

## School Improvement Grant 1003(g)

### Stewart County High School

The specific processes and strategies in our transformational plan are directly aligned with our recent GAPSS analysis (needs assessment) which indicated targeted areas for improvement in the areas of formative assessment, flexible grouping, professional learning, instructional technology, and community involvement. The actions in our plan are innovative and comprehensive, focus on improving student achievement, and building capacity. The plan provides a timeline and detailed actions that connect and align practices with the School Improvement Plan and GAPSS targeted areas and that shows a sense of urgency by offering the support and structure to implement actions consciously and consistently each day to ensure they become systematic, systemic, and sustainable practices.

This plan is an extreme makeover because of the following:

- Increased learning time to improve student achievement
- Job embedded professional learning and consultant support with a 3-year focus on the areas from our needs assessment
- Behavioral change rather than regulation of change to ensure sustainability
- Plan to retain effective teachers and remove ineffective teachers – incentives, rewards and implementation of Class Keys teacher evaluation system
- Documentation of the journey of teaching and learning (GPS notebooks and Data notebooks)
- Structures in place for effective collaborative instructional planning
- Focused leadership on achieving learning goals
- Increased stakeholder engagement with a focus on educating parents to support their children under the direction of a parent community coordinator
- A thorough integration of instructional technology to support teaching and learning
- A school-wide focus on formative assessment and differentiated learning
- Improving literacy for all with the implementation of a reading program

Under no circumstances should the population decline in Stewart County along with our challenges and economic downturn\* in Stewart County hamper the implementation of our plan and impede the progress of our students towards reaching their goals and dreams. The transformation model in our community is the hope of our future generation in a declining and impoverished area. We have challenging circumstances and cannot afford to let our students suffer. We must overcome these barriers to ensure that all students graduate.

Stewart County High School understands and assures that any conflicts between the School Improvement Grant and Race to the Top will be resolved to reflect Race to the Top conditions.

\*Population decreased by 2000 over the past 40 years. We have lost 361 FTEs over the past eight years; yet our graduation rate has steadily increased - 65.5% in 2009, 56.4% in 2008, and in 42.9% in 2007.

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## LEA Application 2010

### Attachment 1c High School Profile

District Name: Stewart County

School Name: Stewart County High School

Grades: 09, 10, 11, 12

School Enrollment Total: 219

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
AYP status	N	Y	N		
AYP targets the school met		ELA, Math, SI	ELA, SI		
AYP targets the school missed	ELA, Math, SI		Math		
School improvement status	NI-8	NI_AYP	NI-8		
Number of days within the school year	180	180	180	180	
Number of minutes within the school day	390	390	390	390	
Number of minutes within the school year	70,200	70,200	70,200	70,200	

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

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**Attachment 1c  
High School Profile**

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Percentage of limited English proficient students who attain English language proficiency					
Graduation rate (percentage)	42.9	57.9	66.1	71.0	
Dropout rate (percentage)	4.6	5.3	7.3	4.0	
Student absent over 15 days rate (percentage)	60.2	54.5	24.2	14.1	
Number of students completing advanced coursework (AP)	0	0	1	14	
Percentage of students completing advanced coursework (AP)	0	0	1	1	
Number of students completing advanced coursework (IB)	0	0	0	0	
Percentage of students completing advanced coursework (IB)	0	0	0	0	

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**High School Profile**

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Number of students completing advanced coursework (early-college high schools)	0	0	0	0	
Percentage of students completing advanced coursework (early-college high schools)	0	0	0	0	
Number of students completing advanced coursework (dual enrollment classes)	0	1	2	0	
Percentage of students completing advanced coursework (dual enrollment classes)	0	0	0	0	
College enrollment rate	12	36	46		
Number of discipline incidents coded as 900 as reported to state	0	1	0	0	
Number of truants				0	
Teacher attendance rate	89	87	85	93	

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

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Number of certified staff	26	27	28	22	
Number of teachers evaluated	26	27	28	22	
Percentage rated Satisfactory	84	85	93	9	
Percentage rated Unsatisfactory	12	15	7	8	
Percentage non-renewed	4	15	7	8	

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**Attachment 1c  
High School Profile**

GHS GT: ELA achievement

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010		
	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	27	38	71.1	31	42	73.8	31	38	81.6	30	31	96.8
Percentage White												
Percentage Hispanic												
Percentage Asian												
Percentage American Indian												
Percentage Multiracial												
Percentage Students with Disabilities												
Percentage Economically Disadvantaged	30	41	73.2	33	44	75	31	38	81.6	30	31	96.8

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

D - Denominator (FAY Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

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

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**Attachment 1c  
High School Profile**

GHSQT: ELA participation

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	41	43	95.3	47	48	97.9	43	43	100	30	31	96.8			
Percentage White															
Percentage Hispanic															
Percentage Asian															
Percentage American Indian															
Percentage Multiracial															
Percentage Students with Disabilities															
Percentage Economically Disadvantaged	45	48	93.8	50	51	98	43	43	100	29	30	96.7			

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

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High School Profile**

GHSQT: Mathematics achievement

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	16	38	42.1	23	42	54.8	20	38	52.6	22	31	71			
Percentage White															
Percentage Hispanic															
Percentage Asian															
Percentage American Indian															
Percentage Multiracial															
Percentage Students with Disabilities															
Percentage Economically Disadvantaged	18	41	43.9	25	44	56.8	20	38	52.6	22	31	71			

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



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High School Profile**

GHS GT: Mathematics participation

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	43	45	95.6	47	48	97.9	43	43	100	29	30	96.7			
Percentage White															
Percentage Hispanic															
Percentage Asian															
Percentage American Indian															
Percentage Multiracial															
Percentage Students with Disabilities															
Percentage Economically Disadvantaged	47	50	94	50	51	98	43	43	100	29	30	96.7			

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

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High School Profile**

**Math I \*\*\***

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Percentage passed course				81	
Percentage passed EOCT				45	

**Math II\*\*\***

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Percentage passed course				91	
Percentage passed EOCT				28	

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

**9<sup>th</sup> ELA**

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Percentage passed course				81	
Percentage passed EOCT	67	72	76	83	

**11<sup>th</sup> ELA**

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Percentage passed course				90	
Percentage passed EOCT	80	83	86	82	

# School Improvement Grant 1003(g)

## Target Areas for Improvement Stewart County High School GAPSS Analysis Review - February 23, 24, 25, 2010 Correlated to Georgia School Keys and Implementation Resource Guide

Curriculum	Assessment	Instruction	Student, Family and Community Support
<p>Expand further teachers' collaborative work to design consistent and authentic common assessments in all content areas. A-1.3</p> <p>Increase the use of diagnostic assessment at the unit level as a systematic way to determine background knowledge and skills, to revise instruction for all learners, and to identify related instructional interventions, including the appropriate use of flexible grouping. A-2.1</p> <p>Integrate instructional strategies into the classroom that will encourage all learners to use</p> <ul style="list-style-type: none"> <li>• higher-order thinking skills (e.g., compare, contrast, classify);</li> <li>• problem-solving and decision-making processes; and</li> <li>• mental habits of the mind (e.g., critical thinking, creative thinking, and self-regulation). 1-2.2</li> </ul> <p>Increase the use of differentiated instruction, which is defined as supporting all students according to their instructional needs, including adjustment of content (not the standard), process, product and learning environment based on students' readiness levels, learning styles and interests. 1-2.3</p> <p>Increase student use of modern electronic technology as an effective instructional tool to support conceptual understanding and independent application of core content, to reinforce higher order thinking skills, and to increase opportunities for differentiation of instruction. Provide timely technical support so that technology can be used meaningfully and continuously. 1-2.7</p>			<p>Student, Family and Community Support</p> <p>Consider determining parenting skills program needs through the use of data (i.e. surveys, focus groups, etc.) and use those data to develop and implement a parenting skills training plan that will encourage parents to assume a more direct and rigorous role in promoting their students' achievement. SFC-1.2; SFC-1.3</p> <p>Expand the opportunities for students, families, and community members to play a more active role in school governance, decision-making, and problem-solving. SFC-2.1</p>
<b>Professional Learning</b>			<b>Leadership</b>
<p>Provide more opportunities for teachers to participate in instructional leadership development experiences and to serve in instructional leadership roles. PL-1.3; L-3.2</p> <p>Ensure that all professional learning activities promote the sustained development of teachers' deep understanding of research-based instructional and assessment strategies.</p> <p>Consider differentiated professional learning that specifically includes the following areas:</p> <ul style="list-style-type: none"> <li>• higher order thinking skills/questioning techniques to achieve rigor in all content areas</li> <li>• differentiated instruction incorporating flexible grouping strategies</li> <li>• Integrating modern electronic technology into instruction</li> </ul> <p>PL-3.2, PL-3.3</p> <p>Implement professional learning activities in the school that provide teachers and administrators with the knowledge and skills to involve families and other stakeholders in appropriately supporting student learning. PL-3.4</p>			<p>Involve the Leadership Team more actively in disaggregating and using a variety of diagnostic, formative, and summative assessment data to monitor progress of the School Improvement Plan on a regular and frequent basis. L-4.3</p>
<b>Planning and Organization</b>			<b>School Culture</b>
No Target Areas			No Target Areas



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### LEA Application 2010

LEA Name: Stewart County Schools

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

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

School Name	NCES ID#	Tier I	Tier II	Tier III	Intervention Models (Tier I and Tier II Only)			
					Turnaround	Restart	Closure	Transformation
Stewart County High School		X						X

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### LEA Application 2010

LEA Name: Stewart County Schools

School Name: Stewart County High School

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

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

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

- c) Provide a narrative describing the outcomes of analyzing the data

Stewart County High School has analyzed a variety of data including the Georgia High School Graduation Tests, End of Course Tests, demographics, focus walks, the GAPSS Analysis, graduation rates, student surveys, and the results from special education monitoring. Data indicates that Georgia High School Graduation Tests scores from 2006 to 2009 have risen in math. Thirty-nine percent of students met or exceeded standards in 2006, and 52.6% met or exceeded standards in 2009. Although this was a significant increase, scores still remain far below the state average. In ELA, scores have fluctuated between 83% meeting or exceeding standards in 2006, and 81.6% in 2009. Although this was a slight drop, this was anticipated due to the change from QCC standards to GPS standards. Scores in science have increased from 33% in 2006 to 75% in 2009 and in social studies from 33% in 2006 to 63% in 2009. The scores have increased significantly, yet they remain below the state average.

The graduation rate is used as the second indicator for AYP. It rose from 57.9% in 2008 to 66.1% in 2009. The rate has increased; however, the rate is below the state average and remains a concern.

End of Course Tests have not shown improvement over the last three years. Scores have ranged from a low of 10% in U.S. History meeting standard and a high of 60% meeting standard in American Literature. Stewart County falls well below the state average. One goal in looking at data from the GHSGT and the EOCT is to close the achievement gap between the school's scores and the scores for the rest of the state. The lowest domains of test scores in ELA are

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reading comprehension and vocabulary. In math the lowest domains include algebra and measurement/geometry.

In 2007, Stewart County had a population of 4,647, whereas in 2000 it was 5,252, reflecting an 11.6% decrease. One hundred percent of the students are economically disadvantaged and eligible for free and reduced meals. The student enrollment is 95% African American, 4% Caucasian, and 1% other. In 2006, the per capita income was \$1,643 monthly, which was below the state average. Lack of community industrial growth and little or no recreational facilities or programs for school age children outside school and home further contribute to the low socio-economic status.

Stewart County has been in Needs Improvement for nine years (NI8 since the school made AYP in 2008). The school is currently monitored by the Georgia Department of Education with a full time State Director who works five days a week in the school. In February 2010, the Georgia Department of Education conducted a GAPSS (Georgia Performance Standards for Schools) analysis that is correlated to *Georgia School Keys and Implementation Resource Guide*. The following were among the target areas for improvement: In *Curriculum*, the recommendations were to expand further teachers' collaborative work to design consistent and authentic common assessments in all content areas; to increase the use of diagnostic assessment to determine background knowledge and skills, to revise instruction and to identify related instructional interventions; to integrate instructional strategies into the classroom to encourage students to use higher order thinking skills, problem-solving and decision-making processes and mental habits of the mind; to increase the use of differentiated instruction; and to increase student use of modern technology as an effective instructional tool. In *Professional Learning* the recommendations were to provide more opportunities for teachers to participate in instructional leadership roles; to ensure that all professional learning activities promote teachers' understanding of research-based instructional and assessment strategies; and to implement professional learning activities that provide staff with skills to involve families and other stakeholders. In *Student Family and Community Support*, the recommendations included determining parenting skills program needs through the use of data and then use that data to implement parenting skills training that will encourage parents to assume a more direct role in their student's achievement and to expand the opportunities for families and community members to play a more active role in the school. Finally, the report encouraged the leadership team to be more actively engaged in disaggregating and using a variety of assessment data to monitor the progress of the School Improvement Plan.

The State monitored Stewart County Special Education Department in February of 2010 and recommended the following instructional actions be taken to effect continuous improvement: classroom observations to include co-teaching; differentiation and assistive technology; delivery of standards-based instruction in inclusion classes; offering extended school year opportunities for special education students; and offering supplementary services in reading and math to be reflected in the Individual Education Plan.

One of the goals of the School Improvement Plan has been to implement standards-based classrooms throughout the curriculum. Each year a focus walk has been done by an

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administrative group to assess Stewart's progress. Although standards are posted and the GPS curriculum is taught, standards are not being referenced consistently enough, and instructional frameworks are not clearly defined in many classrooms. Very little differentiation has been observed.

Data clearly indicates a need for the best possible instructional strategies to improve student achievement, the need for support from parents and the community and the professional growth of teachers and leadership to meet the many challenges that face Stewart County.

d) Provide rationale for the intervention model selected.

The superintendent and the leadership team of Stewart County High School studied the needs assessment data (GAPSS 2010) in relation to the four models offered in the SIG grant. Using a shared-decision making process, the transformation model was selected. This model clearly fits the needs of the school for the following reasons:

1. Stewart County is a rural community with one elementary, one middle, and one high school.
2. A positive working culture already established at Stewart County High School will facilitate the investment of job-embedded professional learning to increase the capacity of the staff.
3. A schedule already exists that provides for staff collaboration and professional learning opportunities.
4. A newly hired principal (July 2009) displays the skills necessary to grow as an instructional leader.
5. Selected staff attended the Georgia Department of Education Summer Leadership Academy in 2008, and plans are in place to continue to develop leadership skills through GLISI and on-site professional learning.
6. A leadership team has already been established that uses a shared-decision making process.
7. SMART Goals drive the continuous School Improvement Plan at Stewart County High School.
8. Participation in Cohort III of Class Keys will enhance efforts to increase teacher effectiveness.
9. The graduation rate, although showing growth over the past three years, still needs to improve.
10. The trend in student achievement shows growth over the past three years.

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

The LEA has the capacity to use school improvement funds to provide adequate resources and related support to focus on target areas as determined by the most recent GAPSS findings, completed February 2010 (see Target Areas attachment). Teachers will be provided appropriate resources, as well as intensive training on the effective use of specified resources for the primary purpose of increasing the graduation rate. Securing external and internal agencies to train teachers and top-quality instructors to guide teachers in the best use of research-based strategies for raising the graduation rate will be a top priority.



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Resources will be aligned with target areas to include technology, equipment, and supplies. A half time instructional technology specialist will provide timely ongoing support to teachers to increase students' use of 21<sup>st</sup> century electronic technology as an effective instructional tool to support the conceptual understanding and independent application of core content, to reinforce higher order thinking skills, and to increase opportunities for differentiation of instruction. (School Keys 1.27)

The instructional technology specialist position is discussed in detail in A11. External technical assistance will include a national educational consultant, Karen Bailey, who specializes in helping schools increase student achievement; a Professional Learning Specialist from RESA (Regional Educational Services Agency); and an ETTC Technology Specialist from Chattahoochee-Flint RESA; Thinking Maps consultant, Special Services consultants from Georgia Learning Resource Systems (GLRS); and school improvement specialists from the Georgia Leadership Institute for School Improvement (GLISI) and the Georgia Department of Education. Internal technical assistance includes a Math Specialist (100%), Graduation Specialist (100%), Family and Community Specialist (50%), and Administrative Assistant (100%). All technical assistance will operate during years 1, 2, and 3 except the math specialist (to begin year 2) unless the evaluations and data indicate otherwise.

During years 1, 2, and 3, rewards/incentives will be provided to teachers and parents in order to achieve the goal of increasing the graduation rate. Teachers will be awarded stipends for participating in mandatory training and given monetary awards when the school accomplishes its goals of meeting the ever increasing AYP requirements, increasing the graduation rate, and meeting SMART goals (See annual goals). Extensive mentoring support will be provided for low performing teachers, and mentors will be compensated for their time through stipends. Ineffective teachers given ample opportunities to improve their professional practice, but those who do not improve, will have their contract with the Stewart County School System terminated. The school will be able to continue its capacity to implement learned practices after the grant funding ends by using local GLRS, RESA, ETTC consultants at no cost.

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### LEA Application 2010

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

The following guiding questions can be used to respond:

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

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### LEA Application 2010

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

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

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

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

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

The LEA communicated and consulted with stakeholders regarding the application and plans for implementation of the transformation model of school improvement at Stewart County High School.

- A school board member, Mr. Taylor, attended the initial meeting in Atlanta with the administrative team.
- The Leadership Team (Design Team), including the PTO president, met to discuss the various aspects of the grant.

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- The school system sent letters to high and middle school parents explaining the proposed grant and the benefits for students. A question and answer session was scheduled in order to provide additional information if necessary.
- The superintendent, administration, and the Chattahoochee-Flint RESA consultant met to discuss the impact the grant would have on training for teachers and resources needed for implementation.
- The superintendent and the principal of Stewart County High School met with the Leadership Team and then the entire school faculty to discuss the proposal. In-depth discussions occurred about professional learning, stipends, and assessment procedures. Follow up discussions occurred in study group sessions.
- Students were apprised of the grant application and its impact on graduation through homeroom discussions with their teachers (after the general faculty meeting).

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### LEA Application 2010

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

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

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

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

The LEA must assure that it will:

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in Tier I and Tier II school that the LEA commits to serve consistent with final requirements.
- (2) Establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school

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improvement funds.

- (3) If the LEA implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
- (4) Report to the SEA the school-level data required under section III of the final requirements.

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### LEA Application 2010

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

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

Extending the period of availability of school improvement funds.

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

"Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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

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**Attachment 2d  
Transformation Model**

LEA Name: Stewart County Schools

School Name: Stewart County High School

The LEA must:

A1. Replace the principal who led the school prior to commencement of the transformation model.

The current principal, John Hamilton, has completed his first year as the principal of Stewart County High School. Prior to his appointment in July 2009 as principal of Stewart County High School, Mr. Hamilton served as assistant principal of Stewart County Elementary School, a Title I Distinguished School. During his tenure as assistant principal, he served on the leadership team, assisted in the implementation of the Georgia Performance Standards, and monitored the implementation of the Reading First Grant that led the state in the effectiveness of the core program. In addition, he participated in the initial GaDOE Leadership Academy during the summer of 2008 at Callaway Gardens and also served as the Stewart County School System Implementation Coordinator for the Georgia Leadership Institute for School Improvement (GLISI) Base Camp.

The recent GAPSS analysis shows that the current principal consistently employs the practices to produce a supportive learning environment for teachers and students.

Prior to the beginning of the 2009 – 2010 school year, Mr. Hamilton facilitated the planning sessions with the school leadership team using the School Keys to plan the 2009-10 school year. Data was used to drive the decisions regarding instructional practices. Assisting the curriculum coordinator in the facilitation of weekly collaborative planning sessions, he has been instrumental in the planning of the job embedded professional learning to build capacity and support the staff. As a result of his collaborative leadership, student achievement data and classroom implementation (from professional learning on the opening of the Standards-Based classroom) data have shown significant progress. He monitored the learning interventions during and after school

Timeline:

July 1, 2009

- New principal was hired, sent to two leadership workshops. He will continue to facilitate, lead, and monitor the actions described in the grant.



### School Improvement Grant 1003(g)

to ensure standards-based practices and provided feedback to staff and students. To ensure our theme of embracing our community, the principal planned and implemented numerous community orientation activities such as awards day programs, junior parent night, the opening ceremony, athletic banquet, and Veterans Day programs. He has been instrumental in improving staff quality by his visibility, teacher evaluations, feedback, and removal of ineffective staff.

Our test scores increased substantially from spring 2009 to spring 2010. In ELA/Reading the pass rate is 97% (Spring 2009 was 82.6%). In math, the pass rate is 93.1% (Spring 2009 was 73%).

Due to his leadership training, experience, and commitment to the community, Mr. Hamilton has demonstrated that he has the capacity to sustain the school improvement efforts and actions in the SIG grant.

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

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

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

Prior to Year 1

Stewart County High School is presently part of Cohort III for the Class Keys evaluation instrument (Classroom Analysis of School Standards). Teachers and leaders are collaboratively studying the instrument this school term. Class Keys, as the evaluation tool for teachers, will take effect during 2011-2012.

The faculty and staff have chosen three standards and corresponding elements for study this year based on the results of the initial Class Keys Assessment. After reaching consensus, the staff agreed to focus on organizing the framework for planning instruction, clearly communicating learning expectations, and demonstrating the use of research-based practices - thinking maps - in particular. The study of these standards is aligned to the GAPSS, the school's continuous plan for improvement, and the professional learning plan. In July of 2010, the staff will receive professional learning on how the Class Keys will be used to specifically improve implementation of best practices and to evaluate teachers.

For almost ten years the Georgia Department of Education has been training schools to implement standards-based teaching and learning. Therefore, the development of the Class Keys was congruent with evaluating teachers as they implement standards-based instruction. A key component of the Class Keys focuses on assessment practices in classrooms. Teachers will receive feedback on formative assessments used to measure student learning. They will also receive feedback on the alignment of curriculum standards with instructional practices and collaborative professional learning.

Performance coaching provided by Class Keys will ensure

Timeline:

2010-2011

- August: Choose 3 keys for close study
- Fall - Spring: Implement Class Keys study
- Fall – Spring: Use GTEP as the evaluation instrument, but Class Keys for an additional resource for classroom observations and teacher feedback
- January: Leader Keys will be studied by looking at one of the 10 modules. GLISI will lead this study.
- TBA: Leaders attend Class Keys evaluation training when we receive the schedule

2011-2012

- Spring: Leaders will be evaluated using Leader Keys
- Spring: Class Keys will be used to evaluate teachers

2012-2013

- Fall – Spring: Class Keys and Leader Keys will be used to evaluate teachers

## School Improvement Grant 1003(g)

<p>teacher growth and development and accountability for student achievement. No longer will a yearly evaluation consist of a twenty minute observation, but instead of multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement. Individual teacher needs will be addressed through the use of Teacher Key modules in professional learning.</p> <p>During Year I, teachers and leaders will continue their study of the Class Keys instrument so that a cycle of constant individual development will become part of the evaluative process. Secondly, the multi-faceted criteria for student growth will be determined by a collaborative group of teachers and leaders.</p> <p>Beginning in 2010-2011, leadership personnel will be trained on using Class Keys to evaluate teachers. Leaders are currently studying Leader Keys with Chattahoochee-Flint RESA School Improvement Specialists. During year 1, leadership personnel will study Leader Keys. Based on recommendations from the GAPPS analysis that teachers should have more opportunities to develop their leadership potential, a team of Stewart County High teachers and leaders will attend the Stewart County Teacher Institute to participate in job embedded professional learning activities designed to develop leadership potential and enhance student achievement, thereby improving the graduation rate. Teachers will be paid a stipend for this training.</p> <p>Years 2 and 3</p> <p>Teachers will be held accountable for student achievement based on multiple criteria decided upon during Year 1. The expectation is to retain current evidence and artifact requirements for teacher accountability: maintenance of a GPS notebook for standards-based instructional units and planning; a data notebook to track student progress throughout the year; and student portfolios showing evidence of progressive work. Longitudinal, three-year summative state test scores and students' benchmark test results will become the basis for the school's evaluation system.</p> <p>Professional growth plans will include teacher goal setting for their students and action plans to achieve the goals. This part of the professional growth plan will be directly tied to</p>	<p>and leaders</p>
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### **School Improvement Grant 1003(g)**

<p>the school's continuous improvement plan. Beginning in 2011 -2012, leadership personnel will be evaluated on Leader Keys instead of the local evaluation instrument.</p> <p>Consultants who will be working with Stewart County High School will support teachers in the analysis of data, writing learning goals for individual students, progress monitoring student achievement, and responding to students' needs through differentiated instruction.</p>	
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## School Improvement Grant 1003(g)

A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

Years 1, 2, and 3

Over the next three years, school leaders, teachers, and other staff members who effectively implement the transformational model by showing an increase in students' achievement and in the graduation rate will be awarded a reward incrementally in accordance with their discipline (English, language arts, math, science, or social studies) or as a whole group (all teachers).

1.If the high school makes a 5% increase for the GHSGT in a discipline (ELA, math, science, or social studies), teachers in the discipline (or 100% in ELA due to current ELA at 97%), that makes this gain will be awarded \$100 at the end the first year, \$200 at the end of the second year, and \$250 at the end of the 3<sup>rd</sup> year.

2.If the school makes a 5% gain in ELA, math, and the graduation rate, all certified staff will be awarded \$250 at the end the first year, \$450 at the end of the second year, and \$1500 at the end of the third year.

3.Cadres of grade-level teachers will be paid an award of \$100 each if students in their grade-9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade homeroom meet the yearly school wide attendance goal. The leadership team will set the goal each year according to previous data. Attendance averages for the last three years are 42.9%, 57.9% and 66.1% respectively.

Teachers who are struggling with the implementation of professional learning will be identified based upon multiple evaluations. Currently, all teachers with less than three years of experience are assigned a mentor, and the practice will continue. Mentors, trained by RESA, will be paid a stipend of \$500 per year to work with beginning and struggling teachers. Teachers new to the system, whether inexperienced or experienced, and teachers who struggle with implementation requirements will be given intensive support through training and coaching by school leaders, RESA consultants, and instructional coaches. Substitutes will be utilized to provide release time when teachers need to engage

Timeline:

July 2010:

- Teachers will be informed of the rewards during the Teacher Institute.

2010-2011

- July/August: Leadership Team determines the targets for rewards (see the PL section A4)
- May and June: Awards distributed to staff for reaching goals
- May: Adjust our smart goals for rewards for next year.

2011-2012

- July/August: Leadership Team determines the targets for incentives (see the PL section A4)
- May and June: Rewards distributed to staff for reaching goals
- May: Adjust our smart goals for rewards for next year.

2012-2013

- July/August: Leadership Team determines the targets for rewards (see the PL section A4)
- May and June: Rewards distributed to staff for reaching goals

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

<p>in additional training or observe in a model teacher's room. In the interest of providing the highest quality education to the students of Stewart County High School, any teacher who fails to successfully implement strategies will be placed on a professional development plan for a period of not less than one year. Failure to meet the terms of the professional development plan within the year will result in non-renewal of the teacher's contract.</p>	<ul style="list-style-type: none"><li>• May: Adjust smart goals for rewards for next year.</li></ul>
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## School Improvement Grant 1003(g)

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.

Based on the recent GAPSS analysis, targeted areas for improvement in instruction included increasing the use of differentiated instruction in the classroom. Consideration for differentiated instruction incorporating flexible group strategies was suggested as well. Another recommendation expressed the idea that professional learning activities should promote the sustained development of teachers’ deep understanding of research-based instructional and assessment strategies.

Study groups meet at Stewart County High School on Tuesday twice a month during planning periods and whole group meets after school on alternate Tuesdays. The Leadership Team meets weekly after school on Mondays. Teachers engage in data analysis during these meetings to examine end-of-the-year state test data and semester benchmark scores. As noted in the GAPSS, diagnostic assessment at the unit level should be used as a systematic way to determine background knowledge and skills, including adjustment of content, process, product, and learning environment based on individual students’ needs. Furthermore, after diagnostic testing, formative assessments need to be implemented to revise instruction for all learners and to identify related instructional interventions. More collaboration of formative data during study groups and Leadership Team meetings will improve both student achievement and the graduation rate in the long run.

The GAPSS Analysis Review noted that instructional strategies should be integrated into the classroom so as to encourage all learners to use higher order thinking skills and to use mental habits of the mind. During the past school year, all teachers were trained to use Thinking Maps. A focus walk through all classrooms to assess the implementation on the use of Thinking Maps, revealed that although teachers were using a variety of Thinking Maps, frequently the thinking was involved in constructing the thinking map and was not utilized when students had to integrate or synthesize their

Timeline:

2010-2011

- July 19 – 23, 2010: Five day teacher institute on formative assessment, flexible grouping, Thinking Maps, Class Keys, and revision of the School Improvement Plan
- August: Collaboratively prepare the coaching cycle schedule (math coach, instructional technology specialist , GLRS, curriculum director, and state director)
- August: Professional learning on technology based data collection systems (Student Response System) for assessment and adjusting instruction.
- September – May: Implement formative assessment, flexible grouping, instructional technology (Student Response System, Jeopardy, and Smart Board programs), and Thinking Maps
- October – Focus walks with feedback by leaders

## School Improvement Grant 1003(g)

<p>thinking in new situations. Since Stewart County High School plans to sustain the reform effort, more professional learning on Thinking Maps will be offered during Year 2 to deepen the understanding of how to get the maximum cognitive leverage from Thinking Maps. Professional learning supplies will be purchased as needed.</p> <p>Year 1 will begin with five days of professional learning titled “Teacher Institute” to focus on the learning areas in this grant. Teachers will be paid a stipend for this training. Professional learning during Year 1 will concentrate on formative assessment practices such as flexible grouping to increase the achievement of low-performing students. The use of information gathered from the formative assessments will be used to adjust teaching and learning daily. A consultant will be used to deliver professional learning on formative assessments early in the school year and return throughout the year to provide instruction on developing common assessments and conducting item analysis. The math specialist, graduation coach, technology specialist, and RESA will assist teachers in implementing clear targets for learning, provide specific feedback on instructional practice, and guide the development of student self-assessment. Instructional coaching will be essential to effective implementation of the professional learning. The process of learning to set clear instructional targets tied to the School Improvement Plan will also be used to measure student achievement growth.</p> <p>Classroom Performance Systems (clickers) will be purchased to assist teachers with formative assessment. This equipment will provide immediate response from the students, thus allowing the teacher to provide timely feedback to students and to adjustments to instruction.</p> <p>Once formative assessment becomes embedded into teacher’s classroom practice, professional learning will begin to address not only the quantity of feedback, but also the quality of feedback. The practice of looking at student work collaboratively during weekly study group meetings will lead to more thoughtful assignments and improved feedback to students. Commentary will include a description of current progress, and detailed information on how to proceed to the next level of performance.</p> <p>During Years 2 and 3, the consultant will make several visits</p>	<p>using school keys rubric to determine the level of implementation of professional learning from the teacher institution</p> <ul style="list-style-type: none"> <li>● August - May: Weekly collaborative planning that focuses on the school improvement plan with our targeted areas of need (using data and technology to drive instruction)</li> <li>● March: Focus walks with feedback by leaders using school keys rubric to determine the level of implementation of professional learning from the teacher institution</li> </ul> <p>2011-2012</p> <ul style="list-style-type: none"> <li>● Summer 2011: Continue professional learning on formative assessment– Karen Bailey and hire a math consultant</li> <li>● Fall – Spring: Monitor formative assessment implementation, Thinking Maps, Instructional technology.</li> </ul> <p>2012-2013</p> <ul style="list-style-type: none"> <li>● Summer 2012: Continue professional learning on formative assessment– Karen Bailey and support from math consultant</li> <li>● Fall – Spring: Monitor</li> </ul>
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### School Improvement Grant 1003(g)

<p>to monitor how assessments are being used to guide instruction. Any teachers new to the school will be trained by the same consultant, so that the entire staff will have the identical knowledge base concerning formative assessment. Collaboration between the school and the consultant will determine the content of the training sessions; however, emphasis will be placed on continuous growth towards the goal of using data from formative assessments to guide instruction for each individual student.</p>	<p>formative assessment implementation, Thinking Maps, and instructional technology.</p>
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## School Improvement Grant 1003(g)

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.

### Career Growth

The principal and middle school administrators regularly collaborate with all staff members to elicit input and provide opportunities for shared decision-making and problem solving to ensure accountability. This process and structure is in place through the Leadership Team which is voluntary and meets once a week and through whole group faculty meetings after school. However, more opportunities need to be provided to reinforce the development and use of staff members' leadership skills. Extensive use of shared or distributed leadership will further empower staff in order to greatly enhance potential gains in increasing student achievement and the graduation rate.

An organizational structure designed to create and sustain experiences for teachers will be implemented to serve as instructional leaders within the school that include an Instructional Leadership Academy, experiences for teachers to serve as instructional leaders, and a mentoring program.

#### Year 1

The Leadership Team will participate in a four-day leadership retreat (off site) in June/July of 2010 at Lake Blackshear for school improvement planning.

A three-day Leadership Academy for aspiring leaders through GLISI's *Base Camp* will be established. Interested participants will have to apply for acceptance into the academy and if selected will earn a stipend of \$500 and receive PLU credits. A team of ten teachers will be selected to participate in the initiative.

Staff will begin to lead specific professional learning, study groups, and whole group meetings when appropriate. A leadership team will be established with the processes in place to ensure a direct impact on student achievement and a sustained process of continuous school improvement.

#### Year 2

Continue the Leadership Academy for aspiring leaders through GLISI. Interested participants will have to apply for

### Timeline:

#### 2010-2011

- Early summer and end of summer 2010: 4 day leadership retreat (2 days early summer and 2 days late summer)
- Summer 2010: Signing bonus to recruit and place teachers in math and social studies and signing bonus to retain teachers
- August 2010 - Beginning Teachers (BP) and Mentoring Program (MP)
- September, November, December parts 2, 3, and 4 of BT and MP.
- January: Three-day teacher leader institute with GLISI (base camp)
- Winter: Teacher leaders will begin to lead study groups and whole group meetings with intensive support from RESA and GLISI
- Spring: Increased learning time for teachers during spring intercession

#### 2011-2012

- Early summer and end of summer 2011: Four-day leadership retreat (Two days early summer and two days late summer)
- August 2011 - Beginning Teachers and Mentoring

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acceptance into the academy and if selected will earn a stipend of \$500 and receive PLU credits. A team of ten teachers will be selected to participate in the initiative.

The leadership team will participate in a Leadership Retreat for school improvement in July of 2011 at Lake Blackshear. The leadership team will continue to implement strategies (selected from Summer Leadership and the leadership team) to ensure that the function of the team has a direct impact on student achievement and a sustained process of continuous school improvement.

Selected staff will plan, organize and lead specific professional learning, study groups, and whole group meetings with the less intensive support of RESA, ETTC, and GLRS when appropriate.

A mentoring program locally facilitated by administration, instructional coach, and a State Director, will be implemented.

### Year 3

We will continue the GLISI teacher leader institute (base camp) for interested candidates.

Leadership team will participate in a Leadership Retreat for school improvement planning in the summer of 2012 at Lake Blackshear.

Selected staff will plan, organize and lead specific professional learning, study groups, and whole group meetings when appropriate with support in the form of monitoring from our external providers.

### Recruit, Place, Retain

The culture at Stewart County High School is developing into a place of trust, collegiality, and collective responsibility for student learning. Teachers celebrate student success and place a high priority on supporting student learning (see GAPSS report). However, the high poverty and rural location have made it difficult to recruit, place, and retain qualified teachers in critical subject areas such as math, science, and social studies. As a result of the difficulties with recruitment and retention, the school currently has three content teachers who are not highly-qualified and has a high

### Program

- Summer 2011: Signing bonus to recruit and place teachers in math and social studies and signing bonus to retain teachers
- September – May: Add additional collaborative planning time for content teachers through support of elective teachers during tutorials (Knights' Time)
- Fall: Teacher leaders will lead study groups and whole group meetings with less intense support from RESA and GLISI
- January: Three-day teacher leader institute with GLISI (base camp)
- Spring: Increased learning time for teachers during spring intercession

### 2012-2013

- Early summer and end of summer 2012: 4 day leadership retreat (Two days early summer and two days late summer)
- Summer 2012: Signing bonus to recruit and place teachers in math and social studies and signing bonus to retain teachers
- August 2012 - BT and MP
- September, November, December parts 2, 3, and 4 of BT and MP.
- Fall - Spring: Teacher leaders will lead study groups and whole group

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attrition rate.

Teacher retention for 2006 – 07 was 82%; for 07 -08 it was 63%; and for 08 -09 it was 75%. In 2007 -08, three different teachers were placed in one math position due to teacher turn over.

The extent to which teachers are well-prepared and the degree to which newly hired teachers are supported in their initial years of teaching can determine whether or not they remain in teaching and whether they are able to further develop professional skills. It takes a consistent staff of teachers who are very knowledgeable in their content area and who are part of a community of life-long learners to prepare all students to achieve and transition smoothly from one grade level to the next, thus improving the graduation rate. To achieve a consistent and cohesive staff, the school will implement thoughtful, sustained, and systematic approaches to teacher recruitment, development, and support. The approaches include revamping pre-service preparation programs; considering more innovative and coordinated approaches to teacher recruitment; creating a flexible work schedule; offering a package of financial incentives; implementing a systematic and supportive induction process for the early years of teaching; and adjusting the schedule to allow for maximum collaboration.

Individual and group awards determined by the Leadership Team will be given to teachers who effectively implement learned strategies after training, modeling, and coaching. The evidence for effective implementation will be documented in the teachers' GPS and Data Notebooks in accordance with the School Keys High Impact rubrics, Class Keys, and local observation tools. Teachers will be trained on the use of instructional technology equipment such as, but not limited to, I-Pads, digital cameras, video cameras, webinars, and instructional videos. The instructional technology specialist will support the implementation of all technologies to support instruction. Implementation will be monitored by leadership and instructional coaches using observations, walk-throughs, focus walks, and multiple evaluations.

Teachers will also be paid a stipend for participating in the mandatory professional training (off contract) as indicated in the targeted areas of the GAPSS report, the School Improvement Plan, and the Georgia Department of

meetings

- January: three day teacher leader institute with GLISI Rising Star
- Spring: Increased learning time for teachers during spring intercession

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Education's Short Term Action Plans. Teachers will be provided release time during the school day through paid substitutes for certain training, observations, and collaboration.

### Year 1

- Provide a signing bonus of \$3000 to recruit and place teachers in areas of critical need.
- Provide a supplement to retain current teachers who are certified and those who meet certification requirements this summer.
- Provide a beginning teacher orientation by implementing a Beginning Teacher Institute during the summer of 2010 which will include three days of training to be followed by three days of additional mentoring/training in September, November, and February. This institute will be led by teacher leaders and administrators. Participants in the Beginning Teacher Institute will receive:  
School data to include achievement data and graduation rate, as well as a root cause analysis of the data.
- High-quality training that focuses on classroom management, curriculum/lesson development, instructional strategies and assessments with the intent of helping students graduate on time
- Registration to the teacher's content area organization conference
- Opportunities to network and make new contacts with colleagues
  - Establish a flexible work schedule to enhance working conditions that will support staff members. Teachers will keep a log of participation in whole group collaborative planning, leadership meetings, and content area collaborative planning that occur beyond the end of the work day. Staff will be allowed to use the collected time to arrive late or leave early on days where this would not interfere with the operation of a safe and orderly learning environment.

### Year 2

- Strengthen the Beginning Teacher Institute during the summer. This will include training to be followed by three days additional days for mentoring.

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- Elective teachers will monitor students during tutorials called, “Knights’ Time” (this is a scheduled 30 minute extended time slot each day after lunch for all students), one day a week so core content teachers will have interdisciplinary collaborative planning time.
- Provide release time for teachers three times yearly for planning and professional learning.

Year 3

Continue and enhance plans in year one and year two as data indicates.

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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.

The graduation rate for Stewart County High School over the last three years has increased each year from 42.9% to 56.4%, to 65.5% respectively. In order to continue and accelerate this trend, the instructional program will focus on targeted areas from the GAPSS Report, the School Improvement Plan, and the Department of Education (DOE) Short Term Action Plans. Focused targeted areas over the next three years will include: 1) further expansion of teachers' collaborative work to design consistent and authentic common assessments (A-1.3); 2) increase the use of diagnostic assessments at the unit level and the identification of related instructional interventions such as flexible groups (A-2.1); 3) increase the use of differentiated instruction (1-2.3); 4) increase the use of 21<sup>st</sup> century technology to augment teaching and learning; and 5) increase the use of higher order thinking skills (1.2.7).

Years 1, 2, 3

Over the next three years, the staff will be trained by Karen Bailey, Educational Consultant, on building assessment literacy, developing common assessments, and using assessment data to differentiate instruction. See attached proposal from Karen Bailey. Adjustments may be made in any training or personnel delivering training in reference to the staff's level of proficiency and needs. The Chattahoochee-Flint RESA professional learning consultant will provide job-embedded professional learning and implementation support to teachers by facilitating the coaching cycle with the collaborative support of the full time math specialist during Year 1 and math consultant during years two and three. Additionally, the half time instructional technology specialist will demonstrate for teachers how to embed technology into lessons by utilizing various technology tools and equipment to include student response systems (clickers) and mimios (portable promethean board).

Data Teams will review disaggregated formative and summative data from pretests, daily assessments, benchmarks, report cards, and state tests to help teachers inform/adjust instruction. Teachers will meet weekly (Tuesday) in study groups and whole groups to receive training and analyze student data. Teachers will be provided release time during the school day for mandatory

Timeline:

July 2010:

- Formative assessment professional learning during the Teacher Institute by Karen Bailey

2010-2011

- July – May (daily): Implementing coaching cycle in all content areas
- August – May (monthly): Data teams training by RESA, math coach, administrators, graduation coach, instructional technology specialist, state director, and administrators.
- End of each nine weeks: Data teams will analyze summative assessments and develop next steps and learning targets with support from RESA, math coach, administrators, graduation coach, instructional technology specialist, state director, and administrators.
- August – May: Standards based grade book
- August – May: Increased Learning Time (Knights Time)
- August – May: Extended Learning Time - Saturday School, Attendance Academic Camp, tutorials, Summer Academy, After school

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professional training and to conduct peer observations. Teachers will also be paid stipends for training on off-contract days. Students will analyze their own assessments, maintain a differentiated learning log to determine their areas of weaknesses and strengths, and set personal learning targets.

Students will be assigned to daily support classes in ELA, Math, Science, and Social Studies based on GHSGT, EOCT, and report card data. Student mastery of the standards will be documented using a standards-based grade book format which will readily identify standards and elements students have or have not met. Based on that information, teachers will be able to plan instruction for flexible small groups, one-on-one tutoring, or differentiated whole group instruction. A pretest (diagnostic tests) will be given for each unit so teachers will know how to activate students' prior knowledge, build conceptual foundations, and select authentic examples and illustrations for lessons. The pretest data also provides baseline data from which to assess student learning. Various types of formative assessments (e.g., selected responses, constructed responses, performance tasks, observations, and conversations) will be utilized throughout the study of each unit. Based on formative assessment data, teachers will have clear roadmaps for designing ensuing instruction.

Students who do not meet standards in the classroom will be provided additional instruction during extended learning time during the school day (Knights' Time), after-school, Attendance Camp, and Saturday School. The after school program and Attendance Camp will meet on Mondays, Wednesdays, and Thursdays from 3:30 to 6:00. All instruction will be provided by certified teachers and paraprofessionals. All students will have access to the media center and computer lab after school. Saturday School will meet six hours (9:00 to 3:00) on Saturday from August to May in order to address academic weaknesses, attendance, and acceleration of learning.

Summer Academy Camps will be established for those incoming freshmen who failed the Eighth Grade Writing Test and eleventh graders who failed the Georgia High School Writing Test as well as for students failing core subjects. Summer camps will operate through the months of June and July with selected students attending specific camps for five

- Summer: DOE Express program
- July: Extended school year for Students with disabilities and at-risk students
- August – May: SST meeting for Hope Academy referrals and follow-up

### 2011-2012

- July – May (daily): Implementing coaching cycle in all content areas
- August – May (monthly): Data teams training by RESA, math consultant, administrators, graduation coach, instructional technology specialist, state director, and administrators.
- End of each nine weeks: Data teams will analyze summative assessments and develop next steps and learning targets with support from RESA, math consultant, administrators, graduation coach, instructional technology specialist, state director, and administrators.
- August – May: Standards- based grade book
- August – May: Increased Learning Time (Knights Time)
- August – May: Extended Learning Time - Saturday School, Attendance Academic Camp,



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ten days. Eligible students will attend ExPress provided by the Georgia Department of Education for remediation in science and social studies. Transportation will be provided for these trips. Additionally, special education and at-risk students will attend a transition camp five days prior to the opening of school in order to develop vocabulary and content awareness for the first units in core classes. High performing students will have the opportunity to participate in Advanced Placement and Honors classes via Virtual School and in the regular classrooms at the school. Camps and planning will be determined by the Leadership Team and will address identified needs. The principal, curriculum director, math specialist, and graduation coach will monitor the day to day operation of the camps. Technical support will be provided by the technology specialist.

An academy (Hope Academy) will be implemented to provide an alternate route for certain students to earn a diploma. This academy will be open to, but not limited to, older students who have a high absentee rating, child care responsibilities, and other difficulties in the regular school setting. Participants will be selected by the Student Support Team chaired by the graduation coach.

tutorials, Summer Academy, After school

- August – May: SST meeting for Hope Academy referrals and follow-up
- Summer: DOE Express program
- July: Extended school year for students with disabilities and at-risk students

2012-2013

- July – May (daily): Implementing coaching cycle in all content areas
- August – May (monthly): Data teams training by RESA, math consultant, administrators, graduation coach, instructional technology specialist, state director, and administrators.
- End of each nine weeks: Data teams will analyze summative assessments and develop next steps and learning targets with support from RESA, math consultant, administrators, graduation coach, instructional technology specialist, state director, and administrators.
- August – May: Standards- based grade book and report card
- August – May: Increased Learning Time (Knights Time)
- August – May: Extended

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	<p>Learning Time - Saturday School, Attendance Academic Camp, tutorials, Summer Academy, After school</p> <ul style="list-style-type: none"><li>• August – May: SST meeting for Hope Academy referrals and follow-up</li><li>• Summer: DOE Express program</li><li>• July: Extended school year for Students with disabilities and at-risk students</li></ul>
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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:**

Since Stewart County High School has embraced the Georgia Performance Standards curriculum, teachers provide instruction on units which support standards/frameworks and follow a year-long pacing guide. Based on the GAPSS Analysis, lesson plans were aligned with GPS/QCC in 85% of classrooms observed. Some teachers have collaboratively developed benchmark assessments (post tests) and pretests for each unit. Prior to the 2010-2011 school year, teachers will be asked to prepare collaboratively or revise a common post-assessment and a pretest. During the previous GAPSS Review, the GAPSS indicated there should be an increase in the use of diagnostic assessments at the unit level so teachers will be able to gauge students' understanding of major content/concepts before instruction actually begins.

A Data Team consisting of the various disciplines (study groups) will be organized and will be responsible for 1) collecting and charting data from diagnostic (pre-test) assessments; 2) determining the strengths and weaknesses of students' performance on the assessments; 3) establishing learning goals for students; 4) selecting instructional strategies, 5) determining how results will be collected; and 6) maintaining curriculum & instruction notebooks (GPS Notebook) and Data Notebooks. We will use GLRS and leadership staff to facilitate study groups in the implementation and review of appropriate use of data to inform instruction. We will purchase scientific calculators for all students. At the conclusion of a unit, a post-assessment will be administered and the team will determine if learning goals have been met and determine next steps for students who did not reach proficiency on the assessment. Students who do not meet their learning goals will be offered additional help through tutorials, after-school sessions, intercession and Saturday School. Resources will be, but not limited to, USA Test Prep, Study Island, laptops, Student Response Systems, scientific calculators, and Reading Counts. Reading Counts books will be purchased for the Media Center, along with novel sets for classroom use. Instructional subscriptions, such as, but not limited to, Current Events and Discover Kids will be purchased to enhance student learning. Laptops and desktop computers

**Timeline:**

2010-2011

- May 2010 - Unit 1 Assessment and updating GPS/DATA notebooks (post and pre test) Planning day by subject facilitated by leaders, state director, math specialist, and RESA consultants, and instructional technology specialist, graduation coach
- July 2010 – Purchase technology resources
- August – May: Implement diagnostic, formative, and benchmark assessments
- Weekly August – May Data Teams (study groups) to analyze data and revise instruction. GLIS, instructional technology coach, leaders
- September – May: Monitor and support implementation of diagnostic, formative, and benchmark assessments
- October, December, March, and May - Assess GPS and Data Notebooks
- July – June: Monitoring day-to-day operation of the grant by the administrative assistant.

## School Improvement Grant 1003(g)

will be purchased for the Media Center and classrooms to use with the Reading Counts Program.

The RESA professional learning consultant will assist teachers in developing and administering unit assessments based on curriculum standards. Learning expectations will be shared with students and parents before each unit is taught. The Family Involvement Community Coordinator will be instrumental in helping parents understand those expectations. The graduation coach will use assessment data to monitor progress toward graduation. An administrative assistant will be hired to manage the day-to-day operations of the grant including financial responsibilities, coordinating PLU training and registration, managing reports, and records.

The staff will meet regularly in teams during Tuesday study groups to examine what achievement may look like in reading, writing, math, social studies, and science. To ensure standards are being met with rigor, teachers will begin the process of examining student work, determining any achievement gaps, calculating the percentage of students reading on grade level, and which students will require intervention. Data must be appropriately and correctly analyzed in order to impact instructional planning. A protocol for meeting and making decisions will be taught to teachers to assist them while examining student work.

During the teaching of the unit, teachers will be expected to administer formative assessments frequently. The guidance from professional consultants, the monitoring and feedback from instructional coaches, and the collaboration of teacher teams will be essential to inform and differentiate the instructional process.

After the first year, the process will be refined and more differentiation will be offered to meet individual student needs.

In order to build capacity and provide sustainability, teachers will become the leaders of the collaborative study groups as they are ready. They will begin the 2<sup>nd</sup> year and will provide us the opportunity to reduce support for external and internal providers.

2011-2012

- August – May: Continue to monitor and support implementation of diagnostic, formative, and benchmark assessments
- September - Data Teams led by teacher leaders with support from administration, state director, GLISI, GLRS, math consultant, and graduation coach
- July – June: Monitoring day to day operation of the grant by the administrative assistant.

2012-2013

- May - All staff fully operational in the implementation of diagnostic, formative, and benchmark assessments
- Data Teams led by teacher leaders
- July – June: Monitoring day to day operation of the grant by the administrative assistant.

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A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).

Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for instruction in core academic subjects and other subjects, enrichment activities that contribute to a well-rounded education, and time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

1. To address the need to increase the length of the school day, all students will be enrolled in a study skills course called “Knights Time.” The requirements for instruction time are 330 minutes per day; however, through this course, students will be provided an additional 35 minutes of instruction per day. The course will be a formative-assessment-driven course that uses flexible grouping to remediate and accelerate all students. This class will also be used for credit recovery using programs such as virtual learning, Study Island, Success Maker, USA test prep and NOVA Net. Adding a study skills class every day for all students will provide hours that meet the definition of increased learning time. In addition, this course will expand opportunities for credits earned (½ Carnegie unit per year improve our graduation rate). The instructional technology specialist will collaborate with teachers and support students.

2. Additionally, to increase the number of school hours, all teachers and students will participate in an additional week (intercession) of instruction after spring break. This will extend the school year by a week. It will be an enrichment, remediation, or acceleration week for all students (four instructional field trips that connect to GPS, a career planning tool facilitated by Columbus Technical College, and career exploration and research).

3. One week before students report (this does not include scheduled pre planning), all teachers will be required to plan collaboratively for 5 days (Teacher Institute in section A4). To enhance student learning and performance and to increase the graduation rate, career interventions will be used to provide a foundation for the attainment of skills, attitudes, and knowledge that enable students to make a successful transition from school to the world of work, college/technical

### Timeline:

#### 2010-2011

- July: Teacher institute, summer camps, and beginning teacher institute
- August – May: ILT (Knight’s Time)
- August – May: Saturday school, after school tutorials, attendance camp
- April: ILT – one week added to the school year (intercession)
- Quarterly: Incentives for student incentives

#### 2011-2012

- July: Teacher institute, summer camps, and beginning teacher institute
- August – May: ILT (Knight’s Time)
- August – May: Saturday school, after school tutorials, attendance camp
- April: ILT – one week added to the school year (intercession)
- Quarterly: Incentives for student incentives

#### 2012-2013

- July: Teacher institute, summer camps, and beginning teacher institute
- August – May: ILT (Knight’s Time)

## School Improvement Grant 1003(g)

school, or the military.

Through a career exploration program, students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Student incentives will include guest speakers, career days, field trips fees, special interest clubs, career fairs, dances, lock-ins, presentations, trophies, and videos. We plan to establish a fully equipped community career center using state of the art technology for students and parents. The principal and curriculum director will be responsible for monitoring attendance and instruction. The graduation coach will continue to monitor student progress toward graduation by checking successful participation in these interventions. It will be the responsibility of the family and community specialist to keep parents informed of the opportunities for extended learning. The counselor, graduation coach, after school coordinator, and family and community specialist will strive to involve students in all enrichment offerings. More support classes for science, math, and ELA will be implemented into the master schedule for students who have identified weaknesses. Students will be scheduled into support classes based on formative and summative assessments such as EOCT, CRCT, GHSGT, benchmarks, and classroom data. The administrative assistant will coordinate the implementation of the field trips.

To enhance student learning and to increase the graduation rate, Saturday School and Attendance Camp will be continued for students who are struggling to meet the standards, at-risk of failing a course, need GHSGT tutoring, and/or have attendance issues as described in A6. Saturday School from 9-3 p.m. and Attendance Camp is from 3:30-6:30 p.m. after school on Mondays, Wednesdays, and Thursdays. Transportation will be provided for Attendance Camp and Saturday School.

To enhance student learning and to increase the graduation rate, Andrew College will continue to service our students through the Upward Bound and Educational Talent Search Program. Columbus Technical College will also continue dual enrollment services for all qualifying students. To improve student achievement, at-risk students and students with disabilities, will be accelerated five days prior to the first day of school as described in A6. The school will provide incentives and transportation for students to attend.

- August – May: Saturday school, after school tutorials, attendance camp
- April: ILT – one week added to the school year (intercession)
- Quarterly: Incentives for student incentives

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<p>Pretests from Unit 1 for the next grade level will be given to students to determine their areas of weaknesses to front load learning so students will have a “head start” on the lessons. Special interest clubs such as fitness and wellness, cooking, sewing, art, Precious Jewels (girls club), Esquire (boys club) will also be offered to students. We currently have 12 different clubs at the high school level in which students meet monthly for ninety minutes. Students will continue to meet monthly for 90 minutes.</p> <p>A community career center will be created and equipped with a career curriculum supported by computer desktops, laptops, and supplies.</p>	
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A9. Provide ongoing mechanisms for family and community engagement.	
<p>When schools support family involvement both at home and in school, students achieve at higher levels. To ensure an effective partnership between the school and the parents and between the school and the community, a Family Community Specialist will be hired to reach out, communicate, and work with parents, implement and coordinate parent programs, and build ties with the greater community. The recent GAPSS Analysis identified the need for more involvement from both parents and the community. The GAPSS Analysis showed that the perception of our school is one that has a safe and orderly environment.</p> <p>To identify the areas of need, the specialist will survey parents and the community. The specialist will ensure that parents feel welcome by creating a warm, family-friendly atmosphere and provide opportunities for volunteering. The specialist will assist in engaging the school and the family in meaningful communication about all areas of student learning—formative assessment progress, grades, discipline, and attendance. Programs and activities will emphasize the importance of family involvement and support in student achievement. The specialist will link community resources, organize support from community partners, and work closely with faith-based and community organizations to strengthen families and students. In addition, Stewart County Schools will initiate participation in the parent “<i>Be There</i>” campaign supported through the Georgia School Superintendents’ Association and the Georgia Department of Education. Stewart County Schools will also begin participation in a social networking website provided by the Georgia Department of Education at no cost to Title I schools. The specialist will receive training to respond to and post parent entries to the website. Through this process, parents will have the opportunity to be involved in the function of the school without having to actually attend school functions.</p> <p>Recent data from monthly attendance reports show a high rate of student absenteeism at Stewart County High School. One of the more important job responsibilities of the coordinator will be to stress to families the vital importance of regular student attendance at school.</p> <p>Duties of the Family Community Specialist will include</p>	<p>Timeline:</p> <p>2010-2011</p> <ul style="list-style-type: none"> <li>• July: Hire a Family Community Specialist</li> <li>• August and September: Survey parents and community members</li> <li>• Fall: Create calendars for parent information</li> <li>• Fall: prioritize needs based on survey results</li> <li>• Fall: set up volunteer program</li> <li>• Fall: Attend training at DOE for social networking website</li> <li>• Winter: implement activities based on survey results</li> <li>• Winter: Set up website for parents</li> <li>• Winter: Implement parent workshops</li> <li>• Spring: Work on transition programs for rising 9<sup>th</sup> graders</li> <li>• Fall – Spring: Work with graduation coach to prepare students for graduation</li> </ul> <p>2011-2012</p> <ul style="list-style-type: none"> <li>• Fall: Implement parent incentive plan</li> <li>• Summer, Fall, Winter, and Spring: Parenting skills workshop</li> <li>• Fall – Spring: Continue calendar, website, transition, and graduation plan</li> </ul>



## School Improvement Grant 1003(g)

mailing correspondence to parents, making home visits, ensuring effective communication between the school and the home, coordinating calendars and events with the elementary and middle schools to eliminate potential conflicts, implementing school programs, hosting monthly parent workshops based on needs, transporting students and parents when needed, and promoting the theme of the school's reform effort, "Embracing Our Community." The Family Community Specialist will work closely with the graduation specialist to ensure that students graduate on time. This will take place during Years 1, 2, and 3.

### Years 2 and 3

After initial efforts to "Embrace Our Community" are completed in Year 1, a parent incentive plan will be implemented the second year to include financial planning and career assistance programs, GED program information and preparation resources, community activities, parent socials for networking and celebrations. Parents will be invited more often to school during lunch and breakfast for informative sessions in order to expand opportunities for students, families, and community members to play a more active role in the school.

According to the GAPSS Analysis, there is a need for more parenting skills programs. The specialist will use data from Year 1 to plan and implement more parenting skills training. The goal will be to encourage parents to assume a more direct and rigorous role in promoting their child's achievement and supporting on-time graduation.

2012-2013

- Fall: Survey parents and community to evaluate program effectiveness and readjust program needs
- Fall – Spring: Continue calendar, website, transition, and graduation plan

## School Improvement Grant 1003(g)

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.

Previously, the high school operated on block scheduling; however, in the spring of 2010 a collaborative decision was made to move from block scheduling to a seven-period day. The LEA and Leadership Team worked throughout the spring and summer to ensure a smooth transition for the change. This involved adjusting credits for graduation and adjusting the scheduling process. The superintendent and school board supported the school's decision by adjusting the policy for graduation requirements. This showed a strong collaborative effort between the LEA and the school. Also, an issue with transportation that was interfering with on-time arrival for the elementary school was solved through collaboration. The bus schedule was adjusted so learning time would be maximized in all schools. Transportation for after-school programs and Saturday School during the school year and during the summer has always been provided by the LEA.

The LEA encourages community and parent involvement by supporting the schools to have an open media and computer lab for students and the community beyond school hours. The LEA has adjusted the work schedules for certain personnel to increase the capacity of the school and increase the flexibility for employees.

In order to provide a smooth transition from one grade level to the next, vertical planning is essential. We must provide the same professional learning for both high school and middle school teachers. The LEA supports the need for middle school and high school professional learning and will ensure that middle school teachers be compensated for the required PLU training in this grant, which will fund high school teachers, by providing stipends from other funding sources for the middle school teachers.

Very few operational issues arise, but when they do they are dealt with efficiently, effectively, and systemically. These examples demonstrate how strong collaboration between LEA and the school will fully sustain the implementation of our reform efforts to ensure that best practices are institutionalized.

Timeline:

2010-2011

- July – June: Continue to adjust operations when necessary
- July – June: Provide alternate sources of funding when necessary.

2011-2012

- July – June: Continue to adjust operations when necessary
- July – June: Provide alternate sources of funding when necessary.

2012 – 2013

- July – June: Continue to adjust operations when necessary
- July – June: Provide alternate sources of funding when necessary.

## School Improvement Grant 1003(g)

<p>A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>	
<p>Stewart County High School will receive support from the LEA, SEA, RESA, GLRS, and ETTC.</p> <p>To ensure collaboration and shared leadership, the superintendent attends most of the leadership team meetings and will continue to do so. The superintendent and local school board have pledged both financial and personnel resources as necessary for the implementation of this grant. Furthermore, Stewart County High School will utilize support from the SEA. Per GaDOE requirements, a state director will continue to assist with the implementation of our SIG grant by monitoring data and student progress towards graduation. Other agencies such as GLRS, ETTC, and RESA will provide assistance based on identified needs for students with disabilities, instructional technology, professional learning, and content area coaching.</p> <p>Ongoing intensive technical assistance will be essential in the first year to ensure implementation of high quality professional learning, standards-based classroom implementation, appropriate use of data, and assessment practices. During Years Two and Three, the support will be less intensive to assist us in the effort to build capacity, sustainability, and ensure that best practices are institutionalized.</p> <p><b>Year 1</b></p> <p>Georgia Learning Resource Services (GLRS) will provide continual and extensive training to special education teachers as well as selected regular classroom teachers (co-teachers) on using assistive technology, writing appropriate Individual Education Plans (IEP), establishing criteria for Extended School Year, and writing appropriate transition plans. These needs were based on progress monitoring reporting by the state department.</p> <p>A RESA Specialist and an ETTC Specialist will assist the school in supporting the professional learning and technology (Student Response Systems, Mimio boards, Study Island, and USA Test Prep) goals set in the school improvement plan and this grant.</p>	<p><b>Timeline:</b></p> <p><b>Spring 2010</b></p> <ul style="list-style-type: none"> <li>• GLRS co-teaching professional learning for all teachers to ensure IDEA compliance</li> <li>• May 2010 and Fall: RESA support for content area collaborative planning on unit 1: assessment</li> </ul> <p><b>2010-2011</b></p> <ul style="list-style-type: none"> <li>• August: RESA training on Student Response Systems and Mimios</li> <li>• Fall: ETTC support for all teachers on use of instructional technology</li> <li>• August – May: GLRS will train us on co-teaching, assistive technology, eligibility reports, and IEP's</li> </ul> <p><b>2011-2012</b></p> <ul style="list-style-type: none"> <li>• July – June: Implement shared leadership using teacher leaders within the school with the assistance of GLRS, RESA, and ETTC to implement the actions described in year two</li> </ul> <p><b>2012-2013</b></p> <ul style="list-style-type: none"> <li>• July – June: Implement shared leadership using teacher leaders within the school with the assistance</li> </ul>

## School Improvement Grant 1003(g)

<p>Year 2</p> <p>The RESA professional learning consultant will serve as a coach and trainer for ongoing instructional support to the staff. The ETTC Specialist will expand the staff's use of technology into more defined areas with support from various internal and external technical assistants.</p> <p>GLRS will provide ongoing training for special education teachers as per the recommendations from the school's Corrective Action Plan. Services will continue with the RESA professional learning consultant serving as a coach and trainer for ongoing support to the staff.</p> <p>GRLS will conduct training and coaching for inclusion special education and co-teachers on compliance issues.</p> <p>Year 3</p> <p>RESA Professional Learning Consultant and Technology Specialist will provide in-depth training and support to ensure that all learning is directly linked to increasing the graduation rate as well as beginning the transition for sustaining and delivering services to the system without grant funding.</p>	<p>of GLRS, RESA, and ETTC to implement the actions described in year two</p>
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## School Improvement Grant 1003(g)

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

C. Align additional resources with the interventions.	
<p>Stewart County will align the following resources with the interventions:</p> <p>School Improvement funds totaled <u>\$160,000</u> for the 2009 – 2010 school year.</p> <p>USA Test prep was purchased with these funds and will be sustained by SI funding.</p> <p>Title I funds will support field trips during the Spring Intercession and assist with the purchase of USA Test Prep and Study Island.</p> <p>Title I funds will support transportation for summer camps and after school programs. <u>\$15,000</u></p> <p>Stewart County HS was allotted <u>\$6,500</u> for signing bonuses, retention of employers and professional learning consultant (one additional day of Thinking Maps) from Title II A funds.</p> <p>Stewart County was awarded <u>\$4,000</u> for canine detection of drugs from Title IV (Safe and Drug-Free schools).</p> <p>Stewart County was awarded <u>\$18,000</u> to purchase computers and software for alternative education fro Title VI-B (rural grant).</p>	<p>Timeline:</p> <p>2010 – 2011</p> <ul style="list-style-type: none"> <li>• Title I</li> <li>• Title II</li> <li>• Title IV</li> <li>• Title VI-B (rural grant)</li> </ul> <p>2011 – 2012</p> <ul style="list-style-type: none"> <li>• Title I</li> <li>• Title II</li> <li>• Title IV</li> <li>• Title VI-B (rural grant)</li> </ul> <p>2012 – 2013</p> <ul style="list-style-type: none"> <li>• Title I</li> <li>• Title II</li> <li>• Title IV</li> <li>• Title VI-B (rural grant)</li> </ul>

## School Improvement Grant 1003(g)

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.	
<p>The office of the superintendent has and continues to fully collaborate and participate in the consensus-oriented process for continuous improvement at Stewart County High School. The shared decision making process among the local school board, central office, and school leaders involves the use of a protocol for handling business, making decisions, and solving problems effectively. Beliefs and actions are grounded in a commitment to shared leadership that is directly related to student achievement, the support of staff productivity, and enhancing the organizational performance. This positive working culture already established in Stewart County School System will enable our school to implement the interventions described in this grant fully and effectively. Any policies or practices, which have interfered in the past, i.e. the graduation policy, have been modified.</p> <p>Two modifications of practices will be established:</p> <ul style="list-style-type: none"> <li>• the office of the superintendent will schedule monthly administrator meetings,</li> <li>• professional learning for central office staff will be provided to enhance communication. This will ensure that all stakeholders will effectively and clearly communicate our vision and mission.</li> </ul> <p>At the present time no policies need revision; however, if conflict arises, the superintendent and school board are committed to make necessary changes for continued school improvement.</p>	<p>Timeline:</p> <p>2010-2011</p> <ul style="list-style-type: none"> <li>• July – June: Monthly meetings with administrators</li> <li>• July: Central Office Professional Learning</li> </ul> <p>2011-2012</p> <ul style="list-style-type: none"> <li>• July – June: Monthly meetings with administrators</li> <li>• July: Central Office Professional Learning</li> </ul> <p>2012-2013</p> <ul style="list-style-type: none"> <li>• July – June: Monthly meetings with administrators</li> <li>• July: Central Office Professional Learning</li> </ul>

## School Improvement Grant 1003(g)

E. Sustain the reform after the funding period ends.	
<p>Stewart County will be able to sustain the reform effort after the funding period ends for the following reasons:</p> <ul style="list-style-type: none"> <li>• personnel hired with grant funds will work closely with teacher leaders during Year 1, 2, and 3 with the purpose of transitioning the roles to teacher leaders. Developing teachers as leaders will help move the sustainability to the current staff.</li> <li>• a beginning teacher institute will ensure that all staff are committed to adopting reform measures.</li> <li>• all professional learning has an underlying belief that the learning is geared to problem solving and shared leadership thereby establishing a culture geared toward continuous improvement.</li> <li>• in the planning stages of the grant, faculty and community input was sought and will continue during and after the grant ends. This will ensure the continuity of stakeholder support for the reform efforts.</li> <li>• all school improvement efforts and actions are based on research-based effective practices.</li> <li>• there is a focus on behavioral change rather than just regulation of change to ensure sustainability.</li> <li>• structures for examining all data will be institutionalized to sustain efforts that the grant will afford the school. Effective practices of use of data have been proven to sustain reform efforts. The grant specifically addresses this.</li> <li>• collaborative planning will be lead by teacher leaders and administrators.</li> </ul> <p>These procedures will ensure that best practices will continue to become part of the school’s culture and will allow Stewart County to sustain ongoing adjustments aimed at achieving higher goals.</p>	<p>Timeline:</p> <p>2010-2011</p> <ul style="list-style-type: none"> <li>• Job embedded professional learning, collaborative planning, and monitoring with support from LEA, SEA, RESA, GLRS, and ETTC</li> <li>• Family and community input on grant implementation</li> </ul> <p>2011-2012</p> <ul style="list-style-type: none"> <li>• Job-embedded professional learning, collaborative planning, and monitoring with teachers as leaders receiving support from LEA, SEA, RESA, GLRS, and ETTC</li> <li>• Family and community input on grant implementation</li> </ul> <p>2012-2013</p> <ul style="list-style-type: none"> <li>• Job-embedded professional learning, collaborative planning, and monitoring with teachers as leaders receiving support from LEA, SEA, RESA, GLRS, and ETTC</li> <li>• Family and community input on grant implementation</li> </ul>

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

**Attachment 2d**  
**Transformation Model**

LEA Name: Stewart County Schools

School Name: Stewart County High School

Annual Goals: The LEA must establish annual goals for student achievement on the State’s assessments in both Reading/English Language Arts and Mathematics to be used to monitor Tier I and Tier II schools. Write the annual goals below.
<b>Reading/English Language Arts</b>
2010-2011 School Year (base 2010 – 44/8%) Number of students exceeding the ELA portion of the GHSGT will increase from 44.8% to 47.04%
2011-2012 School Year Number of students exceeding the ELA portion of the GHSGT will increase from 47.04% to 49.39 %
2012-2013 School Year Number of students exceeding the ELA portion of the GHSGT will increase from % 49.39 to 51.86 %
<b>Mathematics</b>
2010-2011 School Year (base 2010 – 71%) Math scores on the GHSGT for all students will increase from 71% to 74.55%. A new GPS Mathematics GHSGT will be implemented; therefore, predictions may need to be adjusted.
2011-2012 School Year Math scores on the GHSGT for all students will increase from 74.55% to 78.28%. A new GPS Mathematics GHSGT will be implemented; therefore, predictions may need to be adjusted.
2012-2013 School Year Math scores on the GHSGT for all students will increase from 78.28% to 82.19%. A new GPS Mathematics GHSGT will be implemented; therefore, predictions may need to be adjusted.
<b>Graduation Rate</b>
2010-2011 School Year (base 2010 - 70% predicted graduation rate) The graduation rate for all students will increase from 70% in 2010 to 73.5% in 2011
2011-2012 School Year The graduation rate for all students will increase from 73.5% in 2011 to 77.18% in 2012
2012-2013 School Year The graduation rate for all students will increase from 77.18% in 2012 to 81.04% in 2013



## School Improvement Grant 1003(g)

LEA Application 2010

Attachment 7a  
Capacity Factor Chart

Factor:	<b>Strength: We have this or already do this:</b>	<b>Weakness: This is a weakness; but we could improve if:</b>	<b>Opportunity: If these external changes occur, this could be a strength:</b>	<b>Threat: If these external changes occur, this could be a weakness:</b>
<p><b>Team Staff:</b> Our LEA has staff qualified for a restructuring team. *Complete the Restructuring Team Checklist</p>	<p>Collaborate as a Team.</p> <p>LEA accessible on a daily basis.</p> <p>Budget is facilitated effectively and equitably by LEA.</p>	<p>One person to manage the operation of the school.</p>	<p>Have an established monthly meeting with administrators.</p> <p>Establish a Leadership Institute.</p>	
<p><b>Will:</b> Our LEA is willing to take extreme action in failing schools.</p>	<p>Continue Saturday School.</p> <p>Continue Attendance Camps.</p> <p>Adjusted schedule from block to 7 periods.</p>	<p>Have an active Technology Committee.</p> <p>Parents lack of understanding of school's vision, mission, and goals.</p> <p>More incentives to attract highly-qualified staff.</p>	<p>Early School for at-risk students.</p> <p>Hire a Family and Community Coordinator.</p>	<p>Decrease in enrollment.</p> <p>Decrease in funding.</p> <p>Only one true person as LEA.</p>
<p><b>Outsiders:</b> Our LEA is willing to bring in external support if needed for student learning.</p>	<p>GLISI RESA GLRS DOE Andrew College</p> <p>Columbus Technical College</p> <p>Morehouse</p>		<p>Establish Institutes for teachers and leadership.</p> <p>Coordinating all services between these agencies.</p>	<p>Replace and retain committed staff members.</p>

### School Improvement Grant 1003(g)

<p><b>Insiders:</b> Our LEA is willing to require central staff to make many changes to support restructured schools.</p>	<p>Planning session with Board of Education.</p> <p>Supportive and data-driven Board.</p> <p>Board supports Superintendent</p>	<p>Have weekly access to spending instead of twice a month.</p>	<p>All central office personnel receive PLU Training in their respected position and customer service.</p> <p>Attend college and more job fairs to recruit highly- qualified teachers.</p>	<p>Lingering perception of school based on previous years perceptions.</p>
<p><b>Flexibility:</b> Our LEA is willing to give capable leaders unprecedented freedom to change, even if this creates inconsistency and inconvenience.</p>	<p>Barriers have been removed to eliminate ineffective teachers.</p>		<p>Teacher leaders do more leading of small groups and whole groups.</p> <p>Have flexible work schedule for certain staff members.</p>	

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

**Attachment 4**  
**Budget Detail**

LEA Name: Stewart County Schools

School Served: Stewart County High School

Intervention Model: Transformation

Tier Level: I

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

Year 1

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

Object Class	Item Description	Costs	
<b>100</b> <b>Personal Services</b>		\$ 326,560	
			<b>Object Total</b>
	Other (see budget attachment)		\$326,560
<b>200</b> <b>Benefits</b>	Benefits for personnel (see budget attachment)	\$22,500	
			<b>Object Total</b>
			\$ 22,500
<b>300</b> <b>Purchased Professional &amp; Technical Services</b>	(see budget attachment)		
			<b>Object Total</b>
			\$ 46,400
<b>500</b> <b>Other Purchased Services</b>	(see budget attachment)		
			<b>Object Total</b>
			\$ 0
<b>600</b> <b>Supplies</b>	(see budget attachment)		
			<b>Object Total</b>
			\$ 292,865
<b>700</b> <b>Property (Capitalized Equipment)</b>			
			<b>Object Total</b>
			\$ 0 -
<b>800</b> <b>Other</b>	Insurance		
			<b>Object Total</b>
			\$ 0 -
<b>900</b> <b>Other</b>			
			<b>Object Total</b>
			\$ -
<b>School Total</b>			<b>\$ 688,325</b>

## School Improvement Grant 1003 (g)

LEA Name: **Stewart County Schools**

School Served: **Stewart County High School**

Intervention Model: **Transformation**

Tier Level: **I**

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

Year **2**

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

Object Class	Item Description	Costs	
<b>100 Personal Services</b>		\$ 335,310	
			<b>Object Total</b>
	Other (see budget attachment)		\$ 335,310
<b>200 Benefits</b>	Benefits for personnel (see budget attachment)	\$22,500	
			<b>Object Total</b>
			\$ 22,500
<b>300 Purchased Professional &amp; Technical Services</b>	(see budget attachment)		
			<b>Object Total</b>
			\$ 86,900
<b>500 Other Purchased Services</b>	(see budget attachment)		
			<b>Object Total</b>
			\$ 15,250
<b>600 Supplies</b>	(see budget attachment)		
			<b>Object Total</b>
			\$ 116,850
<b>700 Property (Capitalized Equipment)</b>			
			<b>Object Total</b>
			\$ 0
<b>800 Other</b>			
			<b>Object Total</b>
			\$ 0
<b>900 Other</b>			
			<b>Object Total</b>
			\$ 0
<b>School Total</b>			\$ 576,810

## School Improvement Grant 1003 (g)

LEA Name: Stewart County Schools

School Served: Stewart County High School

Intervention Model: Transformation

Tier Level: I

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

Year 3

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

Object Class	Item Description	Costs	
<b>100</b> Personal Services		\$ 362,810	
			<b>Object Total</b>
	Other (see budget attachment)		\$ 362,810
<b>200</b> Benefits	Benefits for personnel (see budget attachment)	\$	<b>Object Total</b>
			\$ 22,500
<b>300</b> Purchased Professional & Technical Services	(see budget attachment)		<b>Object Total</b>
			\$ 86,900 -
<b>500</b> Other Purchased Services	(see budget attachment)		<b>Object Total</b>
			\$ 15,250 -
<b>600</b> Supplies	(see budget attachment)		<b>Object Total</b>
			\$ 107,850
<b>700</b> Property (Capitalized Equipment)			<b>Object Total</b>
			\$ 0 -
<b>800</b> Other			<b>Object Total</b>
			\$ 0
<b>900</b> Other			<b>Object Total</b>
			\$ -
<b>School Total</b>			\$ 595,310

## School Improvement Grant 1003 (g)

Attachment: Budget items detail

Object Class	Year 1	2	3
<b>100 Personnel</b>			
Graduation Specialist e A7, A8 100%	45000	45000	45000
Administrative Assistant e, A6, A7, A8 100%	30000	30000	30000
Family and Community Specialist e, A7, A9 49%	45000	45000	45000
Benefits for graduation coach and admin. Asst.	22,500	22,500	22,500
<b>Extended ELT and Increased Learning Time ILT A5 A8</b>			
Extra pay for intercession (salary + benefits)	40,000	40,000	40,000
5 days before school 4 hrs with 6 teachers for SWD and at risk	3600	3600	3600
Saturday School 3 teachers 6 hrs 30 Saturdays (reflects salary + benefits)	18,000	18,000	18,000
Attendance Camp/After School 2 teachers and one hourly paid assistant 30 wks	30,000	30,000	30,000
GHS GT/9th Academy 10 days 8 teachers 4 hr \$30 per hr (\$27 per hour + \$3 an hour for benefits)	9600	9600	9600
<b>A3 or A5</b>			
Stipend for mentor teachers \$500 each - @3 teachers A5	1,500	1,500	1,500
Teacher rewards/incentives Section A3	7,500	16,250	43750
<b>A5, A4, A6</b>			
Teachers Institute in summer 25 x \$300 x 5 days (ILT)	37500	37500	37500
Beginning Teachers 3 days/6/200 Stipends	3600	3600	3600
Teacher leaders for the beginning teacher's institute	600	600	600
<u>Leadership Retreat (Design team) 15/4 days/\$250 Stipends</u>	15000	15000	15000
5 days of PLU Teachers 25 throughout the year Stipends	37500	37500	37500
4 subs (release time for 8 teachers for PLU)	2160	2160	2160
	<b>349060</b>	<b>357810</b>	<b>385310</b>

## School Improvement Grant 1003 (g)

300 consultants

	Year 1	Year 2	Year 3
Math Consultant		45000	45000
Educational Consultant Karen Bailey	27000	22500	22500
GLISI	10400	10400	10400
Thinking Maps	9000	9000	9000
	<b>46,400</b>	<b>86,900</b>	<b>86,900</b>

500 Purchased Services

4 day Ldr. retreat 10 rooms		7250	7250
travel		6000	6000
Meals		2000	2000
		<b>15,250</b>	<b>15,250</b>

600 supplies

	year 1	Year 2	Year 3
calculators 120	2040		
Digital cameras 10	2500		
video cameras 10	4000		
Student response systems 10	14000	7000	7000
tuition for Hope Academy	89000	70000	70000
career curriculum	8000		
Math Instructional videos	1000		
Reading Counts 300	2850	2850	2850
Ipads for teachers _ 20 @\$499	9980		
Incentives for students A8	12000	12000	12,000
Incentives for parents A9	5495	3,000	4,000
Mobile computer labs (4 sets)	88000	22000	22,000
Desktops 50	40000		
Mimos 20	14000		
	<b>292,865</b>	<b>116,850</b>	<b>107,850</b>

# School Improvement Grant 1003 (g)

## Karen Bailey's Proposal

### Building a Data-Informed Culture

#### Draft: 3 Year Professional Development Plan

Karen Bailey, Educational Consultant

	<b>Teacher Professional Development</b>	<b>Leadership Coaching</b>	<b>Total Days</b>
<b>Year 1</b>	5 days of on-site PD	1 day (3 two-hour coaching sessions) delivered on-site or virtually throughout the year	<b>6</b>
<b>Year 2</b>	4 days of on-site PD	1 day (3 two-hour coaching sessions) delivered on-site or virtually throughout the year	<b>5</b>
<b>Year 3</b>	4 days of on-site PD	1 day (3 two-hour coaching sessions) delivered on-site or virtually throughout the year	<b>5</b>



## School Improvement Grant 1003 (g)

### Assumptions:

1. Each 6 hour on-site professional development day is priced at \$4500. This price includes all preparation for the day, all travel and travel related expenses. This price also includes a two hour coaching session for Leadership prior to each on-site training.
2. Each on-site day comes with materials in the form of PowerPoint and handouts that will be reviewed with the school leadership in advance, modified by the educational consultant as needed, and then reproduced by the school for use during the training sessions.

### Building a Data-Informed Culture

#### Draft: 3 Year Professional Development Plan

	Year 1 Building Assessment Literacy		Year 2 Developing Common Formative Assessments		Year 3 Using Assessment Data to Differentiate Instruction	
<b>Day 1</b> Full Staff	Aug. 2010	Building Assessment Literacy – Why are we assessing?	Aug. 2011	The Power of Common Formative Assessments	Aug. 2012	Assessment Construction and Item Design for Differentiation
<b>Day 2</b> ½ school AM ½ school PM	Sept. 2010	Building Assessment Literacy – What are we assessing? Unpacking Standards	Nov. 2011	Steps to Build Common Assessments	Nov. 2012	Refining Assessments based upon Student Data
<b>Day 3</b> ½ school AM ½ school	Nov. 2010	Exploring the 4 Assessment Methods	Feb. 2012	Examining Data for Next Step Planning	Feb. 2013	Collecting Best Practice for Differentiation

## School Improvement Grant 1003 (g)

PM						
<b>Day 4</b> ½ school AM  ½ school PM	Feb. 2011	Seven Strategies for Utilizing Formative Assessment	Apr. 2012	Involving Students in the Assessment and Learning Process	Apr. 2013	Building Data Teams to Sustain Data-Informed Culture
<b>Day 5</b> ½ school AM  ½ school PM	Apr. 2011	The Power of Data Teams				

### Building Assessment Literacy: Assessment *for* Learning

#### Year 1

This strand is designed to help educators understand the use of high-quality, classroom assessment data as a tool for enabling students to become confident, competent, lifelong learners capable of managing their ongoing academic success. These interactive sessions are grounded in the research shown to increase student performance and motivation through improved classroom assessment. Participants will be introduced to the researched-based approach of balancing high quality, student involved, formative assessments with building, district and/or state-wide summative assessments. Together we will explore the integration process between balanced assessment data, increased student performance, and curriculum mapping. In order to improve student performance, educators will examine the following questions concerning assessment data and its integration in curriculum maps:

- How does high quality assessment fit into effective classroom instruction?
- How are assessments *for* (formative) and *of* (summative) learning being utilized in classrooms and how can educators achieve a balance between them?

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

- What research-based effects can a balanced assessment system have on student improvement once it is implemented?
- What are the standards for accuracy and quality in formative classroom assessments?
- How can students be invested and involved in the formative assessment process?
- What is the best method for integrating assessment data in curriculum maps?

### **Expected Outcomes:**

#### Participants will:

- articulate the connections between high-quality, student-involved classroom assessment and how best to use that process and its results to benefit students;
- illustrate the need for balancing high quality classroom assessment with large-scale standardized testing;
- identify and be able to express to others the keys to sound classroom assessment and the relationship between assessment and student motivation;
- learn specific strategies for involving students in the ongoing formative assessment of their own achievement;
- recognize the instructional power of integrating quality formative assessment data in curriculum maps; and
- share ideas, learn from each other, and increase our assessment mapping skill base.

## School Improvement Grant 1003 (g)

### Stakeholders: Agendas and sign in sheets

Chattahoochee Flint RESA  
 March 12, 2010  
 11:00 – 12:30  
 Stewart County Data Room

#### Participants

Chatt-Flint Representative, Tom Whitten  
 Superintendent. Floyd Fort  
 High School Principal, John Hamilton  
 Curriculum Director 6-12, Vi Fedd  
 System Math Coach, Jeanette Lougee  
 State Director, Anne Hobby  
 Graduation Coach, Melinda Phillips  
 Counselor, Joann Gamble

School Keys/Concept	Action Step(s)	Timeline Implementation	Person(s) Responsible	Minutes Next Steps
PLU	Reviewed draft copy of SIG Grant Determined what services will be needed by RESA	July 2010 May 2010	Superintendent State Director High School Principal Curriculum Director System Math Coach RESA	Discussed Turnaround Model Provided draft copy to all participants RESA provide support three times a week with V. Scroggin and ETCC during the 2010 – 2011 school year Reviewed SMART Goals

### Class Meeting Agenda

April 21, 2010

Purpose: SIG, Attendance, Grade

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

1. How will the School Improvement Grant impact your school?
2. Why did we qualify?
3. How long is the grant funding?
4. What would be some incentives that we could give over the next three years?
5. What must the school do in order to receive and maintain the funding?
6. Have you met your attendance requirements? Have you taken advantage of attendance camp? What are your next steps to meet requirements?
7. What is your current average in each of your classes?
8. What are the next steps to ensure that you will be promoted?

School Improvement Grant 1003 (g)

4-21-2010

9<sup>th</sup> Grade

SIG  
Attendance  
Mades  
Class  
meeting

1. Mindy Barros
2. Daniel Drake
3. Jonathan Ruppert
4. Javarus Webb
5. Drexler Jenkins
6. Kentavious Johnson
7. Markee Boyd
8. Travonti Johnson
9. Jontae Robinson
10. Malik White
11. Chelsea Snelton
12. S'Quana Armour
13. Kaprecianna Burgess

Trequan Johnson  
Taurus Casey Jr.

Class  
meeting  
1/8/22

P.3

School Improvement Grant 1003 (g)

Camderoticu Gildor

Patrice Hall

Kerry Jacobs

Dionte' Jones

Gayathri G

Demetri Lewis

Borden B

Tre' Jones

Kayhecia Brown

A. Chester

J. Fitchell

S. Wright

Class  
Meeting  
10th

P.2





School Improvement Grant 1003 (g)

4-21-2010

9th Grade

- 1.) Branda Brinson
- 2.) Mayathi Sanganathan
3. Cordell Woodson
4. Tearah Brinson
5. Iman Culpepper
6. Chantasia Daniel
7. Tyanna Pedmy
8. Henry Harris
9. Jasmine Harwick
10. Nambenedia Gibson
12. Treana Jones
13. Nicra Thomas
14. Ambria Mob
15. ~~15.~~ Fawane Smiley
16. ~~16.~~ Shontaw Jones
- 17.) LaParis Starling
- 18.) Patrice Hall

Class meeting

4-21-2010  
4th Grade

1. Demetri Lewis
2. Elonzie Harvey
3. Shakerra Poncler
4. Jasmine Rhine
5. Malcolm Warren
6. James Monroe
7. DeArica Armour
8. Lygia Key
9. Stephanie Brown
10. Alvin Parrish
11. A. Chester
12. Donte Jones
13. Kerry Jacobs
14. Mill Monroe
15. Casandra Randall
16. Jaral Mitchell
17. Stan Wright
18. Kontonno Bass

Class  
meeting  
SIG  
Attendance  
Monitor

School Improvement Grant 1003 (g)

1. Chardaeia Daniel
2. Treggona Jones
3. Jasmine Hurdwick
4. De'Arica Armour
5. Shakerra Funder
6. Kierra Thomas
7. Iman Culpepper
8. Tiyanna Redding
9. LaParis Starling
10. Ke'Aundria Jackson
1. Ambria Mack
2. Ty'kiera Stallings

Class meeting  
10th

School Improvement Grant 1003 (g)

4/21/10

Activity: Class Meeting 11th Sign In  
Please Print

Last Name	First Name	Time In	Out
Jones	Jamie		
Wilson	Tyler		
Winters	Willie		
Winters	Breonna		
Wynn	Quinn		
Wynn	Rebecca		
Timothy Lewis	Timothy		
Johnson	Ari		
Moses	Quayshawn		
Bramson	Wesley		
Barras	CINDY		
Bullard	Marcus		
McCarter	Joranda		
Wabster	Macharia		
Hill	James		
Thomas	Allen		
Benedict	Delisha Benedict		
Bell	Kadecha		
Floris	Tre		
Thomas	Chamin		
Thomas	Liana		
Simmons	Talisha		
Hedges	Nateira		
Ellis	Jasmine		

School Improvement Grant 1003 (g)

4/21/10

# Class meetings

Activity: Amicore Meeting Sign In V. Jedd  
Please Print

Last Name	First Name	Time In	Out
Paige	Jemsha	10:00	
Wiles	Thantasia	10:01	
Clark	Lynashia	10:01	
Birson	Tykira	10:01	
Geddis	Khariy	10:00	
Key	Demetria	10:00	
Jen Kins	Jammara	10:00	
Jones	Jateira	10:00	
Walker	Kontissa	10:00	
Askew	Taraissey	10:00	
Brier	Kalpanchid	10:00	
Robinson	Tre	10:00	
Pinkard	Jonathan	10:00	
Powell	Quanss	10:00	
Thomas	Princess	11	
Brown	Chiss	10:00	
Jay	Corderra	10:00	
Thomas	Corderro	10:00	
White	Tory	10:00	
Williams	Joey	10:00	
Jordan	Da-Nigel	10:00	

SCHS/SCMS

Leadership Team (Design Team) Meeting.2

## School Improvement Grant 1003 (g)

March 15, 2010

<b>School Keys/Concept</b>	<b>Action Step(s)</b>	<b>Timeline Implementation</b>	<b>Person(s) Responsible</b>	<b>Minutes Next Steps</b>
School Improvement Grant	Share draft with Design Team	Ongoing until completion	Superintendent State Director Principal Curriculum Director Math Coach	Discussed Transformational Model Provided draft copy to all members Gathered feedback for next step Reviewed Targeted Areas

School Improvement Grant 1003 (g)

Design Team Members  
2009 – 2010

3:30 - 4:45

Design Team Meeting Today, March 15

Members	Disciplines	
Ansley, Terri	Math I and Math II	present
Armour, Arlyce	6 <sup>th</sup> and 8 <sup>th</sup> ELA	<del>Arlyce</del>
Chesnut, Gary	Vocational	<del>Chesnut</del>
Fedd, Viola	Principal, Middle School	VIA
Gamble, Joan	Counselor	Absent
Gangadharan, Vijay	Algebra, Geometry, Calculus, Algebra II	Vijay
Hamilton, John	Principal, High School	John Hamilton
Hobby, Ann	DOE	Ann Hobby
Johnston, Annette	9 <sup>th</sup> and 10 <sup>th</sup> ELA	Annette Johnston
Jones, Joan	11 <sup>th</sup> and 12 <sup>th</sup> ELA	Jones
Jones, Rhonda	6 <sup>th</sup> and 7 <sup>th</sup> ELA	Rhonda
Long, Luanne	Media	Long
Lougee, Jeanette	Math Coordinator 3-12	Jeanette
Mallory, Billie	Gifted	Billie
Nair, Sudish	Physical Science/Biology	SN
Phillips, Melanie	Graduation Coach	MP VIA
Thompkins, Sophronia	Special Education Director	Soph
White, Paulette	6 <sup>th</sup> and 8 <sup>th</sup> Math	SN

Charles Williams  
John Fort

PTO President  
Supr.

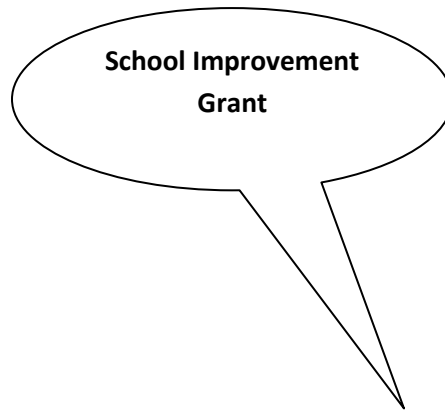


## **School Improvement Grant 1003 (g)**

### PARENT MEETING INVITATION

Hear Ye!            Hear Ye!            Hear Ye!  
You are invited to Stewart County High School  
Parent Knight  
in the cafeteria  
Thursday, March 18, 2010  
6:30 P. M.

Refreshments will be served!



The School Improvement Grant will provide additional money to our high school for a period of three years!!! Visit us for further information.☺ We will share this information at all school activities.

# School Improvement Grant 1003 (g)

March 18, 2010

	Parent	Student
1	Johnnie Powell	Shannae Powell
2	Bettye Armour	Akuntoria Gardner
3	Hattie Johnson	Aaron Johnson
4	Michonna Chisley	Macharia Webster
5	Nancy Walker	Marquis Bullard
6	Taquesha Simmons	Belinda Grady
7	Cassandra Wheeler	Jalen Thomas
8	Johnnie Powell	Kimberly Thomas
9	Marilyn Johnson <sup>Kenneth</sup>	Samuel Jones
10	Mary Wilson-Jones	Tyfeeshia Wilson
11	Travis Edmonds	Jasmine Ellis
12	Maggie Thom	Cherish Thomas
13	Maggie Thomas	Kiana Thomas
14	Sheri Bell-Jackson	Kodecha Bell

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

Initial SIG Meeting at DOE

February 2010

Atlanta, Ga

Sign in

Superintendent, Floyd Fort

Board Member, Austin Taylor

Curriculum Director 6-12, Vi Fedd

System Math Coach, Jeanette Lougee

State Director, Anne Hobby

**SCHS/SCMS**

**School Improvement Grant 1003 (g)**  
**Whole Group Meeting.2**

**March 23, 2010**

<b>School Keys/Concept</b>	<b>Action Step</b>	<b>Timeline Implementation</b>	<b>Person(s) Responsible</b>	<b>Minutes Next Steps</b>
School Improvement Grant	Discuss draft and get feedback from teachers	ongoing	Superintendent State Director Principal Curriculum Director System Math Coach	Discussed Transformational Model Requirements from different stakeholders Dates for PLU (Week of July 19, 2010) Awards for teachers Summer Camps
School Culture	Awards Day for 3 <sup>rd</sup> Nine Weeks	March 26	teachers	Provide list of recipients to M. Wilson by Monday, March 29. Awards Day scheduled for April 13.
Assessment	Disaggregate 3 <sup>rd</sup> Nine Week data	March 26	Principal Graduation Coach Curriculum Director	Email data to M. Wilson by Friday, March 26 What are your next steps for students not meeting standard? What is your plan to complete II units? What domains/elements do you need to revisit?
Instruction	Intercession	March 26	Certain teachers	Email list of participants to M. Wilson by Friday, March 26 Have participants complete transportation form. What teachers will participate at HS and MS Dates are April 5-8 from 8-12

School Improvement Grant 1003 (g)

Group Sign In  
SCHS/SCMS

Group Name ELA Date 3-23-10

Time In: 3:30 Time Out: \_\_\_\_\_

Extreme Action in Failing Schools

1. Rhonda S. Jones
2. Annette Johnston
3. Debra J. Ham
4. Billie Kay Maloney
5. Joan Jones
6. Jatita S
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

School Improvement Grant 1003 (g)

Group Sign In  
SCHS/SCMS

Group Name Support Staff Date 3.23.10

Time In: 3:30 Time Out: 4:30

1. Melanie Phillips
2. JOANN GAMBLE
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

# School Improvement Grant 1003 (g)

Group Sign In  
SCHS/SCMS

*Institutes*

Group Name Math Date 3/23/10

Time In: 3:30 Time Out: \_\_\_\_\_

1. *Terrie Analey*
2. *Dr. Vijay*
3. *Peterson*
4. *J. Lough*
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

School Improvement Grant 1003 (g)

Group Sign In  
SCHS/SCMS

Group Name Science/Social studies Date 3/23/10

Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_

1. S. Nair
2. N. Langlois
3. Markus Taylor
4. Rob Bailey
5. Rushin Akhund
6. Arge Dwyer
7. John Smith
8. Edith
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_



School Improvement Grant 1003 (g)

Group Sign In  
SCHS/SCMS

Group Name Support Staff Date 3.23.10

Time In: 3:30 Time Out: 4:30

1. Melanie Phillips
2. JoAnn Gamble
3. Herb
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

## School Improvement Grant 1003 (g)

### Staff Job Descriptions

A **Graduation Specialist** will continue to assist in increasing the high school graduation rate. The specialist will focus on juniors who did not pass all parts of the GHSGT, provide rewards and incentives for seniors who graduate on time, will provide rewards and incentives for students who stay in their initial cohort group each year, track the progress of students in the 9<sup>th</sup> through 11<sup>th</sup> grades, track 12<sup>th</sup> grade students to monitor successful completion of all graduation requirements, and to work on transition plans to ensure that our students become successful and productive citizens. The graduation specialist will operate in years 1, 2, and 3.

A **Math Consultant** will be hired to coach our current math teachers and model effective teaching strategies. Math scores on the GHSGT and EOCT have indicated that Stewart County High School is very deficient in the area of math. The Math Specialist will also assist in designing assessments and analyzing data to drive instruction. The Math Consultant will operate in years 2, and 3.

An **Administrative Assistant** will be hired to manage the day-to-day operations of the grant including financial responsibilities, coordinating PLU training and registration, managing reports, and records. The Administrative Assistant will operate in years 1, 2, and 3.

A **Family and Community Specialist** (see A9) will be hired to accomplish our theme of “Embracing the Community”. Stewart County High School has identified parent and community involvement to be an area of improvement that would enable the school to function as a true learning community. This reasoning has been supported by a recent GAPSS Analysis of our school. The specialist would coordinate activities to encourage parental and community involvement and also assist in developing transition plans for students from one grade to the next. The Family and Community Specialist will work 20 hours per week and operate in years 1, 2, and 3 of the grant.

**Qualified substitutes** will be utilized to create flexibility during school to allow teachers release time to participate in peer observations and other professional growth activities. The substitutes will be used in years 1, 2, and 3.

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

### **Staff Qualifications**

#### **Graduation Specialist**

##### Minimum Qualifications

Bachelor's degree in counseling or education

Expert management and leadership skills

Ability to work with individuals, small groups and classroom groups

Ability to analyze student assessment, perception, and school process data

Knowledge of effective strategies to encourage students to successfully complete high school.

Completion of a satisfactory background check

Proficiency with technology tools

##### Preferred Qualifications

Preference will be given to applicants who, in addition to meeting the minimum qualifications, possess one or more of the following:

- Experience in a secondary school
- Demonstrated ability in successfully collaborating and working with adults and students
- Excellent communication, leadership and organizational skills

#### **Family and Community Specialist**

##### Minimum Qualifications

Associate degree

Completion of a satisfactory background check

At least one year of experience in working with adults

##### Preferred Qualifications

Preference will be given to applicants who, in addition to meeting the minimum qualifications, possess one or more of the following:

- Bachelor's degree
- Experience with instruction in the classroom
- Demonstrated ability in successfully collaborating and working with adults and students
- Excellent communication and organizational skills
- Strong management, organizational, and leadership skills
- Background knowledge of the community

#### **Math Consultant**

##### Minimum Qualifications

Bachelor's Degree in Education with a field in mathematics

Administration or teacher - leader experience

3 years experience as a secondary mathematics teacher

Completion of a satisfactory background check

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

### Preferred Qualifications

Preference will be given to applicants who, in addition to meeting the minimum qualifications, possess one or more of the following:

- Experience facilitating professional learning for teachers
- Demonstrated ability in successfully collaborating and working with adults and students
- Excellent communication, leadership, and organizational skills
- Strong management skills
- Training in the Coaching Cycle
- Local, state, or national presentations
- Participation in GCTM or NCTM

### **Administrative Assistant**

#### Minimum Qualifications

- High School diploma or GED
- Completion of a satisfactory background check
- Proficiency with technology tools

#### Preferred Qualifications

- Experience with financial record keeping responsibilities
- Knowledge of managing reports and records
- Excellent communication and organizational skills

# School Improvement Grant 1003 (g)

LEA Application 2010

Attachment 5

## Checklist

<b>Section A. SCHOOLS TO BE SERVED</b>	
<p>The chart is complete:</p> <ul style="list-style-type: none"> <li>✓ All Tier I, II, and III schools are identified.</li> <li>✓ Intervention models are selected for each Tier I and Tier II school.</li> <li>✓ If more than nine schools will be served, only 50 percent or less have selected the transformation model.</li> <li>✓ An explanation for the Tier I schools that the LEA is not applying to serve has been provided.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Section B. DESCRIPTIVE INFORMATION</b>	
<p>1. Data Sources and Narrative</p> <ul style="list-style-type: none"> <li>✓ All sections of the School Profile are complete (Attachment 1a: Elementary School Profile, Attachment 1b: Middle School Profile, Attachment 1c: High School Profile). Minimum requirement</li> <li>✓ The narrative reflects the analysis of multiple sources of data to determine school needs. If the narrative reflects the analysis of additional sources of data, such as process, demographic and/or perception data, summary reports for the data must be attached to the application.</li> <li>✓ A rationale for selection of intervention model is provided.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>2. Capacity</p> <ul style="list-style-type: none"> <li>✓ Description identifies multiple resources (e.g., human, material, technical, etc.) and related support (e.g., commitment of school board to remove barriers, credentials of staff, recruitment process, area technical colleges and universities, job-embedded professional learning, etc.).</li> <li>✓ Complete all parts of Section B. 2.</li> <li>✓ Attachment 7a: Capacity Factor Chart, Attachment 7b: Restructuring Team Checklist, and Attachment 7c: Selecting Turnaround Leaders are tools that you may use to assist in determining the LEA’s capacity to provide adequate resources and related support.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>
<p>3. Description</p> <ul style="list-style-type: none"> <li>✓ The appropriate portion of Attachment 2 (2a: Turnaround Model, 2b: School Closure Model, 2c: Restart Model, 2d: Transformation Model) is complete and provides specific examples of actions that the LEA has taken or will take to implement the selected model for each Tier I and Tier II school applying for this grant.</li> </ul>	<input type="checkbox"/>



**School Improvement Grant 1003 (g)**  
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**Attachment 5**  
**Checklist**

**Section D. ASSURANCES**

✓ The superintendent agrees to the assurances for the School Improvement Grant.	<input type="checkbox"/>
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**Section E. WAIVERS**

✓ The superintendent agrees to the waivers included in the School Improvement Grant.	<input type="checkbox"/>
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**School Improvement Grant 1003 (g)  
LEA Application 2010**

**Attachment 6  
Rubric**

<b>CONCEPT</b>	<b>NOT EVIDENT</b>	<b>NEEDS REVISION</b>	<b>MEETS</b>
<b>Rationale</b>	There is no evidence to support that data was analyzed to determine school needs and select the most appropriate intervention model.	Data has been collected; however, there is limited evidence that the data collected has been sufficiently analyzed to determine school needs resulting in the selection of an appropriate intervention model.	Sufficient data, including student achievement, process, demographic, and perception data, has been collected and analyzed to support the selection of the intervention model. The rationale clearly justifies the selection of the intervention model based on data analysis and school needs.
<b>Capacity</b>	There is no evidence in the application that indicates the LEA has the capacity to provide adequate resources and support to fully and effectively implement the intervention model selected.	Actions described in the application lack the detail necessary to ensure the LEA is prepared and committed to fully and effectively implement the selected intervention model. More specific information regarding resources, support, and commitment is needed.	Actions described in the application indicate that the LEA is prepared and committed to provide the necessary resources and support to implement the selected intervention model fully and effectively. In addition, the application indicates the LEA is prepared and committed to provide the school sufficient operational flexibility to fully implement a comprehensive approach to substantially improve student achievement outcomes.
<b>Implementation</b>	There is no evidence in the application that indicates implementation of the intervention model has been thoroughly planned.	Actions described in the application are not fully aligned with the final requirements of the intervention model selected. Actions lack innovation and do not reflect a strong focus on improving student	Actions described in the application reflect comprehensive and strategic planning to ensure implementation of the intervention model. The actions described include specific processes and strategies that are aligned with the final requirements of the intervention model selected. The actions are



**School Improvement Grant 1003 (g)**

		achievement.	innovative, comprehensive, and focus on improving student achievement.
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**School Improvement Grant 1003 (g)**  
**LEA Application 2010**

**Attachment 6**  
**Rubric**

<b>CONCEPT</b>	<b>NOT EVIDENT</b>	<b>NEEDS REVISION</b>	<b>MEETS</b>
<b>Allocation of Funds</b>	There is no evidence that sufficient funds are allocated to support implementation of the intervention model, and the actions and strategies funded do not align with the final requirements of the intervention model selected.	Funds are allocated to support the implementation of the intervention model; however, the actions and strategies funded are not consistently aligned to improving student achievement and/or the final requirements of the intervention model.	The actions and strategies funded directly support improving student achievement and are aligned to the final requirements of the intervention model. Funds allocated are sufficient to support implementation of the intervention model selected.
<b>Sustainability</b>	There is no evidence in the application that indicates actions will be taken to maintain implementation of the processes and strategies that positively impact student achievement.	An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies required for the intervention model selected; however, the plan does not describe the specific actions the LEA will take after the funding period ends.	An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies that positively impact student achievement. The plan identifies preliminary steps that will be taken to retain human, material, and financial resources after the funding period ends. In addition, the plan addresses LEA support (e.g., policies, professional learning opportunities, protected time, etc.) for the actions and strategies that positively impact student achievement.

**School Improvement Grant 1003(g)  
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**Selecting Turnaround Leaders**

**Instructions:** Assess leaders available to this school. Does the school’s current principal or other available leader in the LEA have these competencies? Have they demonstrated these behaviors? Can you recruit for these competencies and behaviors?

**Summarize your findings here:**

We  do  do not have a turnaround leader available to this school.

We  can  cannot recruit additional turnaround leaders.

**Possible turnaround candidates within the LEA:**

Competencies	Current Principal	Other Available District Principals	Can Recruit for This	Do not Have and Cannot Recruit for This
<b>Driving for results:</b> setting high goals, taking initiative, being relentlessly persistent to succeed.				
<b>Solving problems:</b> using performance data to identify and solve immediate problems.				
<b>Showing confidence:</b> exhibiting confidence, using failure to initiate problem solving, not excusing failure.				
<b>Influence:</b> influencing immediate action toward the school’s goals.				
<b>Teamwork and cooperation:</b> getting input and keeping others informed.				
<b>Conceptual thinking:</b> connecting the mission, learning standards, and curriculum to clarify for all.				
<b>Team leadership:</b> assuming the role as leader and motivating staff to perform despite challenges.				
<b>Organizational commitment:</b> making personal sacrifices needed for school success.				
<b>Communicating a compelling vision:</b> rousing staff to commit energy to the change.				

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

Note: This table was adapted from The Center for Comprehensive School Reform and Improvement publication, *School Restructuring Under No child Left Behind: What Works When? A Guide for Education Leaders*, 2006.

## **APPENDIX A**

### **Final Requirements for School Improvement Grants, as Amended in January 2010**

#### **I. SEA Priorities in Awarding School Improvement Grants:**

A. Defining key terms. To award School Improvement Grants to its LEAs, consistent with section 1003(g)(6) of the ESEA, an SEA must define three tiers of schools, in accordance with the requirements in paragraph 1, to enable the SEA to select those LEAs with the greatest need for such funds. From among the LEAs in greatest need, the SEA must select, in accordance with paragraph 2, those LEAs that demonstrate the strongest commitment to ensuring that the funds are used to provide adequate resources to enable the lowest-achieving schools to meet the accountability requirements in this notice. Accordingly, an SEA must use the following definitions to define key terms:

1. Greatest need. An LEA with the greatest need for a School Improvement Grant must have one or more schools in at least one of the following tiers:

(a) Tier I schools: (i) A Tier I school is a Title I school in improvement, corrective action, or restructuring that is identified by the SEA under paragraph (a)(1) of the definition of “persistently lowest-achieving schools.”

(ii) At its option, an SEA may also identify as a Tier I school an elementary school that is eligible for Title I, Part A funds that--

(A)(1) Has not made adequate yearly progress for at least two consecutive years; or

(2) Is in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments under section 1111(b)(3) of the ESEA in Reading/English Language Arts and Mathematics combined; and

(B) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(1)(i) of the definition of “persistently lowest-achieving schools.”

(b) Tier II schools: (i) A Tier II school is a secondary school that is eligible for, but does not receive, Title I, Part A funds and is identified by the SEA under paragraph (a)(2) of the definition of “persistently lowest-achieving schools.”

(ii) At its option, an SEA may also identify as a Tier II school a secondary school that is eligible for Title I, Part A funds that--

(A)(1) Has not made adequate yearly progress for at least two consecutive years; or

(2) Is in the State's lowest quintile of performance based on proficiency rates on the State's assessments under section 1111(b)(3) of the ESEA in Reading/English Language Arts and Mathematics combined; and

(B)(1) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(2)(i) of the definition of “persistently lowest-achieving schools;” or

(2) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(c) Tier III schools: (i) A Tier III school is a Title I school in improvement, corrective action, or restructuring that is not a Tier I school.

(ii) At its option, an SEA may also identify as a Tier III school a school that is eligible for Title I, Part A funds that--

(A)(1) Has not made adequate yearly progress for at least two years; or

(2) Is in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments under section 1111(b)(3) of the ESEA in Reading/English Language Arts and Mathematics combined; and

(B) Does not meet the requirements to be a Tier I or Tier II school.

(iii) An SEA may establish additional criteria to use in setting priorities among LEA applications for funding and to encourage LEAs to differentiate among Tier III schools in their use of school improvement funds.

2. Strongest Commitment. An LEA with the strongest commitment is an LEA that agrees to implement, and demonstrates the capacity to implement fully and effectively, one of the following rigorous interventions in each Tier I and Tier II school that the LEA commits to serve:

(a) Turnaround model: (1) A turnaround model is one in which an LEA must--

(i) 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;

(ii) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,

(A) Screen all existing staff and rehire no more than 50 percent; and

(B) Select new staff;

(iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit,

place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

(iv) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

(v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

(vi) 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;

(vii) 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;

(viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and

(ix) Provide appropriate social-emotional and community-oriented services and supports for students.

(2) A turnaround model may also implement other strategies such as--

(i) Any of the required and permissible activities under the transformation model; or

(ii) A new school model (e.g., themed, dual language academy).

(b) Restart model: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.



(c) School closure: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

(d) Transformation model: A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

(A) Replace the principal who led the school prior to commencement of the transformation model;

(B) 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;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) 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; and

(E) 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.

(ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

(B) Instituting a system for measuring changes in instructional practices resulting from professional development; or

(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

(A) 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; and

(B) 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.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(B) Implementing a schoolwide "response-to-intervention" model;

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

(D) Using and integrating technology-based supports and interventions as part of the instructional program; and

(E) In secondary schools--

(1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and Mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

(2) Improving student transition from middle to high school through summer transition programs or freshman academies;

(3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and Mathematics skills; or

(4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

(A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

(B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

(A) 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; and

(B) 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).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

### 3. Definitions.

Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, Reading or Language Arts, Mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.<sup>1</sup>

Persistently lowest-achieving schools means, as determined by the State--

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<sup>1</sup> Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." *Educational Evaluation and Policy Analysis*, Vol. 29 (4), December 2007, Document No. PP07-121.) <[http://www.Mathematicsematica-mpr.com/publications/redirect\\_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296](http://www.Mathematicsematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296)>

- (a)(1) Any Title I school in improvement, corrective action, or restructuring that--
  - (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
  - (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and
- (2) Any secondary school that is eligible for, but does not receive, Title I funds that--
  - (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
  - (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.
- (b) To identify the lowest-achieving schools, a State must take into account both--
  - (i) The academic achievement of the “all students” group in a school in terms of proficiency on the State’s assessments under section 1111(b)(3) of the ESEA in Reading/English Language Arts and Mathematics combined; and
  - (ii) The school’s lack of progress on those assessments over a number of years in the “all students” group.

Student growth means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in Reading/English Language Arts and Mathematics, student growth data must be based on a student’s score on the State’s assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

4. Evidence of strongest commitment. (a) In determining the strength of an LEA’s commitment to ensuring that school improvement funds are used to provide adequate resources to enable Tier I and Tier II schools to improve student achievement substantially, an SEA must consider, at a minimum, the extent to which the LEA’s application demonstrates that the LEA has taken, or will take, action to--

- (i) Analyze the needs of its schools and select an intervention for each school;
- (ii) Design and implement interventions consistent with these requirements;
- (iii) Recruit, screen, and select external providers, if applicable, to ensure their quality;

- (iv) Align other resources with the interventions;
  - (v) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and
  - (vi) Sustain the reforms after the funding period ends.
- (b) The SEA must consider the LEA's capacity to implement the interventions and may approve the LEA to serve only those Tier I and Tier II schools for which the SEA determines that the LEA can implement fully and effectively one of the interventions.

**B. Providing flexibility.**

1. An SEA may award school improvement funds to an LEA for a Tier I or Tier II school that has implemented, in whole or in part, an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements within the last two years so that the LEA and school can continue or complete the intervention being implemented in that school.

2. An SEA may seek a waiver from the Secretary of the requirements in section 1116(b) of the ESEA in order to permit a Tier I or Tier II Title I participating school implementing an intervention that meets the requirements under section I.A.2(a) or 2(b) of these requirements in an LEA that receives a School Improvement Grant to "start over" in the school improvement timeline. Even though a school implementing the waiver would no longer be in improvement, corrective action, or restructuring, it may receive school improvement funds.

3. An SEA may seek a waiver from the Secretary to enable a Tier I or Tier II Title I participating school that is ineligible to operate a Title I schoolwide program and is operating a Title I targeted assistance program to operate a schoolwide program in order to implement an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements.

4. An SEA may seek a waiver from the Secretary to extend the period of availability of school improvement funds beyond September 30, 2011 so as to make those funds available to the SEA and its LEAs for up to three years.

5. If an SEA does not seek a waiver under section I.B.2, 3, or 4, an LEA may seek a waiver.

## II. Awarding School Improvement Grants to LEAs:

### A. LEA requirements.

1. An LEA may apply for a School Improvement Grant if it receives Title I, Part A funds and has one or more schools that qualify under the State's definition of a Tier I, Tier II, or Tier III school.

2. In its application, in addition to other information that the SEA may require--

(a) The LEA must--

(i) Identify the Tier I, Tier II, and Tier III schools it commits to serve;

(ii) Identify the intervention it will implement in each Tier I and Tier II school it commits to serve;

(iii) Demonstrate that it has the capacity to use the school improvement funds to provide adequate resources and related support to each Tier I and Tier II school it commits to serve in order to implement fully and effectively one of the four interventions identified in section I.A.2 of these requirements;

(iv) Provide evidence of its strong commitment to use school improvement funds to implement the four interventions by addressing the factors in section I.A.4(a) of these requirements;

(v) Include a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application; and

(vi) Include a budget indicating how it will allocate school improvement funds among the Tier I, Tier II, and Tier III schools it commits to serve.

(b) If an LEA has nine or more Tier I and Tier II schools, the LEA may not implement the transformation model in more than 50 percent of those schools.

3. The LEA must serve each Tier I school unless the LEA demonstrates that it lacks sufficient capacity (which may be due, in part, to serving Tier II schools) to undertake one of these rigorous interventions in each Tier I school, in which case the LEA must indicate the Tier I schools that it can effectively serve. An LEA may not serve with school improvement funds awarded under section 1003(g) of the ESEA a Tier I or Tier II school in which it does not implement one of the four interventions identified in section I.A.2 of these requirements.

4. The LEA's budget for each Tier I and Tier II school it commits to serve must be of sufficient size and scope to ensure that the LEA can implement one of the rigorous interventions

identified in section I.A.2 of these requirements. The LEA's budget must cover the period of availability of the school improvement funds, taking into account any waivers extending the period of availability received by the SEA or LEA.



5. The LEA's budget for each Tier III school it commits to serve must include the services it will provide the school, particularly if the school meets additional criteria established by the SEA.

6. An LEA that commits to serve one or more Tier I, Tier II, or Tier III schools that do not receive Title I, Part A funds must ensure that each such school it serves receives all of the State and local funds it would have received in the absence of the school improvement funds.

7. An LEA in which one or more Tier I schools are located and that does not apply to serve at least one of these schools may not apply for a grant to serve only Tier III schools.

8. (a) To monitor each Tier I and Tier II school that receives school improvement funds, an LEA must--

(i) Establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics; and

(ii) Measure progress on the leading indicators in section III of these requirements.

(b) The LEA must also meet the requirements with respect to adequate yearly progress in section 1111(b)(2) of the ESEA.

9. If an LEA implements a restart model, it must hold the charter school operator, CMO, or EMO accountable for meeting the final requirements.

B. SEA requirements.

1. To receive a School Improvement Grant, an SEA must submit an application to the Department at such time, and containing such information, as the Secretary shall reasonably require.

2. (a) An SEA must review and approve, consistent with these requirements, an application for a School Improvement Grant that it receives from an LEA.

(b) Before approving an LEA's application, the SEA must ensure that the application meets these requirements, particularly with respect to--

(i) Whether the LEA has agreed to implement one of the four interventions identified in section I.A.2 of these requirements in each Tier I and Tier II school included in its application;

(ii) The extent to which the LEA's application shows the LEA's strong commitment to use school improvement funds to implement the four interventions by addressing the factors in section I.A.4(a) of these requirements;

(iii) Whether the LEA has the capacity to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in its application; and

(iv) Whether the LEA has submitted a budget that includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school it identifies in its application

and whether the budget covers the period of availability of the funds, taking into account any waiver extending the period of availability received by either the SEA or the LEA.

(c) An SEA may, consistent with State law, take over an LEA or specific Tier I or Tier II schools in order to implement the interventions in these requirements.

(d) An SEA may not require an LEA to implement a particular model in one or more schools unless the SEA has taken over the LEA or school.

(e) To the extent that a Tier I or Tier II school implementing a restart model becomes a charter school LEA, an SEA must hold the charter school LEA accountable, or ensure that the charter school authorizer holds it accountable, for complying with these requirements.

3. An SEA must post on its Web site, within 30 days of awarding School Improvement Grants to LEAs, all final LEA applications as well as a summary of those grants that includes the following information:

(a) Name and National Center for Education Statistics (NCES) identification number of each LEA awarded a grant.

(b) Amount of each LEA's grant.

(c) Name and NCES identification number of each school to be served.

(d) Type of intervention to be implemented in each Tier I and Tier II school.

4. If an SEA does not have sufficient school improvement funds to award, for up to three years, a grant to each LEA that submits an approvable application, the SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.

5. An SEA must award a School Improvement Grant to an LEA in an amount that is of sufficient size and scope to support the activities required under section 1116 of the ESEA and these requirements. The LEA's total grant may not be less than \$50,000 or more than \$2,000,000 per year for each Tier I, Tier II, and Tier III school that the LEA commits to serve.

6. If an SEA does not have sufficient school improvement funds to allocate to each LEA with a Tier I or Tier II school an amount sufficient to enable the school to implement fully and effectively the specified intervention throughout the period of availability, including any extension afforded through a waiver, the SEA may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.

7. An SEA must award funds to serve each Tier I and Tier II school that its LEAs commit to serve, and that the SEA determines its LEAs have the capacity to serve, prior to awarding funds to its LEAs to serve any Tier III schools. If an SEA has awarded school improvement funds to its LEAs for each Tier I and Tier II school that its LEAs commit to serve in accordance with these requirements, the SEA may then, consistent with section II.B.9, award remaining school improvement funds to its LEAs for the Tier III schools that its LEAs commit to serve.

8. In awarding School Improvement Grants, an SEA must apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability of the funds, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.

9. (a) If not every Tier I school in a State is served with FY 2009 school improvement funds, an SEA must carry over 25 percent of its FY 2009 funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with these requirements. This requirement does not apply in a State that does not have sufficient school improvement funds to serve all the Tier I schools in the State.

(b) If each Tier I school in a State is served with FY 2009 school improvement funds, an SEA may reserve up to 25 percent of its FY 2009 allocation and award those funds in combination with its FY 2010 funds consistent with these requirements.

10. In identifying Tier I and Tier II schools in a State for purposes of allocating funds appropriated for School Improvement Grants under section 1003(g) of the ESEA for any year subsequent to FY 2009, an SEA must exclude from consideration any school that was previously identified as a Tier I or Tier II school and in which an LEA is implementing one of the four interventions identified in these requirements using funds made available under section 1003(g) of the ESEA.

11. An SEA that is participating in the “differentiated accountability pilot” must ensure that its LEAs use school improvement funds available under section 1003(g) of the ESEA in a Tier I or Tier II school consistent with these requirements.

12. Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of

the ESEA regarding the rules and policies contained therein and may consult with other stakeholders that have an interest in its application.

C. Renewal for additional one-year periods.

(a) If an SEA or an individual LEA requests and receives a waiver of the period of availability of school improvement funds, an SEA--

(i) Must renew the School Improvement Grant for each affected LEA for additional one-year periods commensurate with the period of availability if the LEA demonstrates that its Tier I and Tier II schools are meeting the requirements in section II.A.8 and that its Tier III schools are meeting the goals established by the LEA and approved by the SEA; and

(ii) May renew an LEA's School Improvement Grant if the SEA determines that the LEA is making progress toward meeting the requirements in section II.A.8 or the goals established by the LEA.

(b) If an SEA does not renew an LEA's School Improvement Grant because the LEA's participating schools are not meeting the requirements in section II.A.8 or the goals established by the LEA, the SEA may reallocate those funds to other eligible LEAs, consistent with these requirements.

D. State reservation for administration, evaluation, and technical assistance.

An SEA may reserve from the school improvement funds it receives under section 1003(g) of the ESEA in any given year no more than five percent for administration, evaluation, and technical assistance expenses. An SEA must describe in its application for a School Improvement Grant how the SEA will use these funds.

E. A State Whose School Improvement Grant Exceeds the Amount the State May Award to Eligible LEAs.

In some States in which a limited number of Title I schools are identified for improvement, corrective action, or restructuring, the SEA may be able to make School Improvement Grants, renewable for additional years commensurate with the period of availability of the funds, to each LEA with a Tier I, Tier II, or Tier III school without using the State's full allocation under section 1003(g) of the ESEA. An SEA in this situation may reserve no more than five percent of its FY 2009 allocation of school improvement funds for administration, evaluation, and technical assistance expenses under section 1003(g)(8) of the ESEA. The SEA may retain sufficient school improvement funds to serve, for succeeding years,

each Tier I, II, and III school that generates funds for an eligible LEA. The Secretary may reallocate to other States any remaining school improvement funds from States with surplus funds.

III. Reporting and Evaluation:

A. Reporting metrics.

To inform and evaluate the effectiveness of the interventions identified in these requirements, the Secretary will collect data on the metrics in the following chart. The Department already collects most of these data through EDFacts and will collect data on two metrics through SFSF reporting. Accordingly, an SEA must only report the following new data with respect to school improvement funds:

1. A list of the LEAs, including their NCES identification numbers, that received a School Improvement Grant under section 1003(g) of the ESEA and the amount of the grant.
2. For each LEA that received a School Improvement Grant, a list of the schools that were served, their NCES identification numbers, and the amount of funds or value of services each school received.
3. For any Tier I or Tier II school, school-level data on the metrics designated on the following chart as “SIG” (School Improvement Grant):

Metric	Source	Achievement Indicators	Leading Indicators
<b>SCHOOL DATA</b>			
Which intervention the school used (i.e., turnaround, restart, closure, or transformation )	<b>NEW SIG</b>		
AYP status	<u>EDFacts</u>	✓	
Which AYP targets the school met and missed	<u>EDFacts</u>	✓	
School improvement status	<u>EDFacts</u>	✓	
Number of minutes within the school year	<b>NEW SIG</b>		✓
<b>STUDENT OUTCOME/ACADEMIC PROGRESS DATA</b>			

Metric	Source	Achievement Indicators	Leading Indicators
Percentage of students at or above each proficiency level on State assessments in Reading/English Language Arts and Mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	<u>EDFacts</u>	✓	
Student participation rate on State assessments in Reading/English Language Arts and in Mathematics, by student subgroup	<u>EDFacts</u>		✓
Average scale scores on State assessments in Reading/English Language Arts and in Mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup	<b>NEW SIG</b>	✓	
Percentage of limited English proficient students who attain English language proficiency	<u>EDFacts</u>	✓	
Graduation rate	<u>EDFacts</u>	✓	
Dropout rate	<u>EDFacts</u>		✓
Student attendance rate	<u>EDFacts</u>		✓
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	<b>NEW SIG HS only</b>		✓
College enrollment rates	NEW SFSF Phase II HS only	✓	
<b>STUDENT CONNECTION AND SCHOOL CLIMATE</b>			
Discipline incidents	<u>EDFacts</u>		✓
Truants	<u>EDFacts</u>		✓
<b>TALENT</b>			

Metric	Source	Achievement Indicators	Leading Indicators
Distribution of teachers by performance level on LEA’s teacher evaluation system	NEW SFSF Phase II		✓
Teacher attendance rate	NEW SIG		✓

4. An SEA must report these metrics for the school year prior to implementing the intervention, if the data are available, to serve as a baseline, and for each year thereafter for which the SEA allocates school improvement funds under section 1003(g) of the ESEA. With respect to a school that is closed, the SEA need report only the identity of the school and the intervention taken--i.e., school closure.

B. Evaluation.

An LEA that receives a School Improvement Grant must participate in any evaluation of that grant conducted by the Secretary.



## APPENDIX B

### **LEA BUDGETS AND SEA ALLOCATIONS**

School Improvement Grant funding totals \$3.5 billion in FY 2009: \$3 billion from the American Recovery and Reinvestment Act and \$546 million from the regular FY 2009 appropriation. This means that, for the first time, the program can provide the substantial funding, over a multi-year period, necessary for the successful implementation of school intervention models. While the authorizing statute (section 1003(g)(5) of the ESEA) sets a \$500,000 limit on the amount of funding that may be awarded for each participating school under the School Improvement Grants program, Congress recently enacted appropriations language allowing an SEA to award up to \$2 million for each participating school. This higher limit will permit an SEA to award directly the amount that the Department believes typically would be required for the successful implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (*e.g.*, a school of 500 students might require \$1 million annually, whereas a large, comprehensive high school might require the full \$2 million annually). The Department believes that the new award limit should encourage LEAs to focus more closely on turning around their Tier I and Tier II schools and to serve Tier III schools only when the district has the capacity to serve and is prepared to implement thoughtful interventions and supports in those schools.

In awarding school improvement funds, an SEA must give priority to LEAs that apply to serve Tier I or Tier II schools. In addition, an SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

#### **LEA Budgets**

An LEA's proposed budget should cover a three-year period (if the SEA or LEA has applied for a waiver to extend the period of availability of funds) and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
3. The portion of school closure costs covered with school improvement funds may be lower than the amount required for the other models and would typically cover only one year.
4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
5. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
6. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA commits to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).
7. If the SEA does not request a waiver from the Secretary to extend the availability of school improvement funds to permit three-year awards, the LEA may request such a waiver.

### **SEA Allocations to LEAs**

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.

2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve fully, throughout the period of availability, all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.
5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.
7. An SEA that has served each of its Tier I schools with FY 2009 school improvement funds may reserve up to 25 percent of its FY 2009 allocation and award those funds in combination with its FY 2010 funds consistent with the final requirements.

8. An SEA that has not served each of its Tier I schools with FY 2009 school improvement funds must carry over 25 percent of its FY 2009 funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with the final requirements. This requirement does not apply to an SEA that does not receive sufficient school improvement funds to serve all of its Tier I schools.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.
3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.

5. Apportion FY 2009 school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver of the period of availability beyond September 30, 2011).

## APPENDIX C

	<b>Schools an SEA MUST identify in each tier</b>	<b>Newly eligible schools an SEA MAY identify in each tier</b>
<b>Tier I</b>	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” <sup>1</sup>	Title I eligible <sup>2</sup> elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: in the bottom 20 percent of all schools in the State based on proficiency rates; <u>or</u> have not made AYP for two consecutive years.
<b>Tier II</b>	Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.”	Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: in the bottom 20 percent of all schools in the State based on proficiency rates; <u>or</u> have not made AYP for two consecutive years.
<b>Tier III</b>	Title I schools in improvement, corrective action, or restructuring that are not in Tier I. <sup>3</sup>	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are: in the bottom 20 percent of all schools in the State

1 “Persistently lowest-achieving schools” means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

- (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

- (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

2 For the purposes of schools that may be added to Tier I, Tier II, or Tier III, “Title I eligible” schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds).

3 Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to include them in Tier II.

		based on proficiency rates; <u>or</u> have not made AYP for two years.
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