and to help the school achieve its continuous improvement targets as well as short- and long- range goals.	\$15,000	\$15,000	\$15,000
Counseling materials and supplies to support "Teachers as Advisors" and students 5 year plan	2100	610		Build student capacity for growth	Counseling materials will be used to help students to develop a 5 year plan, build academic resiliency, overcome adversity, and prepare for future education and adult life.	\$2,000	\$3,000	\$3,000
PL Salary for 10 in-service days	2210	116	Part II, A6	Improve Instruction	Salaries for teachers to focus on training, GPS, and project-based learning.	\$205,806	\$205,806	\$205,806
PL FICA for 10 in-service days	2210	200	Part II, A6	Improve Instruction	FICA for 10 in-service days	\$15,744	\$15,744	\$15,744

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Name of Expenditure	Approximate Grant Code	Sub-Object	Section of Grant App.	Use	Brief Description	Year 1 Estimate	Year 2 Estimate	Year 3 Estimate
PL Substitutes for Professional Learning: Year 1: Training to include Class Keys, READ 180, Standards-Based Classroom, Active Literacy, and HSTW; Year 2: Training will incorporate Ruby Payne, Differentiated Instruction, and Data Analysis Year 3: Thinking Maps	2210	113	Part II, A2, A4, A6	On-Site Learning	Substitutes for professional learning to ensure that teachers are afforded training in best practices aligned with MCS D CLIP and Spencer's SI Plan. Substitutes are budgeted to remove time barriers of teacher participation in these offerings.	\$10,000	\$16,000	\$13,000
PL FICA for substitutes	2210	200	Part II, A2, A4, A6	On-Site Learning	Professional learning opportunities are planned throughout the year to ensure that teachers are afforded current best practices aligned with national trends. Substitutes will be utilized to allow teachers to attend professional development training in an effort to improve student achievement in the content areas.	\$765	\$1,224	\$995
PL Stipends for teachers to receive training on High Schools That Work	2210	116	Part II, A2, A4	On-Site Learning	Stipends for teachers	\$24,000	\$24,000	\$24,000

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Name of Expenditure	Approximate Grant Code	Sub-Object	Section of Grant App.	Use	Brief Description	Year 1 Estimate	Year 2 Estimate	Year 3 Estimate
PL FICA for stipends	2210	200	Part II, A2, A4	On-Site Learning	FICA for stipends	\$1,836	\$1,836	\$1,836
SP Salary for Teachers on Assignment as Academic Instructional Coach Experts (AICEs) for Reading and Mathematics	2210	110	Part II, C	Build teacher capacity to deliver classroom instruction to support Reading/ELA and Mathematics	Salaries for Teacher on Assignment as and mathematics to facilitate	\$120,000	\$120,000	\$120,000
SP Benefits for Two Academic Coaches for Reading/ELA and Mathematics	2210	200	Part I, Sec.B, 1c	Build teacher capacity to deliver Standards-Based instruction	Benefits for Two Academic Coaches	\$60,000	\$60,000	\$60,000
SP On-site Technical Support Consultant for instruction and technical services	2210	300	Part II, A11	Build teacher capacity to deliver Standards-Based instruction	The Technical Support Consultant will provide on-site training in best practices aligned with the Muscogee County School District's Comprehensive LEA Implementation Plan and Spencer's School Improvement Plan.	\$70,000	\$70,000	\$70,000

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Name of Expenditure	Approximate Grant Code	Sub-Object	Section of Grant App.	Use	Brief Description	Year 1 Estimate	Year 2 Estimate	Year 3 Estimate
PL Contracted Services: Heidi Hayes Jacobs, Literacy and Reading	2210	300	Part II, A4	Build teacher capacity to deliver Standards-Based instruction	Contracted services to teachers to improve whole school instruction among staff in research-based strategies of active literacy and building engagement.	\$30,000	\$22,000	\$22,000
PL Contracted Services: High Schools That Work/Project-Based Learning on-site training	2210	300	Part I, Sec. B 1c, 1d Part II, A4	Build teacher capacity to deliver classroom instruction to support content area	Contracted services to teachers to improve whole school instruction among staff in research-based strategies of differentiated instruction, active literacy, formative assessments, rigor and relevance, and building engagement.	\$50,000	\$20,000	\$10,000
PL Contracted Services: CLASS Keys on-site training	2210	300	Part II, A4	Build teacher capacity to deliver Standards-Based instruction	Contracted services to teachers to improve whole school instruction among staff - evaluation system	\$5,000	\$5,000	\$5,000
PL Contracted Services: Teachers as Advisors and Mentors	2210	300	Part I, Sec. B 1c Part II, A4	Build student capacity for growth	Contracted services for teachers to receive training on serving as advisors and mentors. Teachers will utilize training to conduct group counseling sessions and classroom guidance.	\$5,000	\$1,000	\$1,000

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Name of Expenditure	Approximate Grant Code	Sub-Object	Section of Grant App.	Use	Brief Description	Year 1 Estimate	Year 2 Estimate	Year 3 Estimate
PL Contracted Services: Data Analysis	2210	300	Part II, A4	On-Site Learning	Contracted services for teachers to receive training on the importance of examining both formative and summative data and on how to use data to drive instruction.	\$0	\$15,000	\$15,000
PL Contracted Services: Ruby Payne	2210	300	Part I, Sec. B 1c Part II, A4	On-Site Learning	Contracted services for teachers to receive training on <i>A Framework for Understanding Poverty</i> by Ruby Payne so that teachers are better equipped to work with students from various backgrounds.	\$0	\$40,000	\$0
PL Contracted Services: Standards-Based Classrooms	2210	300	Part I, Sec. B 1c Part II, A4	On-Site Learning	Contracted services for teachers to improve whole school instruction among staff in research-based strategies - Standards-Based Classrooms	\$0	\$5,000	\$5,000
PL Contracted Services: Differentiated Instruction	2210	300	Part I, Sec. B 1c Part II, A4	On-Site Learning	Contracted services to teachers to improve whole school instruction among staff in research-based strategies of co-teaching, differentiated instruction,	\$0	\$10,000	\$10,000

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Name of Expenditure	Approximate Grant Code	Sub-Object	Section of Grant App.	Use	Brief Description	Year 1 Estimate	Year 2 Estimate	Year 3 Estimate
PL Contracted Services: Thinking Maps	2210	300	Part II, A4	On-Site Learning	Contracted services to teachers to improve whole school instruction among staff in research-based strategies. Thinking Maps®, a common visual language for learning within and across disciplines.	\$0	\$0	\$10,000
I Professional Content Knowledge Enhancement tuitions for 30 courses and/or certification @ \$700 per course maximum and only one course per semester	2210	116	Part II, A5	Build teacher capacity to deliver Standards-Based instruction	Teachers will have the opportunity to improve content knowledge in order to deliver appropriate experiences to students.	\$8,400	\$8,400	\$8,400
PL Registration for Conferences	2210	810	Part II, A5	Improve Instruction	Registration for teachers to attend and participate in training to improve whole-school instruction for staff in the areas of co-teaching, differentiated instruction, building engagement, rigor and relevance, and research-based strategies.	\$10,000	\$5,000	\$5,000
PL Travel Expenses for Conferences	2210	580	Part II, A5	Improve Instruction	Travel expenses for teachers to attend and participate in training to improve whole-school instruction for staff in the areas of co-teaching, differentiated instruction,	\$40,000	\$7,763	\$7,763

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Name of Expenditure	Approximate Grant Code	Sub-Object	Section of Grant App.	Use	Brief Description	Year 1 Estimate	Year 2 Estimate	Year 3 Estimate
					building engagement, rigor and relevance, and research-based strategies.			
Awards for Performance: Teachers and Administrators (increase in GHS GT by 5%) \$1,000 X 80 teachers =	2210	110	Part II, A3	Improve Instruction	Teachers and administrators will be provided incentives for reaching specified targeted academic goals.	\$80,000	\$80,000	\$80,000
Awards for Performance: Teachers and Administrators (increase in graduation rate) \$1,000 X 80 teachers =	2210	110	Part II, A3	Improve student achievement	Teachers and administrators will be provided incentives for reaching specified targeted academic goals.	\$80,000	\$80,000	\$80,000
Awards for Performance: Non-certified staff (increase in GHS GT by 5%) \$500 X 30 staff members =	2210	110	Part II, A3	Improve student achievement	Non-certified staff members will be provided incentives for reaching specified targeted academic goals.	\$15,000	\$15,000	\$15,000
Awards for Performance: Part-time non-certified staff (increase in GHS GT by 5%) \$250 X 1 staff member	2210	110	Part II, A3	Improve student achievement	Part-time non-certified staff members will be provided incentives for reaching specified targeted academic goals.	\$250	\$250	\$250
I FICA for staff incentives	2210	110	Part II, A3	Improve student achievement	FICA for Staff Incentives	\$13,407	\$13,407	\$13,407

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Name of Expenditure	Approximate Grant Code	Sub-Object	Section of Grant App.	Use	Brief Description	Year 1 Estimate	Year 2 Estimate	Year 3 Estimate
SP School Improvement Grant Administrator on Assignment (SIGA) for two MCSD Tier I High Schools (salary shared with Jordan High School)	2400	110	Part II, A10, C	Monitor implementation of the reform model	The SIGA job duties and responsibilities: monitoring implementation of the reform model, generating weekly progress reports for the Chief Academic Officer, serving on the Leadership Team, serving as the communication liaison, and monitoring expenditures.	\$50,000	\$50,000	\$50,000
SP School Improvement Grant Administrator on Assignment for two MCSD Tier I High Schools (benefits shared with Jordan High School)	2400	200	Part II, C	Monitor implementation of the reform model	Benefits for the School Improvement Grant Administrator	\$14,000	\$14,000	\$14,000
Travel inside district for School Improvement Grant Administrator	2400	580	Part II, A10, C	Improvement of Instruction	Travel expenses for School Improvement Grant Administrator to attend meetings at the district office	\$500	\$500	\$500
Travel outside district for School Improvement Grant Administrator	2400	580	Part II, A10, C	Improve Instruction	Travel expenses for School Improvement Grant Administrator to attend meetings outside of the district	\$500	\$500	\$500

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Name of Expenditure	Approximate Grant Code	Sub-Object	Section of Grant App.	Use	Brief Description	Year 1 Estimate	Year 2 Estimate	Year 3 Estimate
SP Salary for Family Services Coordinator	2900	110	Part II, c	Build parent capacity	The Family Services Coordinator will be utilized to build parents capacity to help their child and to help the school achieve its continuous improvement targets	\$35,000	\$35,000	\$35,000
SP Benefits for Family Services Coordinator	2900	200	Part II, A9	Build parent capacity	Benefits for Family Services Coordinator to build parents capacity to help their child and to help the school achieve its continuous improvement targets as well as short- and long- range.	\$12,000	\$12,000	\$12,000
Contracted Services for Parenting Workshops	2900	300	Part II, A9	Build parent capacity	Contracted services will be used to promote parental involvement and build parents capacity to help their child and to help the school achieve its continuous improvement targets as well as short- and long- range.	\$1,585	\$1,500	\$1,500
Printing costs for flyers, brochures, invitations, etc. for parenting workshops	2900	595	Part II, C	Build parent capacity	Printing cost will be used for references and resources for parents to help the school achieve its continuous improvement targets as well as short- and long- range.	\$500	\$500	\$500

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Name of Expenditure	Approximate Grant Code	Sub-Object	Section of Grant App.	Use	Brief Description	Year 1 Estimate	Year 2 Estimate	Year 3 Estimate
Travel for Family Services Coordinator	2900	580	Part II, C	Build parent capacity	Travel for Family Services Coordinator to attend training to build parent capacity, to build engagement, and to help the school achieve its continuous improvement targets as well as short- and long-range goals.	\$500	\$0	\$0
Registration for Conferences for Family Services Coordinator	2900	810	Part II, C	Build parent capacity	Conferences for Family Services Coordinator to attend training to build parent capacity, to build engagement, and to help the school achieve its continuous improvement targets as well as short- and long-range goals.	\$500	\$0	\$0
Parenting Materials and Supplies for Training	2900	610	Part II, C	Build parent capacity	Materials and supplies for the parent resource room to support the content areas and to build parent capacity (brochures, binders/notebooks, file folders, ct.)	\$1,000	\$1,000	\$1,000
Parent Materials and Supplies for Resource Room	2900	610	Part II, C	Build parent capacity	Materials and supplies for the parent resource room to support the content areas and to build parent capacity	\$0	\$1,000	\$1,000

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Name of Expenditure	Approximate Grant Code	Sub-Object	Section of Grant App.	Use	Brief Description	Year 1 Estimate	Year 2 Estimate	Year 3 Estimate
Meals/Refreshments Parent Resources and Workshops	2900	630	Part II, C	Build parent capacity	Meals/refreshments will be utilized to build parent capacity, to build engagement, and to help the school achieve its continuous improvement targets as well as short- and long-range goals.	\$2,600	\$2,600	\$2,600

Color-Coded Key

Extended Learning Time	ELT				Incentives	I		
Project-Based Learning	PBL				Awards	A		
Professional Learning	PL				Support Personnel	SP		

School Improvement Grant 1003(g)

Stakeholder Presentation

April, 2010

Shared by: W. H. Spencer Administrators
Shared with: W. H. Spencer Leadership Team
Faculty Members
Partners In Education

School Improvement Grant
1003(g)

Stakeholder Presentation

April, 2010

Grant Basics

- Approximately \$2 Million over 3 Years
- Graduation Rate Under 60% (Over the last 3 years – 53.7%, 56.1%, and 69.2%)
- To Increase Student Achievement and the Graduation Rate
- To Increase Our Capacity as a Staff
- To Increase Our Efficiency
- No Additional Teaching Positions
- No Additional Buildings or Facility Upgrades/Improvements
- Total School Improvement
- 3 Year Grant
- Application Deadline April 15th

Student College Readiness

- 5 Year Academic/Professional Plan
- Dual enrollment opportunities
 - Relevant entrance and activity fees will be paid
 - Textbook purchases
 - Transportation
 - Campus classes
- Educational Field Trips
- Student Incentives
- Reading
 - Labs/Classes (READ 180)
 - Vocabulary Workbooks
 - Student Reading List Books
- Scheduling Flexibility
- Making AYP!!!

Faculty and Staff Performance

- Professional Learning
 - Lots of Training
 - Each Faculty/Administrator will receive a full day's salary for training held on the 10 day adjusted calendar
- Faculty and Staff Bonuses
 - \$1000 for a 5% gain in both ELA/Mathematics
 - \$500 for full-time support staff
 - \$1000 for a 5% gain in the Graduation Rate
 - \$500 for full-time support staff

Professional Content Knowledge Enhancements

- Tuition
 - Tuition during Year 1,2, and 3 will be funded for teachers during the grant period. Must be in the same certifiable area.
- HQ Certification
 - Certification funding will be provided to new to the District teachers and/or new to education, for one (1) course per year during the grant period. To same will apply to existing faculty members.

Tech Requests

- Technology
 - Laptop Carts (Every Classrooms)
 - Smartboards and Peripherals (All Classrooms)
 - Smartboard Tables (Some Classrooms)
 - 3 Polycom Systems (Distance Learning)
 - Poster Makers (All Departments)
 - Laminators (All Departments)
 - Full Time Technology Coordinator
 - Computer Support/Training
 - Technology Inventory

School Wide Support

- Core Academic Area Specialist
- Parenting Coordinator
- Campus/Hall Way Monitors

Questions

- ????????
- We will get this grant!!!
 - Requested items/suggestions must be approved via Dr. Andrews and Title I (GaDOE)
- Faculty Input
 - Caucus (Departmentally)
 - Department Heads will submit all requests and/or suggestions to me
- Deadline – 5:00pm (TODAY!)

School Improvement Grant 1003(g)

W. H. Spencer High School

Members Present: Harriet Steed, Title I Director Michael Ehringhaus, Consultant
 Anne Gemes, Title I Specialist Tanya Kearse, Title I Specialist
 Shelia Baker, Title I Specialist Jannie Gregory, Title I Specialist
 Reginald Griffin, Principal Miranda Banks, Asst. Principal
 Maxine West, Guidance Director Terry Blackshear, State Director

Authors of the SWP Plan: Reginald Griffin, Miranda Banks, and Kim Boynton

Summary of Notes:

Strengths and Weaknesses Identified by Faculty Members (Leadership Team Members)

Strengths	Weaknesses
Increase in the number of graduates	Reading Comprehension
Increase in the number of students taking AP courses	Writing Skills
	Transference of Skills
	Lack of Pre-requisite Skills/Prior Knowledge
	Lack of Motivation

Strategies need to be supported with data.

Possible Strategies Identified by Faculty (Administration and Leadership Team):

- A more in depth analysis of data is needed (DATA TEAM)
- Common assessments need to be used within the different disciplines
- Identify the Best Practices of exemplary veteran teachers and share with faculty
- Obtain eWalk equipment for key personnel for teacher observations
- Novice teachers need to have time to observe exemplary teachers
- Lexile training
- Need for portfolios
- Use substitute teachers to provide common planning time both horizontally and vertically
- Incorporate reading across the curriculum (CALI, hiring a reading specialist)
- Continue WOW training
- Professional Learning: Rigor and Relevance, on-line courses(SWD), book studies, and calculator training for math teachers
- Provide opportunities for think alouds or feedback sessions at the end of class to obtain a formative assessment
- Provide training for inclusion teachers

Possible Strategies Identified by Students (diverse group of juniors and seniors):

- Ways to improve school culture/school pride
- Ways to help teachers to improve classroom management and maximize instructional time- leads to less distractions and less office referrals
- Ways to incorporate differentiation
- Ways to improve dropout rate
- Ways to improve the number of students who pass the GHSGT the first time (intense study hall)
- Ways to get students to take the EOCT seriously
- Ways to improve discipline (consistency, examine suspension policy-no work can be made up)
- Recognize and celebrate all successes of students both academics and all sports

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Possible Strategies Identified by Pat Dixon (Parent- President of the PTA)

- Provide training to 9th graders regarding how to study and time management (9th grade Academy)
- Provide mentorship and motivational speakers
- Provide a way for parents to view their child's grades
- Provide parent workshop on how to utilize available tools (school webpage, MCSD webpage, credit recovery, SES services, etc.)
- Provide parent workshop on testing concerns (requirements, dates, and interpretation of the scores)

We reviewed the steps and procedures for writing the SWP plan. We also looked at the checklist for the plan which is on pages 78 – 80 in the Title I handbook. GAPSS should be included as part of the needs assessments. Accommodations from the GAPSS analysis can be used to identify strengths. Recommendations from the GAPSS analysis can be used to identify weaknesses which leads to actions/strategies.

Categories:

Curriculum, Instruction, and Assessment:

- A more in depth analysis of data is needed (DATA TEAM)
- Common assessments need to be used within the different disciplines to determine students strengths and weaknesses/drive instruction
- Ways to help teachers to improve classroom management and maximize instructional time- leads to less distractions and less office referrals
- Identify the Best Practices of exemplary veteran teachers and share with faculty
- Obtain eWalk equipment for key personnel for teacher observations
- Novice teachers need to have time to observe exemplary teachers
- Lexile training
- Need for portfolios
- Use substitute teachers to provide common planning time both horizontally and vertically
- Incorporate reading across the curriculum (CALI, hiring a reading specialist)
- Continue WOW training
- Professional Learning: Rigor and Relevance, on-line courses(SWD), book studies, and calculator training for math teachers
- Provide opportunities for think alouds or feedback sessions at the end of class to obtain a formative assessment
- Provide training to 9th graders regarding how to study and time management (9th grade Academy)
- Ways to incorporate differentiation
- Ways to improve dropout rate
- Ways to improve the number of students who pass the GHSGT the first time (intense study hall)
- Ways to get students to take the EOCT seriously
- Provide technology training

Professional Learning:

- A more in depth analysis of data is needed (DATA TEAM)
- Obtain eWalk equipment for key personnel for teacher observations (improve teacher pedagogy, classroom management, and discipline)
- Ways to help teachers to improve classroom management and maximize instructional time- leads to less distractions and less office referrals
- Lexile training (improve teacher pedagogy)

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- Use substitute teachers to provide common planning time both horizontally and vertically (improve teacher pedagogy)
- Incorporate reading across the curriculum (CALI, hiring a reading specialist)
- Continue WOW training (improve teacher pedagogy)
- Professional Learning: Rigor and Relevance, on-line courses, book studies, and calculator training for math teachers
- Provide training for inclusion teachers
- Ways to incorporate differentiation (improve teacher pedagogy)
- Provide technology training

Climate:

- Recognize and celebrate all successes of students both academics and all sports
- Provide mentorship and motivational speakers
- Obtain eWalk equipment for key personnel for teacher observations (improve teacher pedagogy, classroom management, and discipline)
- Utilize Monday Messenger and District Monthly Activities to announce programs and activities

Student, Family, and Community Involvement:

- Provide a way for parents to view their child's grades and homework (InteGrade and Schoolnotes.com)
- Provide mentorship and motivational speakers
- Provide parent workshop on how to utilize available tools (school webpage, MCSD webpage, credit recovery, SES services, etc.)
- Provide parent workshop on testing concerns (requirements, dates, and interpretation of the scores)
- Utilize Monday Messenger and MCSD Monthly School Activities calendar to announce programs and activities

Leadership:

- Ways to improve discipline (consistency, examine suspension policy- no work can be made up)
- Provide mentorship and motivational speakers
- Obtain eWalk equipment for key personnel for teacher observations (improve teacher pedagogy, classroom management, and discipline)

Planning and Organization:

- Recognize and celebrate all successes of students both academics and all sports
- A more in depth analysis of data is needed (DATA TEAM)
- Obtain eWalk equipment for key personnel for teacher observations (improve teacher pedagogy, classroom management, and discipline)
- Ways to help teachers to improve classroom management and maximize instructional time- leads to less distractions and less office referrals
- Lexile training (improve teacher pedagogy)
- Use substitute teachers to provide common planning time both horizontally and vertically (improve teacher pedagogy)
- Incorporate reading across the curriculum (CALI, hiring a reading specialist)
- Continue WOW training (improve teacher pedagogy)
- Professional Learning: Rigor and Relevance, on-line courses, book studies, and calculator training for math teachers
- Provide training for inclusion teachers
- Ways to incorporate differentiation (improve teacher pedagogy)

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School Keys/ (High Impact Practices Rubric)	Topic/Action	Person Responsible	Status/Notes/Next Steps
<p>Planning and Org</p> <p>Contract</p> <p>Contract</p> <p>Contract/Planning and Org</p>	<p>)</p>	<p>MCSD tech Specialist SD</p> <p>SD/LSD/SIS/principal</p> <p>SD/LSD/CAO MCSD</p>	<p>Laptop Carts (Every Class); Smart Boards (Daily Use) and Smart Board Tables; Polycom (Distance Learning Tool)</p> <p>Bonuses—If students make an overall gain of %5 in ELA/Mathematics, each faculty member will receive \$1k; If Spencer has a %5 increase in the Graduation Rate, the faculty will receive an additional \$1k! ELA and Math courses will be taken all year.</p> <p>Professional Learning will take place during furlough days. Each faculty member will receive a full day’s salary for the training received!</p> <p>Education—Spencer High will assist in paying for fees and books for faculty members who earn an advanced degree in respective content areas; Special Education teachers will receive the same for becoming highly-qualified in certifiable area.</p> <p>Educational Advancement for Students; students who attend an accredited post-secondary school will have their fees, books, and transportation paid for by Spencer High; speech/communication courses will be covered, as well as funding for relevant testing and/or entrance examinations.</p> <p>Vocabulary Workbooks (consumable) for ELA courses;</p> <p>summer reading books for checkout will be provided;</p> <p>Reading Lab 200 licensures for <i>Read 180</i> and <i>Fast For Word</i> will be purchased.</p> <p>Student Reward Student Incentives will be considered</p> <p>Parenting A Parent Coordinator will be hired for the next</p>

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School Keys/ (High Impact Practices Rubric)	Topic/Action	Person Responsible	Status/Notes/Next Steps
Contract	<p style="text-align: center;">Cross Point Training</p> <p style="text-align: center;">STAP #2 interim/final check</p> <p style="text-align: center;">STAP #2 interim/final visit and review</p> <p style="text-align: center;">2010—2011 planning</p>	SD	<p>school year.</p> <p>Academic Coaches Academic Coaches in Major Content Areas Follow up: Each department head met with their departments for further feedback and reported to the principal; the principal held a faculty to further clarify and discuss expenditures and possible plans Next Steps: Plan for 2010-2011</p> <p>Cross Point training held each block for all staff</p> <p>Wrote the interim/final check on STAP #2</p> <p>Reviewed STAP #2, however, since it had been only 6 working school days since a consensus was reached that the SD will update the STAP #2 again on May 3 and the LSD will lead a final/final progress check on May 12 at 1:00 p.m to include LSD, MCSD liaisons, principal and SIS (SD will be out recuperating from surgery) Next Steps: Final for STAP #2</p> <p>Met to discuss plans for next year to include:</p> <ul style="list-style-type: none"> • Update and approval of SIP • STAP #3 • Budget • Coordination of SI and Title funds • Professional learning in preparation for and during 2010 -2011 • Coaches/SIS

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School Keys/ (High Impact Practices Rubric)	Topic/Action	Person Responsible	Status/Notes/Next Steps
	Teacher Attendance		<ul style="list-style-type: none"> • Scheduling for 2010-2011 Next Steps: update and revise SIP; write STAP #3 with MCSD and SHS LT input so it will reflect what we need to do May-August to prepare for 2010-2011 Analyze the teacher attendance data for March; completed the teacher attendance report; sent report to LSD Next Steps: Continue to monitor teacher attendance

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Transformation Model

A Transformation Model is one in which an LEA implements each of the following strategies by:

1. Developing and increasing **teacher and school leader effectiveness**.

Required activities:

- ✓ Replace the principal, unless assigned to school for two years or less.
- ✓ Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:
 - ✓ Take into account data on student growth.
 - ✓ Include multiple observation-based assessments of performance.
 - ✓ Include on-going collections of professional practice.
 - ✓ Is designed and developed with teacher and principal involvement.
- ✓ Reward school personnel who have increased student achievement and graduation rates.
- ✓ Remove ineffective personnel.
- ✓ Provide staff with ongoing, high-quality, job-embedded professional development that is:
 - ✓ Aligned with school's instructional program.
 - ✓ Designed with school staff.
 - ✓ Focused on subject-specific pedagogy, differentiation, and a deeper understanding of the community.
- ✓ Implement strategies such as:
 - ✓ Financial incentives.
 - ✓ Increased opportunities for promotion and career growth.
 - ✓ Flexible work conditions, designed to recruit and retain staff.

Permissible activities:

- ✓ Provide additional compensation to attract and retain staff.
- ✓ Institute a system for measuring impact of professional development.
- ✓ Ensure principal and teacher consent are required to place a teacher in a school.

2. Implementing comprehensive **instructional reform strategies**.

Required activities:

- ✓ Use data to implement an instructional program that is:
 - ✓ Research-based.
 - ✓ Vertically aligned (grade to grade and with State Standards).
- ✓ Conduct reviews to ensure curriculum implementation.
- ✓ Promote the use of student data (from formative, interim, and summative assessments) to inform and differentiate instruction

Permissible activities:

- ✓ Conduct curriculum reviews to:
 - Ensure implementation with fidelity.
 - Ensure intended impact on student achievement.
 - Modify if ineffective.
- Implement a school-wide “response-to-intervention” model.
- ✓ Provide support to effectively teach students with disabilities in a least restrictive environment
 - ✓ Implement inclusion models.
- Ensure that limited English proficient students acquire language skills needed to master academic content.
- ✓ Integrate technology-based supports and interventions as part of the instructional program.
 - In secondary schools, increase rigor through providing advanced coursework such as:
 - ✓ Advanced Placement courses.

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- International Baccalaureate program.
- ✓ Science, engineering, technology, and mathematics courses.
- ✓ Project-based learning.
- ✓ Inquiry-based learning.
- Design-based learning.
- Early college high schools.
- ✓ Dual enrollment programs.
- Thematic learning academies (preparation for college and careers).
- Industry certification.
- ✓ Conduct summer transition programs for students entering high school.
- ✓ Provide freshman academies.
- ✓ Increase graduation rates through:
 - ✓ Credit-recovery programs.
 - ✓ Re-engagement strategies.
 - ✓ Smaller learning communities.
 - Competency-based instruction.
 - ✓ Performance-based assessments.
 - ✓ Acceleration of basic reading and mathematics skills.
 - ✓ Graduation plans.
 - Career academies.
- Establish early-warning systems to identify students at risk of failing or not graduating through:
 - ✓ Credit-recovery programs.
 - ✓ Re-engagement strategies.
 - Smaller learning communities.
 - Competency-based instruction.
 - ✓ Performance-based assessments.
 - ✓ Acceleration of basic reading and mathematics skills.
- ✓ Increasing learning time and creating community-oriented schools.
Required activities:
 - ✓ Provide increased learning time.
 - ✓ Provide on-going mechanisms for family and community engagement.
- Permissible activities:
 - Create safe school environments that meet student's social, emotional and health needs by:
 - Partnering with parents, faith communities, community-based organizations, health clinics, other State or local agencies.
 - ✓ Building relationships between students and staff by adding advisory periods.
 - Improving school climate and discipline by:
 - Implementing a system of positive behavioral supports.
 - ✓ Taking steps to eliminate bullying and student harassment.
 - Offer full-day kindergarten or pre-kindergarten.
- Providing operational flexibility and sustained support.
Required activities:
 - ✓ Allow operational flexibility (staffing, calendars, time/ budgeting) to improve student achievement and increase graduation rates.
 - ✓ Provide ongoing technical assistance/support from the LEA or external lead partner.

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School Improvement Grant Resources

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Object Class		Item Description	Costs	
100	Salaries	Ten (10) inservice days paid at teachers daily rate (certified personnel)	\$ 205,806	
		Substitutes for Professional Learning: Training for READ 180 for identified teachers; 2 days each Year	\$ 2,000	
		Substitutes for Professional Learning: Training for technology identified teachers, 2 days Year 1	\$ 2,000	
		Substitutes for Professional Learning: Training for standards-based classrooms (SBC) as needed	\$ 6,000	
		Stipends for High Schools in a Work (HSIW) summer 2011, 4 days each (2PLUs)	\$ 24,000	Object Total
		Two Academic Coaches (reading and mathematics) @ 60,000 each	\$ 120,000	\$ 359,806
200	Benefits	FICA for substitutes	\$ 765	
		FICA for stipends	\$ 1,836	
		Benefits for coaches	\$ 60,000	
		FICA for 10 in-service days	\$ 15,744	
				Object Total
		\$ 78,345		
300	Professional	On-site technical support consultant for instruction and technical services	\$ 70,000	
		Contracted Services: Heidi Jacob Hayes, Literacy and Reading	\$ 30,000	
	Purchased	Contracted Services: HSTW and Project Based Learning - on-site training and classroom observations	\$ 50,000	
		Contracted Services: Class Keys	\$ 5,000	
	Services	Contracted Services: Printing: Teachers As Advisors (Student Five-Year Plan and advisement sessions)	\$ 5,000	Object Total
				\$ 160,000
400	Purchased Property Services			
				Object Total
				\$ -
500	Other Purchased Services	Travel expenses for conferences	\$ 10,000	
		Travel expenses for HSTW - national conference (20 designated teachers / Leadership Team)	\$ 30,000	
				Object Total
		\$ 40,000		
600	Supplies			
				Object Total
				\$ -
XXX	Other	Professional Content Knowledge Enhancement tuitions for 12 courses and/or certification @ \$700 per course maximum and only one course per semester	\$ 8,400	
		Registration for HSTW conference	\$ 10,000	

			Object Total
			\$ 18,400

Function Total \$ 656,551

Indicate one: Original Budget
 Budget Amendment #

**Georgia Department of Education
 Title I School Improvement Grants - FY 12**

System Muscogee County
 Name Spencer Year 2
 System Code: 706

FEDERAL FUNDS ONLY

\$ 1,950,425.78

Summary Budget Schedule

Amount and Source
 of Funds per Year

Grant Period Covered: July 1, 2011 - June 30, 2012

OBJECT CLASS

FUNCTION CODE	Descriptions	(100) Personal Services - Salaries	(200) Employee Benefits	(300) Professional Purchased Services	(400) Purchased Property Services	(500) Other Purchased Services	(600) Supplies	(XXX) Other (Attach Detail)	TOTAL
1000	Instruction	\$684,000	\$52,326	\$0	\$0	\$82,060	\$93,010	\$0	\$911,396
2100	Pupil Services	\$60,000	\$15,000	\$0	\$0	\$0	\$3,000	\$0	\$78,000
2210	Improvement Instructional Services	\$365,806	\$78,804	\$188,000	\$0	\$7,763	\$0	\$13,400	\$653,773
2220	Educational Media Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2300	General Administration	\$50,000	\$14,000	\$0	\$0	\$1,000	\$0	\$0	\$65,000
2400	School Administration	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2500	Support Services - Business	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2600	Maintenance and Operation of Plant Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2700	Student Transportation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2800	Support Services - Central	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2900	Other Support Services	\$35,000	\$12,000	\$1,500	\$0	\$500	\$4,600	\$0	\$53,600
3000	Operation of Non-Instructional Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3100	School Nutrition Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
XXXX	Other (Attach Detail)	\$175,250	\$13,407	\$0	\$0	\$0	\$0	\$0	\$188,657
									\$1,950,426
	TOTAL	\$1,370,056	\$185,537	\$189,500	\$0	\$91,323	\$100,610	\$13,400	\$1,950,426

***Budget in Whole Dollars - No Cents**

This proposed budget has been prepared in accordance with all applicable state and/or federal laws and regulations and the procedures of the Georgia Department of Education. Copies of school level budgets will be available for review at the school and at the school system central office if requested.

Signature of System Superintendent _____
 Budget prepared by: _____

Date: _____

APPROVED BY: _____

Ga. Dept. of Ed. Program Office

Date: 5/15/2010

APPROVED BY: _____

Ga. Dept. of Ed. Grants Accounting

Date: _____

Indicate one: Original Budget
 Budget Amendment #

**Georgia Department of Education
 Title I School Improvement Grants - FY 12**

System Muscogee County
 Name Spencer Year 3
 System Code: 706

FEDERAL FUNDS ONLY

\$ 1,867,196.28

Summary Budget Schedule

Amount and Source
 of Funds per Year

Grant Period Covered: July 1, 2011 - June 30, 2012

OBJECT CLASS

FUNCTION CODE	Descriptions	(100) Personal Services - Salaries	(200) Employee Benefits	(300) Professional Purchased Services	(400) Purchased Property Services	(500) Other Purchased Services	(600) Supplies	(XXX) Other (Attach Detail)	TOTAL
1000	Instruction	\$684,000	\$52,326	\$0	\$0	\$45,060	\$90,010	\$0	\$871,396
2100	Pupil Services	\$60,000	\$15,000	\$0	\$0	\$0	\$3,000	\$0	\$78,000
2210	Improvement Instructional Services	\$362,806	\$78,575	\$148,000	\$0	\$7,763	\$0	\$13,400	\$610,544
2220	Educational Media Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2300	General Administration	\$50,000	\$14,000	\$0	\$0	\$1,000	\$0	\$0	\$65,000
2400	School Administration	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2500	Support Services - Business	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2600	Maintenance and Operation of Plant Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2700	Student Transportation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2800	Support Services - Central	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2900	Other Support Services	\$35,000	\$12,000	\$1,500	\$0	\$500	\$4,600	\$0	\$53,600
3000	Operation of Non-Instructional Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3100	School Nutrition Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
XXXX	Other (Attach Detail)	\$175,250	\$13,407	\$0	\$0	\$0	\$0	\$0	\$188,657
									\$1,867,196
	TOTAL	\$1,367,056	\$185,307	\$149,500	\$0	\$54,323	\$97,610	\$13,400	\$1,867,196

***Budget in Whole Dollars - No Cents**

This proposed budget has been prepared in accordance with all applicable state and/or federal laws and regulations and the procedures of the Georgia Department of Education. Copies of school level budgets will be available for review at the school and at the school system central office if requested.

Signature of System Superintendent _____
 Budget prepared by: _____

Date: _____

APPROVED BY: _____

Ga. Dept. of Ed. Program Office

Date: 5/15/2010

APPROVED BY: _____

Ga. Dept. of Ed. Grants Accounting

Date: _____