

School Improvement Grants Application

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

Fiscal Year 2010

CFDA Number: 84.377A

State Name: Georgia



U.S. Department of Education
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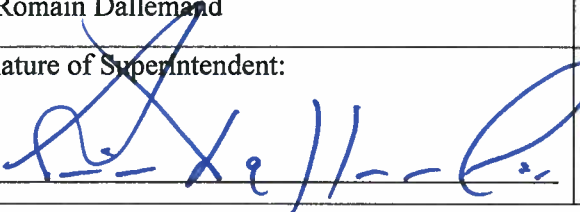
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Cover Page

LEA Name: Bibb County School System	LEA Mailing Address: 484 Mulberry Street Macon, GA 31201
LEA Contact for the School Improvement Grant Name: Dr. Kathy Reese Position and Office: Deputy Superintendent, Teaching and Learning Contact's Mailing Address: 484 Mulberry Street, Macon, GA 31210 Telephone: 478-765-8514 Fax: 478-765-8549 Email Address: kathyreese@bibb.k12.ga.us	
Superintendent (Printed Name): Dr. Romain Dallemard	Telephone: 478-765-8501
Signature of Superintendent: 	Date: 4/14/2011
X <input checked="" type="checkbox"/> The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.	

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LEA Name: Bibb County Schools

Section A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the 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 those schools.

School Name	NCES ID#	Tier I	Tier II	Tier III	Intervention (Tier I and Tier II Only)			
					Turnaround	Restart	Closure	Transformation
Central High School	130042001942	X						X

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LEA Name
Bibb County School System

School Name:
Central High School

Sections B, B-1, and C must be completed for each Tier I and Tier II school applying for this grant. Section B, number 6, Section B-1, and Section C must be completed for each Tier III school applying for this grant.

Section B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

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.

Target Areas for Improvement

Central High School GAPSS Analysis Review – Date: March 1-3, 2011

Correlated to Georgia School Keys and Implementation Resource Guide

Curriculum	Assessment	Instruction
<p>Expand and use written and aligned curriculum documents (e.g., maps, units, scope and sequence document, pacing guides, etc.) and the state curriculum frameworks to support the implementation of the Georgia Performance Standards in all subject areas through an ongoing collaborative school-wide process that involves all teachers. C-1.1</p> <p>Ensure that teachers' collaborative content planning sessions:</p> <ul style="list-style-type: none"> • are scheduled on a regular and frequent basis • address what students should know, understand, and be able to do to master GPS course standards, and • promote depth of understanding and rigor (explanation, interpretation, application, and analysis) and relevance in all course offerings. C-1.3; C- 2.1; C-2.2 <p>Use all administrators, School Leadership Team, and collaborative teams to more actively monitor curriculum, assessment, and instruction through lesson plan review, analysis of student work,</p>		

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classroom observations, and targeted awareness walks. Use the results to provide both meaningful and timely feedback as well as coaching to teachers. C-3.1; C-3.2

Use an organizing framework for instruction to guarantee that there is a shared understanding of what students should know, be able to do, and understand. I-1.1; I-1.2

Implement standards-based instruction by:

- using the language of the standard to emphasize relevance to students throughout the sequencing of the lesson
- using flexible grouping strategies with specific instructional purposes in order to move away from teacher-centered, whole-class instruction to research-based strategies that promote student engagement
- emphasizing higher order thinking skills that result in student work products that show students' achievement of GPS. I-2.1; I-2.2; I-2.4; I-2.5; I-3.1

Increase teacher and student use of technology as an effective teaching and learning tool to reinforce higher-order thinking skills with engaging tasks that offer opportunities for differentiation of instruction. Provide timely technical support so that technology can be used meaningfully and continuously. I-2.7

Engage students in working with teachers to establish challenging learning goals and to evaluate their own performance using benchmark work, anchor papers, posted examples of student work noting areas that meet the standard, rubrics, scoring guides, checklists, and teacher feedback. I-3.2; I-3.3

Support teachers' collaboration to determine desired results for student learning and to develop a more complete, balanced, and consistent approach to assessment that includes a wide variety of assessment types and tasks (e.g., common diagnostic, formative, and summative assessments). A-1.3; A-2.4

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. A-2.1

Continuously collect, analyze, and monitor data (achievement, attendance, and discipline) for all subgroups and special populations to ensure continuous improvement for individual learners, subgroups of students, and the school as a learning community. A-3.1

Central High School is in Macon, GA (Bibb County). It houses grades 9-12, and its current enrollment vacillates between 950-1050 students. Central High is an International Baccalaureate/Fine Arts Magnet School whose magnet population has been on the decline. As of the 2009-2010 school term, Central was classified as a NI-1 school. For the past three years, Central has missed the graduation rate, participation rate, mathematics, and ELA targets. It should also be noted that the percentage of students absent over 15 days over the past three school terms has been around 23%. Since 2006-07, student achievement at

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Central High School has not kept pace with the increase in Annual Measurable Objectives (AMOs) necessary to meet Adequate Yearly Progress (AYP). The AMO for the Enhanced GHS GT in English Language Arts (ELA) increased from 84.7% to 87.7% and will rise to 90.8% in 2011. The AMO for the Enhanced GHS GT in Mathematics from 68.6% to 74.9% and will rise to 81.2% in 2011. Without dramatic improvement in the alignment of curriculum, assessment, and instruction at Central, the results on state mandated standardized assessments will continue to lose ground with respect to similar schools across the state. Our current student performance on state and national standardized assessments shows we have a long way to meet the objectives outlined in NCLB for 2014.

2007-2008			2008-2009			2009-2010		
AYP	Targets Missed	GR	AYP	Targets Missed	GR	AYP	Targets Missed	GR
Adequate DNM	SI	59.9	Adequate DNM	ELA, Math	67.39	DNM	Part.	59.3

2007-2008		2008-2009		2009-2010	
Math AMO 74.9	ELA AMO 87.7	Math AMO 74.9	ELA AMO 89.3	Math AMO 74.9	ELA AMO 87.7
All Students	All Students	All Students	All Students	All Students	All Students
75.9	90.2	64.8	85.4	50.5	82

Data reveal the areas of Math and of ELA to be consistently low. Georgia High School Graduation Tests results in language arts reflect a decline from 2007-2008 from 90.2 to an 82 in 2009-2010. In Math, students scored 75.9 in 2007-2008, fell to 64.8 in 2008-2009, and hit an astounding 50.5 in 2009-2010. This may be reflective of the change from QCC to GPS.

End of Course tests indicate Math 1 and Math 2 students are fairing very poorly, 45% and 41% respectively.

In addition to analyzing lagging data indicators and results from the GAPSS analysis, multiple interviews and community forums were held with stakeholder groups. Student leaders, at risk students, representative teacher groups, parent representatives, and school leaders were interviewed to solicit data as to perceived needs and ideas for creating an exemplary high school. The expectation is that true transformation would take drastic reform and all stakeholders committed themselves to making the difficult decisions to ensure success of implementation. These interviews resulted in several recurring themes. Overall school climate; effective classroom instructional strategies; and safety and discipline emerged as overarching concerns. A need for full implementation of standards based classrooms was apparent with students especially expressing a desire to be actively engaged in the learning process through a variety of teaching strategies that meet individual needs. The instructional staff expressed frustration regarding a lack of common planning time, time for providing additional help for at-risk students, or time for job-embedded professional learning. All stakeholder groups felt that all students needed more options in course offerings, with additional emphasis being placed on foreign languages, credit recovery, credit repair, remediation of un-mastered skills, test-taking skills, accelerated courses,

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and vocational partnerships.

- d) Provide rationale for the intervention model selected.

After review of the requirements of all intervention models, the Transformation model was chosen as the intervention model for Central. Central High School's principal was replaced by Mr. Jeff Homan in July 2009. Mr. Homan was directed to open a new building and transform the school. Mr. Homan took the challenge of transformation, has served as the principal for 1.5 years and was instrumental in opening a new Central High School building (dedicated November 1, 2009) on the existing Central campus. Commendations from the GAPSS Analysis (March 1-3, 2011) regarding leadership under Mr. Homan noted the effective use of regional and state resources to provide support for positive change and enhance the academic program; ensuring a safe learning environment for students and staff through the development and sustained implementation of consistent policies, practices, and procedures; and maintaining high visibility in the school. Mr. Homan is a proven leader who is results-driven, possessing relationship and influence skills. In addition, he has an open mind about ways to improve student learning and exhibits a readiness for change and knowledge to do what works to transform Central High School. Because Mr. Homan has been at Central less than three years and there are noted improvements under his leadership, he will remain as the principal during the SIG transformation process.

- 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 Bibb County School District has the capacity to provide adequate resources and related support to Central High School in order to implement, fully and effectively, the required strategies of the School Improvement Grant Transformation Model. The district has the staff, the will, inside and outside resources, and the flexibility needed to transform Central High School. The application process for Central has been one of district, school, and stakeholder involvement. The school system is committed to the successful implementation of Central's school improvement grant, the professional growth of teachers and administrators, and the improved achievement of students. Specific sources for support have been explored at the school and district level. School Board members have eagerly embraced the opportunity to create a sense of urgency for school and district transformation. Upon implementation of the first SIG grants in Bibb County in 2010, the Board demonstrated their support by approving a mandatory Memorandum of Understanding for all certified staff, which outlined specific performance expectations and requested a similar Memorandum of Understanding for themselves. The Board also committed in 2010 (and continues this commitment with Central High School) to being flexible in removing barriers that could hinder the improvement process, including reviewing any local board policies that might restrict the ability of SIG schools to implement requirements of the Transformation Model. The Memorandums of Understanding, approved by the Board in 2010, will also be mandatory for Central High School staff and were distributed with contracts in the Spring of 2011.

The central office will provide support, monitoring, and a foundation for sustainability through the superintendent and his administrative staff. Staff, facilities, funding, services, and other resources will be devoted exclusively to the management contracting function of the School Improvement Grant. Central office administrative staff will sign a Memorandum of Understanding to ensure clear communication of their commitment of support and willingness to remove surmountable barriers for the successful implementation of the SIG contract with Central. Specific personnel to be involved in this process include

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subject-area coordinators (mathematics, science, and English/language arts) and directors (Title I, Gifted, and Special Education). They will work with the school in multiple ways including developing common assessments, conducting walk-throughs with follow-up feedback sessions, providing demonstration lessons, and facilitating professional learning study groups (based on analysis of data and identified needs). Central will be provided sufficient operational flexibility to fully implement a comprehensive approach to substantially improve student outcomes.

Other central office personnel will provide specific assistance including oversight and support for human and fiscal accountability. The system's human resources office will recruit and hire staff that meet highly qualified standards, agree to and sign the Memorandum of Understanding and demonstrate willingness to be held to a higher level of accountability for student learning. Senior staff will provide support to the principal through aligned professional development and coaching identified in the principal's individual growth plan. The Title I Director will regularly monitor interventions and will work with the Director of Accounting to provide reports of expenditures associated with the implementation of the SIG. The Transportation Department will work with the SIG schools to provide transportation for all students including accommodating after school and Saturday transportation for extended learning time.

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

The principal will hire a graduation coach and a math coach through Race to the Top funds. Using SIG funds, academic coaches in language arts, science, social studies, and special education will be hired. The academic coaches will work with the teachers and principals to deliver professional development: work with professional learning communities; collaborate with teams of teachers regarding student data, Response to Intervention (RtI), lesson planning and assessment development; and conduct model lessons. They will also be actively involved in the implementation of CLASS Keys or the assessment model determined by Race to the Top. Two other positions will be initialized: an RtI Coordinator and a Parent Involvement Coordinator. These positions will play a vital role in implementing RtI with consistency and fidelity, which should help address the concerns about discipline and attendance. The Parent Involvement Coordinator will play a pivotal role in family and community involvement with our students. Close contact with families will help eliminate some of our discipline and attendance issues as well. Finally, they will have the responsibility of working with teachers to ensure professional development implementation and the fidelity of strategies and methodology. Monitoring fidelity and implementation will take place through walk-throughs, data collection and evaluation, collaboration meetings, and through individual meetings with teachers. In addition, the academic coaches will ensure that technology is included in the daily lessons of the teachers and that it is used efficiently and correctly. Engaging students with technology will also contribute to the overall climate and expectations of the entire school, as well as improve discipline and attendance. All of these positions will report to the principal.

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

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

The following guiding questions can be used to respond:

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

The LEA is applying to serve each Tier I school. Hutchings Career Academy, Northeast High School, Rutland High School, and Southwest High School applied for SIG funds in 2010-11. Central High School is being served through Race to the Top and is also applying for SIG funds.

3. Complete the appropriate portion of Attachment 2 (2a: Turnaround Model, 2b: School Closure Model, 2c: Restart Model, 2d: Transformation Model) that corresponds to the model selected for each Tier I and Tier II school. Attachment 2 addresses the LEA's actions it has taken, or will take, to:

- a. Design and implement the interventions consistent with the final requirements of the model selected for each school.
- b. Recruit, screen, and select external providers, if applicable, to ensure their quality.
- c. Align other resources with the interventions.
- d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.
- e. Sustain the reforms after the funding period ends.

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.

N/A for Bibb County.

8. The LEA must describe and provide evidence of how it has consulted with relevant stakeholders

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(e.g., parents, community representatives, business and industry leaders, school staff, school council members, students, higher education leaders, etc.), as appropriate, regarding the LEA's application and plans for implementation of school improvement models in its Tier I and Tier II schools.

During the March 2011 GAPSS Analysis, student leaders, at risk students, representative teacher groups, parent representatives, and school leaders were interviewed to solicit data as to perceived needs and ideas for creating an exemplary high school. The expectation is that true transformation would take drastic reform, and all stakeholders committed themselves to making the difficult decisions to ensure success of implementation. These interviews resulted in several recurring themes. Overall school climate; effective classroom instructional strategies; and safety and discipline emerged as overarching concerns. A need for full implementation of standards-based classrooms was apparent with students especially expressing a desire to be actively engaged in the learning process through a variety of teaching strategies that meet individual needs. The instructional staff expressed frustration regarding a lack of common planning time, time for providing additional help for at-risk students, or time for job-embedded professional learning. All stakeholder groups felt that all students needed more options in course offerings, with additional emphasis being placed on foreign languages, credit recovery, credit repair, remediation of un-mastered skills, test-taking skills, accelerated courses, and vocational partnerships.

A stakeholder input meeting was held on April 11, 2011 to announce the SIG grant opportunities and to get feedback. A survey was provided to the community through the school website. A Parent Connect phone message and email were sent to all stakeholders listed in the Central Student Information System requesting input. The meeting allowed parents and other stakeholders an opportunity to learn more about the grant process and ask questions, then provide feedback regarding the direction of the grant. In general, the meeting was positive, and those parents in attendance were appreciative of the opportunity to provide input.

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Section B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:

The LEA must describe preliminary activities that will be carried out during the pre-implementation period to help prepare for full implementation in the following school year, including a proposed budget to support these activities. *(For a description of allowable activities during the pre-implementation period, please refer to Section J of the FY 2010 SIG Guidance.)*

1. The LEA activities and proposed budget should include the following elements:
 - The first year budget includes funds to cover preparatory activities carried out during the pre-implementation period. (See budget templates Attachments 4 and 4a)
 - The funds for the first year cover full and effective implementation through the duration of the 2011-2012 school year, in addition to preparatory activities carried out during the pre-implementation period
 - The pre-implementation activities:
 - Are reasonable and necessary.
 - Are allowable
 - Directly related to the full and effective implementation of the model selected by the LEA.
 - Address the needs identified by the LEA.
 - Advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools.
 - Adequately prepare the school and district leaders to effectively and fully implement the selected model.

Five days of pre-implementation planning during the summer of 2011 will be needed for the Central Leadership Team. The Leadership Team consists of the Principal, two Assistant Principals, ten Department Chairpersons, two Academic Coaches, one Counselor, one Media Specialist, one Graduation Coach, and one AP Coordinator.

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

1. The LEA must provide a budget (Attachments 4, Budget Detail, and 4a, Budget Template) –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 activities, including pre-implementation activities, designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools.
 - c. Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

Note: An LEA’s budget should cover three years of full implementation 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. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

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 or no more than \$6,000,000 over three years.

*See attached Excel spreadsheet

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

The LEA must assure that it will:

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

Bibb County Schools agrees that it will adhere to the assurances listed above.

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.

- "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.

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Attachment 1c - High School Profile

LEA Name: Bibb County Schools
 School Name: Central High School
 Grades: 9-12
 School Enrollment Total: 982

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

SCHOOL DATA									
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013		
AYP status	M	Adequate DNM	Adequate DNM	DNM					
AYP targets the school met	Part., ELA, Math, SI	Part., ELA, Math	Part., SI	Part.					
AYP targets the school missed	0	SI	ELA, Math	ELA, Math, SI					
School improvement status	0	0	0	NI-1					
Number of days within the school year	180	180	180	108					
Number of minutes within the school day	420	420	420	420					
Number of minutes within the school year	75,600	75,600	75,600	75,600					

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Attachment 1c - High School Profile

STUDENT OUTCOME/ACADEMIC PROGRESS DATA									
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013		
Percentage of limited English proficient students who attain English language proficiency									
Graduation rate (percentage)		59.9	67.3	59.3					
Dropout rate (percentage)		7.1	7.2	8.0					
Student attendance rate (percentage)		21.3	24.7	20.3					
Number of students completing advanced coursework (AP)				186					
Percentage of students completing advanced coursework (AP)				17.3%					
Number of students completing advanced coursework (IB)	29	33	24	33					
Percentage of students completing advanced coursework (IB)	76%	97%	92%	82%					
Number of students completing advanced coursework (early-college high schools)	NA	NA	NA	NA					
Percentage of students completing advanced coursework (early-college high schools)	NA	NA	NA	NA					

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Attachment 1c - High School Profile

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of students completing advanced coursework (dual enrollment classes)	NA	NA	NA	NA			
Percentage of students completing advanced coursework (dual enrollment classes)	NA	NA	NA	NA			
College enrollment rate	NA	NA	NA				
Number of discipline incidents coded as 900 as reported to state		13	11	9			
Number of truants							
Teacher attendance rate	97%	97.2%	96.2%	NA			

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Attachment 1c - High School Profile

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

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Attachment 1c - High School Profile

GHSGT Spring First-time 11th Grade Test-Takers English Language Arts Percent of Students Who Met or Exceeded									
Subgroups	N 2009-2010	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	
FAY Students with Test Scores	211	89.7	90.2	85.4	82				
Percentage Black	176	87.8	88.6	82.4	79				
Percentage White	27	100	97.4	97.1	100				
Percentage Hispanic									
Percentage Asian									
Percentage American Indian									
Percentage Multiracial									
Percentage Students with Disabilities	15	33.3	45.5	30	40				
Percentage Economically Disadvantaged	150	80.5	86.1	77.1	77.3				

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GHSGT Spring First-time 11th Grade Test-Takers English Language Arts								
Student Participation Rate								
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	
Percentage Black	99	95.4	98.8	98.9				
Percentage White	100	97.6	100	93				
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities	95	86	100	94				
Percentage Economically Disadvantaged	98	96.3	98.3	98.7				

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Attachment 1c - High School Profile

GHSGT Spring First-time 11th Grade Test-Takers Mathematics									
Percent of Students Who Met or Exceeded									
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	
FAY Students with Test Scores	212	70.1	75.9	64.8	50.5				
Percentage Black	177	61.6	67	59.5	42.9				
Percentage White	27	93.5	97.6	85.7	85.2				
Percentage Hispanic									
Percentage Asian									
Percentage American Indian									
Percentage Multiracial									
Percentage Students with Disabilities	16	13.3	41.7	30	18.8				
Percentage Economically Disadvantaged	151	50	60.3	52.4	39.7				

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

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Attachment 1c - High School Profile

GHSGT Spring First-time 11th Grade Test-Takers Mathematics							
Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011***	2011-2012	2012-2013
Percentage Black	98	97	99.4	98.9			
Percentage White	100	100	100	93			
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities	100	93	100	94			
Percentage Economically Disadvantaged	97	98.8	99.2	98.7			

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Attachment 1c - High School Profile

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

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

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

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Attachment 1c - High School Profile

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

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

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Attachment 2d - Transformation Model

LEA Name: Bibb County Schools
School Name: Central High School

The LEA must:

A1. Replace the principal who led the school prior to commencement of the transformation model.		
<p>Actions:</p> <p>After review of the requirements of all intervention models, the Transformation model was chosen as the intervention model for Central. Central High School's principal was replaced by Mr. Jeff Homan in July 2009. Mr. Homan was directed to open a new building and transform the school. Mr. Homan took the challenge of transformation, has served as the principal for 1.5 years and was instrumental in opening a new building (dedicated November 1, 2009) on the Central campus. Commendations from the GAPSS Analysis (March 1-3, 2011) regarding leadership under Mr. Homan noted the effective use of regional and state resources to provide support for positive change and enhance the academic program; ensuring a safe learning environment for students and staff through the development and sustained implementation of consistent policies, practices, and procedures; and maintaining high visibility in the school. Mr. Homan is a proven leader who is results-driven, possessing relationship and influence skills. In addition, he has an open mind about ways to improve student learning and exhibits a readiness for change and knowledge to do what works to transform Central High School. Because Mr. Homan has been at Central less than 3 years and there are noted improvements under his leadership, he will remain as the principal during the SIG transformation process.</p>	<p>Timeline:</p> <p>Spring 2011</p>	<p>Budget:</p> <p>N/A- Locally funded</p>

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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.

<p>Actions:</p> <p>CLASS Keys and Leader Keys, or the models required by Race to the Top, will be used to evaluate teachers and administrators. The initial training for both instruments was done in the Spring of 2011, as Central is a Race to the Top School in addition to being eligible for a SIG grant. Both instruments require pre-conferences with stakeholders to design and develop evaluations that take into account data on student growth as a significant factor. Other factors such as multiple observation-based performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates will be included as CLASS Keys and Leader Keys are implemented.</p>	<p>Timeline:</p> <p>Spring 2011-Fall 2011</p>	<p>Budget:</p> <p>N/A- Substitutes for CLASS Keys/or the models required by Race for the Top are budgeted in Race to the Top for Central High School</p>
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- A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

<p>Actions:</p> <p>Identify and reward school leaders, teachers, and other staff: At the conclusion of each school year, staff shall be rewarded for meeting minimum academic achievement indicators as outlined in the grant. As the challenge of increasing scores becomes more difficult each year, the additional incentives for school leaders, teachers, and other staff will increase to address the challenge. All certified employees will be eligible to receive incentive pay in amount of \$700 year 1; \$1500 year 2; \$2500 year 3 when the school meets the Annual Achievement Goals for SIG: 5% increase in the graduation rate, 5% for Reading/English Language Arts, and 5%</p>	<p>Timeline:</p> <p>2011-2014</p>	<p>Budget:</p> <p>Budget: \$513,000- Salary for 3 years;</p> <p>\$42,066 Benefits for 3 years</p>
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increase for Mathematics on EOCT courses and GHSGT.

Classified staff will also be rewarded incentives for additional time and effort spent on the increased school days and responsibilities when the school meets the Annual Achievement Goals for SIG: 5% increase in the graduation rate, 5% for Reading/English Language Arts, and 5% increase for Mathematics on EOCT courses and GHSGT. Classified employee bonuses/incentives will be \$500 for year 1, \$1000 year 2, and \$1500 year 3.

Plan for removal, if necessary: The Bibb County Board of Education is committed to high quality staff in all schools. There is an At-Risk process in place that begins early in the school year. Through this process, a principal can ask request assistance from the Central Office for employees who need to improve professional practice immediately upon detecting a concern. Professional learning, peer observations, classroom walk-throughs, etc. are some interventions provided. Documentation and due process are monitored. An employee who has been given ample opportunity to improve, but has not done so, either is terminated immediately or not offered a contract for the following year.

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<p>The academic coaches, RTI Coordinator and Parent Involvement Coordinator will have key roles in providing 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.</p> <p>They will work with professional learning communities; collaborate with teams of teachers regarding student data, Response to Intervention, lesson planning and assessment development; and conduct model lessons. They will monitor the implementation of a Standards-based classroom, emphasizing the student's ability to apply and retain what they have learned. They will also be actively involved in the implementation of CLASS Keys. Finally, they will have the responsibility of working with teachers to ensure professional development implementation and the fidelity of strategies and methodology. Monitoring fidelity and implementation of practices learned through professional learning will take place through walk-throughs, data collection and evaluation, collaboration meetings, and through individual meetings with teachers.</p> <p>Professional development will focus upon leadership development, data analysis, standards-based instruction, differentiation, rigor, math content and pedagogy, literacy instruction, CLASS keys/assessment determined by Race to the Top, and the integration of technology over the next three years.</p> <p>Professional learning will take place during planning time, during the school day on professional learning days, and before and after the school day and year.</p> <p>In planning for the Race to the Top application,</p>		<p>Budget:</p>
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<p>funding was reserved to address many of the same areas addressed through SIG. Race to the Top funds for Central High School will cover the professional learning activities listed below and in detail in the chart in the Appendix page 55. These include:</p> <ul style="list-style-type: none"> ✓ GaDOE Leadership Training(RT3) ✓ Data Analysis Training (RT3) ✓ AP Certification (RT3) ✓ Class Keys (RT3) ✓ Teaching in the Block (RT3) ✓ Active Literacy Training (RT3) ✓ Math Exemplars Training (RT3) ✓ Math Forward Training (RT3) ✓ America’s Choice Math Support (RT3) ✓ Gifted Endorsement Training (RT3) ✓ Teacher Weekly Collaboration (RT3)- 2 hours per week ✓ America’s Choice Math Support (RT3)- Year 2 & 3) 	<p>2011-2014</p> <p>2011-12</p> <p>2011-12 on-going during teacher planning</p> <p>2011-2014 on-going during teacher planning</p> <p>2012 Early Return</p>	<p>N/A for SIG- Funded through RT3</p> <p>Budget-</p> <p>Books & Supplies for Professional Learning-\$33,600 over 3 years</p>
<p>The Appendix also contains a chart of Professional Learning Activities funded through this SIG grant. Central High School plans to use SIG funds for the following:</p>	<p>2011-2014</p>	<p>Teacher Stipends Tech Training- \$129,600 for 3 years; Benefits-\$10,626 for 3 years</p>
<p>Integrating Technology</p>	<p>2011-2014</p>	<p>Stipends- Curr Mapping \$5280 for year 1; Benefits-\$433 for year 1</p>
<p>Curriculum Mapping/Benchmark Assessment Training</p>	<p>2011-2013</p>	<p>N/A</p>
<p>Standards-Based Instructional Strategies</p>	<p>2011-12</p>	<p>N/A</p>
<p>Lexile Training</p>	<p>2011-12</p>	<p>N/A</p>
<p>Understanding Poverty</p>	<p>2012-14</p>	<p>Consultant Understanding Poverty-\$40,000 for 2 years- Years 2 & 3</p> <p>Stipend for Under. Pov.- \$43,200 for Years 2 & 3; Benefits \$3542 for Years 2 & 3</p>

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Preliminary Planning Year One	June 2011	Stipend for Preliminary Planning Year One- \$12,000
Leadership Team Planning Years 2 & 3	2012-14	Stipend for Leadership Team Planning Yrs. 2 & 3- \$24,000

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

Actions:

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

As a requirement of employment, all Central High School teachers and classified personnel will be required to work extended hours to allow for extended learning time for students, collaborative teacher planning time, job-embedded professional learning, and parent and student conferencing.

Teachers will receive stipends at a rate of \$200 per PLU or \$20 per hour for participating in professional learning opportunities and staff planning sessions held on off-contract days.

Teachers will receive their state rate of pay for teaching during extended learning time.

A performance culture where each member learns from others will be promoted. Teachers will be provided the opportunity to serve as coaches for each other, observing their peers against clear criteria, providing specific, non-threatening feedback.

In any system that rewards school faculty for

Timeline:

2011-2014

Budget:

N/A

Addressed in A-4
Professional Learning

Addressed in A-8
Schedules & Strategies

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<p>increasing student achievement and the graduation rate, the first concern is how to formulate a reward system that is both fair and equitable. To ensure fairness and equitability, the school staff will be trained in CLASS Keys or the accountability measure mandated by Race To the Top during the 2011-2012 school year. This will ensure that the incentive and reward system measures student achievement consistently with all certified staff members in the implementation of GPS through standards-based instruction. In order to document achievement gains, measurable goals will be set for all teachers in all disciplines.</p> <p>At the conclusion of each school year, certified staff shall be rewarded for meeting minimum academic achievement indicators as outlined in the grant. Those who are certified will be eligible to receive incentive pay in amount of \$700 year 1; \$1500 year 2; \$2500 year 3 when the school meets the Annual Achievement Goals for SIG: 5% increase in the graduation rate, 5% for Reading/English Language Arts, and 5% increase for Mathematics on EOCT courses and GHSGT. (This is also in A3, pages 26-27)</p> <p>Classified staff will also be rewarded incentives for additional time and effort spent on the increased school days and responsibilities when the school meets the Annual Achievement Goals for SIG: 5% increase in the graduation rate, 5% for Reading/English Language Arts, and 5% increase for Mathematics on EOCT courses and GHSGT. Classified employee bonuses/incentives will be \$500 for year 1, \$1000 year 2, and \$1500 year 3. (This is also in A3, pages 26-27)</p> <p>Central High will use SIG funds as incentives to attract teachers to hard-to-staff subjects. Math and Science teachers will receive a signing bonus of \$2000 during 2011-12; \$3000 for 2012-13; and \$4000 for 2013-14. The incentive increases as the end of the grant approaches, thus a higher sense of urgency to find the best teachers.</p>		<p>Budget previously addressed in A-3</p> <p>Bonuses for 3 years- \$36,000; Benefits for 3 years- \$2952</p>
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A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

Actions:

Ninth Grade Academy- Gender Separated

Central High data show a need for improving the graduation rate and improving instruction in mathematics and English/language arts. Previous years CRCT scores and RtI have been examined and used to identify incoming ninth graders who need remediation in mathematics and English/language arts. Using this data, we have determined we need to remediate approximately 140 students, primarily in reading and math, but also social studies and science. With the additional teachers, we would like to gender group these students with a Reading Specialist, a math remediation teacher, a science remediation teacher, and a social studies remediation teacher. Within these classes, students will be monitored very closely, and all teachers will work to increase lexile abilities to help these students transition into the general high school population more successfully. An additional benefit to the entire 9th grade class is that the children who are often behavior problems because they cannot keep up will no longer be in the classes with those who are on grade level to cause disruption in instruction. This instruction will be over and above after school remediation and it will allow students to obtain academic credits. The extra support provided by this academy will be beneficial to keeping students in school who might otherwise get frustrated and drop out of school.

These students will get double-doses of English and math. Classes will be gender separated (Parker, Lesley H. & Leonie J. Rennie, Curtin University of Technology *International Journal of Science Education*, 2002, Vol. 24, No. 9, pp. 881 – 897).

Two mathematics teachers and two English/language arts teachers will be hired for the 9th grade academy. In order to address the sustainability when the grant is over, by the year 2013-14, it is our belief students will be back on track and additional teachers will not be needed.

Timeline:

2011-2014

4 Additional Teachers
for 9th Grade
Academy- Salary:
\$780,000 for 3 years;
Benefits-\$288,600 for
3 years

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<p>Central's Leadership Team will meet regularly with Miller Middle School's Leadership Team (feeder middle school) to review data, and plan and prepare students for the upcoming 9th grade year.</p> <p>The goal is for each student to be prepared to take Math I and English 9 during the 2nd semester of a block schedule. Read 180 (funded through Race to the Top), a school-designed math remediation program, and the Math Navigator System will be used during the 9th grade academy classes. Additionally, a study skills course will be put into place for any further remediation needed. Read 180 has been proven effective by the U.S. Department of Education (Washington, DC: Policy Studies Associates (PSA), Inc).</p> <p>Summer Bridge Additional support for the 9th Grade Academy will be garnered through the Summer Bridge program, funded through Race to the Top, will begin in July 2012. Ninth graders will begin their school year five days earlier than other students. Counselors and teachers will meet with rising ninth grade students and their parents over the summer prior to school to engage in academic planning. Team building activities, goal setting, and an overall introduction to the high school will help to build a foundation for their new high school experience. The students will meet and work with their academic teachers and have an accelerated overview of what they will be studying during the first quarter with explanations about how their learning connects to future academic requirements and opportunities beyond high school.</p>	<p>2012-2014</p>	<p>Budget for Summer Bridge covered in Race to the Top</p>
<p>Other Academic Data Points Though much of the focus appears to be centered on the 9th graders, we are fully aware that remediation in the school day is necessary and vital for 10th-12th graders. Through continued use of the progress monitoring process in RtI, we will continue to work with these 10th – 12th grade students to establish research based strategies for their success, such as utilizing organizational/mapping skills, teaching test-taking strategies, and embedding study skills in class time. We will also work with 10th-12th grade students through advisement, counseling services, and remediation in areas of need. Student</p>	<p>2011-2014</p>	<p>Budget- Addressed in Professional Learning A-4</p>

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<p>achievement in the area of reading has been decreasing over the past 3 years, and science and social studies achievement scores on the GHSGT indicate a weakness in science and social studies. Mathematics has been a struggle for Central students with only 45% of the students meeting expectations. With the AMO rising each year in math, it will be critical to provide math support to all students who need it, grades 9-12.</p> <p>To improve student achievement in all grade level classrooms and on high-stakes tests, the right questions need to be asked and the right data collected. An education framework will be established which will result in academic growth for students. By using a framework for instruction, the teachers can make better instructional decisions and improve student achievement on a continuing basis.</p> <p>The framework has three major components:</p> <ul style="list-style-type: none"> • Curriculum mapping and alignment: What are we going to teach? • Curriculum benchmarking: Did students master the content? • Differentiation: What teaching methods are best for each student? <p>Curriculum Mapping and Alignment Instruction will be based on the Georgia Performance Standards. Teachers will follow the subject pacing guide within each department to ensure that students have equal access to content, resources, and information. Teachers will participate in professional learning during common planning time and after-school collaboration time. After-school collaboration time will be funded through Race to the Top.</p> <p>Use of Data Data will be used to plot progress, plan and execute instructional interventions, report results, and hold students, teachers, administrators, and school system accountable. Common assessments, both during and after units of study will allow teachers to monitor the academic progress of students. It will allow teachers to identify students who have mastered skills and those who have not. Assessments will be aligned with the GPS will allow teachers to collect data throughout the</p>	<p style="text-align: center;">2011-2014</p> <p style="text-align: center;">2011-2014</p>	<p style="text-align: center;">Budget- Addressed in Professional Learning A-4</p> <p style="text-align: center;">Budget- Addressed in Professional Learning A-4</p> <p style="text-align: center;">Budget- Addressed in Professional Learning A-4</p>
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<p>school year. The data will inform teachers, plan remediation, tutoring and enrichment.</p> <p>As teachers review the assessment data, adjustments will be made in instruction and planning. Differentiated instruction will be planned to allow students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes based on student needs. The data will assist in Response to Intervention, providing specific needs to individual students. The integration of technology will be a valuable tool in helping teachers differentiate instruction for students based on their individual needs, especially as we make plans to implement a blended learning model similar to the state model being implemented at Westside High School in Macon, GA. Therefore, we are researching blended learning management programs.</p> <p>Research has shown that students are highly-engaged in learning through this model. http://old.jazanu.edu.sa/deanships/e-learning/images/stories/B.pdf</p> <p>http://net.educause.edu/ir/library/pdf/ERB0407.pdf</p> <p>Data driven decisions allow teachers to accurately point out problems, identify students needing intervention, and find solutions. Teachers will participate in professional learning during common planning time and after-school collaboration time. After-school collaboration time will be funded through Race to the Top.</p> <p>Improving Instructional Content and Practice through the Integration of Technology (Blended Learning)</p> <p>Technology plays a fundamental role in changing teaching and learning and preparing students to live and work in the 21st century. Technology can be used for practical and contextual solutions, including: providing access to engaging and rigorous digital content; improving teacher effectiveness; using real-time, on-going data to individualize instruction; creating data and accountability systems to measure student and system performance; and developing supportive</p>	<p style="text-align: center;">2011-2014</p>	<p>Budget:</p> <p>Smartboards, mounting sets, storage carts, netbooks, and other technology needs- \$798,128 over 3 years</p> <p>Curriculum Management Tool support; set up and consultant-\$20,550 over 3 years</p>
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<p>communities that foster the home, school and community connection.</p> <p>Twenty-first century learning environments promote interactive learning, higher level thinking skills and student engagement, whether students are learning math, writing, reading, science or history. Therefore, we are researching blended learning management programs.</p> <p>The use of netbooks, blended learning curriculum management, and calculators will provide tools to assist our students become more successful learners. This technology will serve as a catalyst to engage our students as well as our teachers.</p> <p>Professional Learning Job-embedded professional learning is integral to the success of this grant. In order to guarantee fidelity and assurance that the professional learning topics are being implemented in the classroom, frequent observations, ewalks, and other monitoring tools will be used to ensure the effectiveness of the professional learning. Academic coaches, administrators and peers will work together to maintain the integrity of all professional learning. Teacher logs, professional learning plans, and discussions will be among the strategies to monitor professional learning. Collaborative planning time will be a prime opportunity to discuss professional learning strategies that were helpful and those that were not. Data will constantly be monitored to see which professional learning activities were most profoundly effective to student improvement. Data teams will review the data as well, to come up with school wide plans for improvement.</p> <p>RtI An RtI Coordinator will be hired. Along with other duties and responsibilities, this person will oversee the RtI process. The RtI team will consist of all counselors, academic coaches, the RtI coordinator and the Parent Involvement Coordinator. This team will meet weekly to discuss students who are on RtI, review progress monitoring and make sure teachers are monitoring with fidelity. The county has a mandated RtI procedure. The RtI flow chart is attached to the addendum of this document.</p>	<p style="text-align: center;">2011-2014</p> <p style="text-align: center;">2011-2014</p>	<p style="text-align: center;">Budget: Addressed in A-4</p>
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<p>Additional Literacy Instruction Through Lexile Training</p> <p>Reading is central to learning in school, in the workplace, and in everyday life. How well children read sets the foundation for their future success. All content-knowledge teachers can help their students become better content readers by using reading strategies. Research has shown that when students are given instruction in strategies, they make significant gains on measures of reading comprehension over students trained with conventional instruction. Using Lexiles to help students find materials at the appropriate reading levels will make reading more pleasurable for all students. Teachers will be trained in the use of Lexiles and other reading strategies by the English/Language Arts Academic Coach during their planning time and during after-school collaboration time.</p>	<p style="text-align: center;">2011-2014</p>	<p>Budget for Lexile Training: Covered in Race to the Top</p>
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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:

Teachers must receive training in disaggregating data and viewing data from the perspectives of overall data, data by subpopulations, data their own teaching directly impacted, and data for the individual students they are currently instructing. A critical component to data training will involve setting school improvement goals and conducting root causal analyses based on needs identified through data disaggregation. Once identified, the instructional staff must then understand implications for planning, monitoring, and adjusting the instructional program based on a triangulation of results.

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

- Establish and utilize a common benchmark assessment process to drive collaborative instructional planning and to assist in identifying and grouping at-risk students
- Focus on increasing the utilization of the Leadership Team to drive the instructional decisions of the school

To ensure that student data is reviewed regularly and used to inform instructional delivery decision, the data-based decision-making process at Central must be formalized. The RtI Coordinator will ensure the following processes will be put in place:

- Staff training on data- redelivery by Leadership team that attended GADOE Leadership Summer Institute.
- Disaggregate data to identify gaps in student learning
- Use formative and summative assessments of student learning

Timeline:

2011-2014

Budget:

Addressed in A-3

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<p>Several sources of data will be used to determine whether students are making progress and instruction has been effective. Teachers will use data to inform changes in their instructional planning and delivery, which will be facilitated by Academic Coaches</p> <p>The RtI Coordinator and Academic Coaches will work with teachers collaboratively to assist in designing assessments that measure student understanding of the GPS. Teachers will examine samples of student work, results from unit tests, results from quizzes, and mid-terms tests. Grade distribution reports will also be reviewed to determine whether progress is made and student achievement goals are being met.</p> <p>Thinkgate benchmark data and Aimsweb universal screener data will be used as tools to create and monitor benchmark tests and other assessment data at the classroom level, school level, and district level. This application will store information from multiple data sources and differentiate between students' misunderstandings in application or basic skill knowledge. This tool will compare learning from classroom to classroom, enabling collaboration to focus on student achievement as well as effective instructional practices. Benchmark and formal tests can be designed with specific elements of standards taught in a given time. This data will then be used to identify specific skills in need of remediation for specific students as well as to identify students who need acceleration. Response to Intervention (RtI) will be monitored utilizing Aimsweb and Thinkgate. These programs will be utilized to progress monitor all Ninth Grade students in reading and mathematics. In addition, the Graduation Coach from Central High School and the 8th Grade counselor from Miller Middle School will collaborate to facilitate a smooth transition for students within the RtI process.</p> <p>PSAT, SAT, and ACT score reports will also be reviewed and analyzed to determine student instructional needs and appropriate instructional adjustments.</p>	<p>2011 – 2014</p> <p>Year 1 2011-2014</p>	<p>Budget N/A</p> <p>Thinkgate and Aimsweb are funded through the Curriculum Department</p>
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<p>Ongoing data</p> <p>The following should be considered based on the results of year one:</p> <ul style="list-style-type: none"> ▪ Continued professional development on using a standards based classroom ▪ Enhancing the proficiency of the data team through additional professional learning opportunities, possible expansion of the team itself, and additional areas of responsibilities. <p>The Leadership team will move into advanced data interpretation by:</p> <ul style="list-style-type: none"> • Examining multi-year data for trends among grades or groups of students. • Using multiple measures to triangulate evidence of trends, strengths and/or weaknesses. • Using multiple measures of student performance to triangulate evidence of students' learning needs. 	<p>2011-2014</p>	
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<p>A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).</p>		
<p>Increased learning time will be offered to all students 2 days per week, 2 hours per day and 3 hours on Saturdays for 30 weeks during the school year. Transportation will be provided. In addition, Summer Opportunities will be available. The Extended Learning Time will provide opportunities for students to earn additional credits, receive graduation/career counseling, recover credits and attendance, work on International Baccalaureate extended essay, participate in mock trial team, math team, Key Club, science fair project preparation, Book Club, Socrates Organization, music classes, etc. The Extended Learning Time was applauded by IB and Fine Arts Magnet parents and students as a way to increase rigor and opportunities. The Race to the Top budget covers 10 teachers for the Extended Learning Time during the week.</p>	<p>2011-2014</p>	<p>Budget</p> <p>Teacher Salary- \$446,400 over 3 years</p> <p>Teacher Benefits- \$36,606 over 3 years</p> <p>Transportation Salary- \$21,060 over 3 years</p> <p>Transportation Benefits- \$1728 over 3 years</p>

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<p>Embed sustainable family, school, and community engagement initiatives in school improvement work to increase student achievement.</p> <p>Increase communication between home, school and community through training and collaborative activities that meet the needs of families.</p> <p>The principal and Parent Involvement Coordinator will name a School, Family, and Community Partnerships Team to provide leadership in this area and develop a plan to increase parent, family and community engagement that includes, but may not be limited to:</p> <ul style="list-style-type: none"> • Missions and vision for school, family, and community partnerships • Guidelines for membership, roles, responsibilities • Measurable outcomes • Accountability measures • Learning and engagement opportunities for staff and parents <p>The Parent Involvement Coordinator and principal will lead the team. A critical function of the team will be to design, plan and provide professional development on family and community engagement researched based practices. These professional development experiences will enhance the school staffs' ability to engage families from diverse backgrounds and parents' abilities to engage effectively with the school and support students' learning.</p> <p>As a result of this team's work, the staff will engage families and community representatives more frequently, more meaningfully, more intentionally and more strategically to increase student learning at school, at home, and in the community. Through this work, over the three year period, representatives of families and the general school community will be included in school decisions, planning, activities, visioning, communication, and other school-related activities. This will allow Central High School to tap into valuable community resources that can help improve the school. The</p>		<p>Funding addressed in A8</p>
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<p>school staff will also learn how to create and maintain a more welcoming environment for everyone.</p> <p>An action plan should be available for review by beginning of the 2011 school year which will include an outline of goals, objectives, timelines and outcomes. A communication plan and a plan for Parent Programming will be included.</p> <p>Parent Workshops will be planned during the same Saturdays that students will be participating in extended learning time. Parents will be provided transportation.</p> <p>Parents will also be able to access services through a new Parent Welcome Center that will be developed as part of the new Superintendent's transition plan into the district. Additionally, the Parent Involvement Coordinator will be the onsite person to provide services. Sustainability for this job is not an issue. Once the school has achieved its desired status as a successful school, many safeguards will have been put into place by these staff members.</p>		
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Attachment 2d - Transformation Model**

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.

Actions:	Timeline:	Budget:
Central High School will have sufficient operational flexibility to determine how to best meet the needs of its students. Teachers will participate in professional learning opportunities beyond their regular contracted days. These opportunities are covered in A-4, Professional Development.	2011-2014	Covered in A-4 Professional Development
In addition, Leadership Team Members will return prior to pre-planning for 5 days to prepare for the upcoming year, analyze data, schedule for maximum use of instructional time, etc.	2011-14	Leadership Team- 5 days planning for 3 years- Salary- \$36,000 Benefits-\$2952 over 3 years
Teachers will have 2 extended days (4 hours per week) for collaboration and professional learning. The Teacher Collaboration Time for Central is funded through Race to the Top.	2011-14	N/A-Funded by Race to the Top
Central will provide extended learning time to allow multiple opportunities for remediation, enrichment, and enhancement for all students after school. There will be operational flexibility for all after-hours programs.	2011-14	Addressed in A-8

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).

Actions:	Timeline:	Budget:
Intensive, on-going technical assistance will be provided to Central High through: Central Office Support- will work with the school in multiple ways including developing common assessments, conducting walk-throughs with follow-up feedback sessions, providing demonstration lessons, and facilitating professional learning study groups (based on analysis of data and identified needs), and removing barriers.	2011-2014	N/A- Covered by Local Funds
		1/5 of Salary (other

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B-1. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.		
<p>Actions:</p> <p>Leadership Team will meet for 5 additional days at the end of the 2010-11 school year to plan for implementation of the SIG grant.</p> <p>6 hours per day x 5 days = 30 hours; 3 PLU's</p>	<p>Timeline:</p> <p>June 2011</p>	<p>Budget:</p> <p>\$12,000 Stipend; \$984 Benefits</p>

C. Align additional resources with the interventions.		
<p>Actions:</p> <p>When considering establishing target goals, trend data was considered. Although ELA results over the past 3 years had declined, the overall downward trend was not as severe as that revealed in looking at math data. There was less than a 5% decrease in ELA GHSGT scores from 2009 to 2010 and less than a 10% overall decline over 3 years. In 2008, the overall pass rate for GHSGT ELA was 90.2%; in 2009, the overall pass rate was 85.4%; and in 2010, the overall pass rate was 82%. In math, however, there was a drastic downward trend in math. In 2008, the overall pass rate for GHSGT math was 75.9%; in 2009, the pass rate was 64.8%, and in 2010 it had plummeted to 50.5%. By adding a 5% yearly growth trajectory for math, a 3 year projection would barely get scores back to where they were in 2009 and would fall short of where they were in 2008. Because results from 2010 took such a severe downward turn, the team felt that it was not unreasonable that the school could realistically recoup gains lost in a one year anomaly.</p> <p>The SIG plan has strategies that focus on the individual school's student achievement needs. Data has been analyzed and strategies developed based on rising 9th graders and 10-12 graders at Central. In addition, input has been received from Central parents and the community members to assist in</p>	<p>Timeline:</p> <p>2011-2014</p>	<p>Budget:</p> <p>N/A Addressed in other areas</p>

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<p>individualizing the Central plan.</p> <p>Central High School combines resources to upgrade the entire educational system of the school. Central receives Race to the Top funds and ESEA Title I Schoolwide funds. Race to the Top funds and Title I Schoolwide Funds are aligned with SIG initiatives. Race to the Top will provide funds for professional learning, Read 180, Teacher Collaboration, Extended Learning Opportunities, Graduation Coach, and Math Coach. Title I funds will be used to reduce class size in high-need core academic areas and to provide a Credit Recovery Specialist.</p> <p>Job-embedded professional learning is prevalent throughout the SIG plan. Professional learning to be addressed during the school day through the academic coaches will include differentiated instruction, active literacy training, technology integration, math training follow-up and Lexile training. This professional learning during teacher planning time will preserve classroom instructional time.</p> <p>The Transformation Model will allow Central to align all available funding to implement specific strategies for improvement.</p>		
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Attachment 2d - Transformation Model

<p>D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.</p>		
<p>Actions: The Superintendent and his Senior staff will review practices and policies to see if barriers exist. These will be addressed if necessary.</p>	<p>Timeline: 2011-2014</p>	<p>Budget: N/A</p>

<p>E. Sustain the reform after the funding period ends.</p>		
<p>Actions: The school improvement plan requires that processes, procedures, training, and collaboration take place to support capacity growth for the system and school staff. Instructional and leadership growth will be paramount to sustain the many changes outlined in the plan.</p>	<p>Timeline: 2011-2014</p>	<p>Budget: N/A</p>

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The plan for improvement outlined in the grant provides a platform of support for teacher professional growth, instructional improvements, student support for achievement, and leadership responsibility. The plan will be embedded into the school's Title I school improvement plan and the Race to the Top Plan. Following the outline of the plan with deliberate implementation and fidelity will build a foundation for sustained reform at the conclusion of the grant's funding period. The use of outside support will allow the system and school to monitor the fidelity of the implementation through the eyes of evaluators removed from the day-to-day process of school and system operations. Through those supports the focus for improvement will remain laser-like even though changes may occur in the attrition of personnel.

Academic Coaches and the RtI Coordinator will work with the staff to establish practices that will be sustained at the conclusion of the grant timeline. The principal will establish a plan for monitoring and ensuring an implementation that is consistent and pervasive. Academic coaches will be in place for math (RT3 funded), English/LA, Science, Social Studies and Special Education, as well as an RtI Coordinator. Sustainability for these jobs is not an issue. Once the school has achieved its desirable status as a successful school, many safeguards will have been put into place by these staff members. Ongoing professional learning will be planned and teachers' collaboration and peer training will be the norm rather than the exception.

Additionally, the Parent Involvement Coordinator will be the onsite person to provide services. Sustainability for this job is also not an issue. Once the school has achieved its desired status as a successful school, practices will have been put into place and this position will not be needed.

By providing a designated time for tutoring, and credit and attendance recovery, students will become more successful and targeted

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<p>toward graduating within a four-year period.</p> <p>The professional learning, tutoring, and overall student and teacher support will continue beyond the grant. Additionally, it is hoped that the intensity will be able to be lessened and that existing Title I and Title II funds will support improvement for teachers and students in the future. The lessening of intensity will be due to the scope of the grant; the consistent implementation and fidelity of implementation of the programs, professional development, and strategies; the increased capacity of the teaching and administrative staff, and improved student achievement.</p>		
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Attachment 2d - Transformation Model

LEA Name: Bibb County Schools
School Name: Central High School

<p>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.</p>
<p>Reading/English Language Arts</p>
<p>2011-2012 School Year The percentage of All students' meeting/exceeding standards in Reading/ELA on the GHSGT and required EOCT will increase by 5%, from the 2010 test results.</p>
<p>2012-2013 School Year The percentage of All students' meeting/exceeding standards in Reading/ELA on the GHSGT and required EOCT will increase by 5% from the 2011 test results.</p>
<p>2013-2014 School Year The percentage of All students' meeting/exceeding standards in Reading/ELA on the GHSGT and required EOCT will increase by 5% from the 2012 test results.</p>
<p>Mathematics</p>
<p>2011-12 School Year The percentage of all students' meeting/exceeding standards in Mathematics on the GHSGT and required EOCT will increase by 5%, from the 2010 test results.</p>
<p>2012-2013 School Year The percentage of all students' meeting/exceeding standards in Mathematics on the GHSGT and required EOCT will increase by 5%, from the 2011 test results.</p>
<p>2013-2014 School Year The percentage of all students' meeting/exceeding standards in Mathematics on the GHSGT and required EOCT will increase by 5%, from the 2012 test results.</p>
<p>Graduation Rate</p>
<p>2011-2012 School Year The graduation rate for all students will increase at least 5% from the 2010 graduation rate.</p>
<p>2012-2013 School Year The graduation rate for all students will increase at least 5% from the 2011 graduation rate.</p>
<p>2013-2014 School Year The graduation rate for all students will increase at least 5% from the 2012 graduation rate.</p>

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Attachment 4 - Budget Detail

LEA Name: Bibb County Schools
School Served: Central High School

Intervention Model: Transformation Model

Tier Level: 1

- **Please see attached Excel document that outlines the budget for each year 2011-2014**
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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 A.

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Attachment 4a - Budget Template

LEA BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Year 1 – Full Implementation			
Central High School	12,000	1,927,095	1,675,656	1,637,006	5,251,757
School Name					
School Name					
LEA-level Activities					
Total Budget Year 1	1,939,095				

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Appendix – Professional Learning Calendar

Professional Learning Support

Professional Learning Support RACE TO THE TOP PL for CENTRAL HIGH SCHOOL

2011-12

Activity	Description	Person(s)/Group Facilitating	Staff Members Involved	Timeline	Evaluation
GaDOE Training (RT3)	Leader Keys	Karen Wylor, DOE	All Administrators	February 16, 2011	Successful implementation of Leader Keys
GaDOE Training (RT3)	CLASS Keys for Central	Karen Wylor, DOE	Leadership Team to Redeliver to Faculty	March 24, 2011	Successful implementation of Class Keys
GaDOE Leadership Training	Work with the school Leadership Team to review improvement initiatives	GaDOE	Principal Assistant Principals Leadership Team who have not attended previously	June 7-10, 2011	Successful implementation of the Transformational model

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Technology Training	Training for Core Group of Teachers on Curriculum Management System/Technology	Central Office Support for Professional Learning and Technology; Westside Teachers	Academic Core Teachers	TBD	Classroom Observations; Formal and Informal Walkthroughs
AP Summer Institute	Training in Advanced Placement for teachers in their areas of certification	Tandi Pressley, Gifted Director, Bibb County	Open to content area teachers	July 25-29, 2011	Classroom Observations; Formal and Informal Walkthroughs
Increasing Academic Rigor	Training in Rigor and Relevance	Tandi Pressley, Gifted/AP Director, Bibb County	Teachers who do not participate in AP Training or Math Training	July 25-29, 2011	Classroom Observations; Formal and Informal Walkthroughs
Teacher Collaboration	Teachers collaborate within departments weekly- Data Analysis; Lesson Planning; etc	Principal and Academic Coaches	All	Weekly	Classroom Observations; Formal and Informal Walkthroughs
Teaching in the Block (As needed)	Training in strategies for effective teaching in a 90-minute block	Academic coaches	New teachers or teachers that need review	Academic coaches will train during teachers' planning time 1 day per week for 4 weeks	Classroom Observations; Formal and Informal Walkthroughs
Technology	Training in the integration /curriculum management method of using technology	System Technology Specialist; Professional Learning Director	Core Department Chairs who will re-deliver	TBA	Classroom Observations; Formal and Informal Walkthroughs
Peer Observations (As Needed)	Teachers will observe peers within their departments at their present school and at other schools	Academic Coaches	Select Teachers	All teachers will be scheduled to participate in two -1/2 day peer observations within the school year	Classroom Observations; Formal and Informal Walkthroughs

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Active Literacy Training	Training in the use of literacy skills across all curriculum area	Academic coaches	All Teachers	Academic coaches will train during teachers' planning time 1 day per week for 4 weeks	Classroom Observations; Formal and Informal Walkthroughs
Math Exemplars Training- Year One	Training in the use of math exemplars to improve instruction	Lynn Janes, Math Coordinator, Bibb County	All Math Teachers	July 25 & 26, 2011; Week of Aug 22- Classroom Modeling; Sept 8, 2011 Administrators' session for support Level II follow Up- Nov 3 & 4 (half of math dept)	Classroom Observations; Formal and Informal Walkthroughs
Math Forward Year One	Training in the integration of technology in the mathematics classroom	Lynn Janes, Math Coordinator, Bibb County	All Math Teachers	July 27-29, 2011 10 days professional learning during school year- dates TBA	Classroom Observations; Formal and Informal Walkthroughs
Data Analysis/School Improvement Planning	Planning and Training with Teachers in the Analysis of Data	Administrators; Academic coaches	All	May 2011 and May 2012	Classroom Observations; Formal and Informal Walkthroughs

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SIG PROFESSIONAL LEARNING

Activity	Description	Groups Involved	Time
Integrating Technology	Blended Learning Strategies	Faculty	2011 – 2014 some full day, some planning period
Curriculum Mapping Benchmark Assessment	Time spent with curriculum and collaborative planning with Teaching and Learning staff and Academic coaches	Faculty	2011 – 2012 Full day and planning period as well as weekly collaboration time
Standards-Based Classroom	Academic coaches, DOE: Setting up the most effective Standards-Based classrooms	Faculty	2011 - 2012 Collaboration time, year long
Lexile Training	Working to find materials that meet student needs in each class. Help from media specialists, Academic coaches	Faculty and staff	2011 - 2014
Understanding Poverty	Workshop on cultural diversity, especially the divide between those who have and those who have not	All faculty and Staff	Early return 2012 and 2013

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Bibb County Public Schools	
Job Description	
Official Title: Response to Intervention Coach	Job Code:
Working Title: Response to Intervention Coach	Salary Grade: Salary based on certification and experience; placement on the Georgia Annual Salary Schedule and position supplement(s).
Length of Work Year: 200 Days	Reports To: Building Principal
Summary Description of Classification: The school-based Response to Intervention (RTI) Coach is responsible for facilitating implementation of the Bibb County Public Schools Response to Intervention (RTI) program, providing understanding of RTI process, providing training for school-based administrators, faculty, instructional coaches, and other support staff and serving as a resource to assist with integrating RTI into the culture of the school.	
Minimum Qualification Standards	
Knowledge, Abilities and Skills: Knowledge of Bibb County Public School 9-12 curriculum and GPS standards, effective teaching strategies, best practices in reading and mathematics instruction, differentiation strategies, collaborative teaming, data-base decision making, learning theory, measurement and statistics, adult training strategies, and communication with adults. Human relations, public speaking and writing skills. Problem-solving abilities, ability to organize and conduct staff training programs. Knowledge of technology.	
Education, Training and Experience: Master's degree or equivalent in secondary education, reading, math, special education, school psychology, or closely related field and three years or more years of teaching experience. Experience in teacher leadership role preferred (e.g., team leader, grade level chairperson, instructional coach). Experience in working with diverse student populations and programs including RTI and accommodations for varying learning. Other combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform effectively in the position may be considered.	
Certificate and License Requirements: T-5 or higher	
Physical Demands: Lifting of small materials 5-10 lbs.	
Special Requirements: Meetings outside of the normal school workday.	
Paid Overtime (Y/N): No	
Duties and Responsibilities:	
<ol style="list-style-type: none"> 1. Maintain expert knowledge of GPS for content areas and grade levels; assist classroom teachers to develop and sustain short-and long-range plans for Response to Intervention implementation. 2. Work with teachers and students to demonstrate various research-based instructional methods and 	

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strategies to implement RTI.

3. Assist with collecting data from instructional quality assessment to identify areas of academic strength and weakness.
4. Present research-based instructional approaches and collaborates with teachers to determine strategies appropriate for the specific needs of the learners.
5. Assist with facilitating diagnostic assessments.
6. Assist teachers in developing and implementing differentiated interventions and provide special assistance as assigned to teachers who need help with intervention implementation.
7. Assist with the development of action plans to enhance curriculum needs as identified through data analysis. Provides input on short-term and long-term outcomes for student achievement.
8. Collaborate with the school-based administrators, instructional coaches, and other support staff as it relates to academic curricula.
9. Participate in grade level/team meetings professional learning to stay abreast of current/emerging strategies in curriculum and instruction.
10. Assist with the development, implementation, and monitoring of action plans as they relate to Bibb School District priorities and RTI implementation. Assess, with staff involvement, training needs relative to RTI implementation. Assist with the development of a comprehensive training plan for the school.
11. Facilitate Student Support Team (SST) process providing critical information and necessary forms for data-based decision making.
12. Participate in parent conferences related to RTI. Present parent information and education sessions in collaboration with Home School Facilitator (HSF), other appropriate staff, and community leaders.
13. Collaborate with testing coordinator for administering universal screener. Facilitate and oversee progress monitoring.
14. Collaborate with teachers to analyze data for identifying students who need additional support.
15. Perform other duties as assigned.

Class Established:

Date(s) Revised: 5/11

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

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SIG Parent Involvement Coordinator- Classified Position- Job Description

Primary Duties and Responsibilities:

General:

Parent Involvement Coordinator: Serves as the liaison between school and parents, relaying the needs of one to the other; educates teachers and staff on how to communicate and work effectively with parents as equal partners; advises and trains parents on how to address issues with the leadership staff in school meetings; serves as a school-based intermediary contact for concerns and comments made by parents and community members; provides referrals to community-based services for families; expands opportunities for continued learning, voluntary community service and civic participation; develops community collaborations; promotes sharing of power with parents as decision-makers; helps parents understand the educational system so they can become better advocates for their children's education; maintains parent resource center (where applicable).

Specific:

Parent Involvement Resources: Provides workshops, classes, and activities for parents at their local school(s) and/or district on a regular basis; recruits volunteers from the community to host various workshops and classes to speak directly with parents; provides materials such as event calendars, brochures, educational resources and DVD's; creates opportunities for parents who have limited English proficiency, a disability or are underrepresented because of social economics or racial barriers to participate in education initiatives and enrichment workshops; provides technical assistance relating to parental involvement as needed locally or at the district level.

Program Evaluation: Conducts surveys to assess the needs of parents at their local school(s) and/or district; reviews annual reports to evaluate the effectiveness of their parent involvement programs; develops, analyzes, and distributes the results of parent surveys to the school's leadership team and/or Title I Director if mandated.

Compliance: Keeps excellent records of all parent involvement activities, reports, surveys, funding, annual program evaluations, and communications to parents; ensures compliance of the school or district's parent involvement program with all state and federal guidelines.

Program Coordination and Collaboration: Coordinates and implements research-based strategies for their local school(s) and/or district parent involvement program to engage parents in improving student achievement through the National PTA Family-School Partnership Standards; collaborates with local, regional and state organizations to create opportunities to help families understand school academic standards, assessments and report cards; collaborates with parents, teachers, and the school's leadership team to develop a family-friendly school climate; collaborates with other parent engagement professionals such as parent mentors and early education school transition coaches or other designees; promotes parents as partners by involving them in the decision-making process regarding parental involvement activities and school improvement.

Professional Development: Takes part in opportunities for professional development at the local, regional, and/or state level with proper authorization; attends all local meetings and trainings for Parent Involvement Coordinators; shares ideas and experiences with school or district staff, leadership team, and/or other parent professionals.

Qualifications and Skills:

- Experience serving as an advocate for children and parents
- Excellent communication and organizational skills
- Strong public speaking and presentation skills

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- Self-motivated leader who can work independently as well as part of team
- Strong interpersonal skills
- Knowledge of family engagement research and literature
- Strong knowledge of computers and fundamental technology (i.e. DVD players, iPad, e-learning software, etc.)
- Understands and respects the diversity of families' economic, linguistic and cultural backgrounds and situations
- Ability to host parent meetings off school sites and in the local community and/or neighborhoods
- Experience with developing collaborative partners and building relationships with constituents in the community
- Experience working in Title I schools
- Strong understanding of student achievement data
- Ability to speak eloquently to school and/or district leaders
- Ability to work flexible hours including some nights and weekends
- Education requirements vary based on the position, title and/or division. Please consult with your local school(s) and/or district to determine the level of education for the specific position for which you are applying.

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Appendix – Academic Coach- Social Studies

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

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teachers and students

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

Class Established:

Date(s) Revised: 5/10

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

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Appendix – Academic Coach- ELA

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

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

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

Class Established:

Date(s) Revised: 5/10

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

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Appendix- Academic Coach – Science

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

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and teacher's identified areas of need

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

Class Established:

Date(s) Revised: 5/10

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

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Appendix –System-Wide School Improvement Specialist

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

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

Class Established:

Date(s) Revised: 5/10

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

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Appendix – Academic Coach- SPED

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

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

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

Class Established:

Date(s) Revised: 5/10

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

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Bibb County School District RTI Flow Chart

Note: Print on Legal Size Paper

Universal Screenings for All Students					
CRCT 1-8 Speech/Language Questionnaires	ThinkGate Questionnaires	Pre-K Developmental Checklist GHSGT	Behavior Screenings	DRA2 K-5 Mini-Assessments	PSAT SuccessMaker
AIMSweb 1-9 EOCT					

RTI Core Team
(Principal (Leader), Assistant Principal, Counselor, Performance Learning Coach, Instructional Coach, Regular & SPED Teachers, Interventionist, School Psychologist (minimum 3))
Reviews the data and determines which students are at risk according to universal screening and other data listed above

Tier 1
Students who are NOT at risk according to universal screening cut scores will remain at Tier 1. Performance will be reviewed at the next universal screening assessment.

Tier 2
Students who are AT RISK according to universal screening cut scores will be considered for Tier 2 Intervention.

The RTI Core Team will use the universal screening data and the information from other relevant records to assign the students to the appropriate standard protocol intervention.

1. Teacher will document intervention using the Tier 2 Academic & Behavior Intervention Form (**RTI Form 4a Tier-2 Initial Meeting**)
2. Progress monitoring data must be collected every two weeks (or as determined by Team) and graphed (**RTI Form 5A-5B Log/AIMSweb/PBIS**)
3. Notify parent of concern and keep informed of student progress with intervention (**RTI Form 2A Parent Notification**)
4. Put up RTI flag on Infinite Campus/Teacher will complete and/or update Student Data Sheet with most current information
5. RTI Core Team will review data in 4-6 weeks; meet in 9-12 weeks (**RTI Form 4B RTI Follow-Up Plan/RTI Form 4A Parent Notif.**)

Progress monitoring data reviewed by RTI Core Team ~ Document using Tier 2 RTI Core Team Meeting Summary Form (**Form 6A-MtgSum**)

Goal met, return to Tier 1, notify parents	Making progress, Continue w/ intervention; notify parents	Insufficient progress, request assistance from SST for possible Tier 3 intervention
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Tier 3/Student Support Team (SST)

1. Complete SST Request for Assistance form; stamp cum folder SST
2. Schedule meeting w/teacher(s) to complete the SST Teacher Questionnaire form prior to the initial meeting - this information will be used to determine what type of screenings will need to be completed
3. Schedule SST meeting & invite parents to attend using the Meeting Notification for Parents form (even if parents are notified by phone). In some instances, students might be invited.
4. Select SST Members based on specific student concerns and notify them of meeting date, time, & location. The SST must have at least three members present for the meeting to be held. Parents must be invited to all SST meetings. In some instances, students might be:
 - Classroom teacher(s) - at least one of the student's teachers must attend
 - Person(s) implementing the intervention and/or collecting progress monitoring data
 - Speech/language concerns - invite SLP
 - Private psychological evaluation provided by parent - must invite school psychologist
 - Person(s) requested to complete screenings - to share results of screening assessments & assist with selecting interventions
 - Referral for SPED evaluation being considered - invite the following as appropriate:
 - o School psychologist
 - o Behavior Intervention Specialist
 - o Speech/Language Pathologist (SLP)
 - o Special education teacher - Hearing/Visual Impaired teachers if student has sensory impairment(s)
 - o Social worker - if there are behavioral concerns and a social history will need to be completed during the evaluation
 - o ESOL teacher
 - o Related service provider - OT, PT, AT, APE
 - o Autism Specialist
 - o Hospital Homebound Teacher
 - School Nurse - if there are medical concerns
 - School Counselor - if there are behavior/emotional concerns
 - Administrator
5. Obtain parental consent for screening assessments - this may be done at the initial meeting - requests for OT/PT/AT/APE screenings should be written under "other"
6. Notify person(s) responsible for administering other screening assessments once the parent has signed the consent form
8. Inform administrators when a student with discipline problems has been referred for evaluation so that suspension days may be closely monitored. (IDEA protections begin - a manifestation determination meeting must be held to suspend the student more than 10 days.)

Note: All forms must be completed on Infinite Campus - print hard copies of all forms for the SST file.

RTI/SST Meetings

1. Each RTI/SST needs a facilitator, recorder, and time keeper.
2. All meetings must be documented on the RTI Meeting Summary form on Infinite Campus
3. Tier 3 Intervention Plan and/or Behavior Intervention Plan (BIP) must be completed on Infinite Campus and distributed to those responsible for its implementation
4. Determine if additional screening assessments are necessary and obtain parental consent
5. Determine if Functional Behavior Assessment (FBA) is needed to address behavioral concerns in the BIP
6. Review progress monitoring data to determine student's response to the intervention in 4 to 6 weeks
7. Set a date for a follow-up meeting in 9 to 12 weeks

Implement and monitor the intervention for at least 4 to 6 weeks.
Periodic fidelity checks must be conducted on the intervention and progress monitoring data collection.

Once the Tier 3 goal is met, the SST will reconvene to decide whether to return the student to Tier 2 or Tier 1.

Change RTI flag on IC if returning to Tier 1

If the data shows that the student is regressing or not making progress, the SST will reconvene to modify the intervention and/or consider the need for a comprehensive evaluation.

Note: SLD eligibility regulations require

- documentation of 12 weeks of intervention (may include Tiers 2 and 3)
- a minimum of 4 progress monitoring data points
- documentation showing progress monitoring results were shared with parents

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Attachment 5 - Checklist

Section A. SCHOOLS TO BE SERVED	
<p>The chart is complete:</p> <ul style="list-style-type: none"> ✓ All Tier I, II, and III schools are identified. ✓ Intervention models are selected for each Tier I and Tier II school. ✓ If more than nine schools will be served, only 50 percent or less have selected the transformation model. ✓ An explanation for the Tier I schools that the LEA is not applying to serve has been provided. 	<p>x</p> <p>x</p> <p>NA</p> <p>NA</p>

Section B. DESCRIPTIVE INFORMATION	
<p>1. Data Sources and Narrative</p> <ul style="list-style-type: none"> ✓ 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 ✓ 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. ✓ A rationale for selection of intervention model is provided. 	<p>x</p> <p>x</p> <p>x</p>
<p>2. Capacity</p> <ul style="list-style-type: none"> ✓ 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.). ✓ Complete all parts of Section B. 2. ✓ 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. ✓ To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for: <ul style="list-style-type: none"> • Demonstrating capacity to devote staff, facilities, funding, services, and other resources exclusively to the management contracting function. • Demonstrating flexibility in removing barriers for the contract schools. • Ensuring that the LEA's central office staff will support successful implementation of the contract. 	<p>x</p> <p>x</p> <p>x</p> <p>x</p>

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Attachment 5 – Checklist

<ul style="list-style-type: none"> • To ensure that the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively, the SEA will look for specific examples of the following actions for: <ul style="list-style-type: none"> • Reviewing local board policies which would restrict a school’s ability to implement requirements of the intervention models for Tier I and Tier II schools. • Ensuring that the LEA’s central office staff will support successful implementation of the interventions and school improvement strategies. • Demonstrating flexibility in removing barriers that will interfere with the intervention models selected. 	<p>x</p>
<p>3. Description</p> <ul style="list-style-type: none"> ✓ 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. • To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for: <ul style="list-style-type: none"> • Developing a written policy and procedure for selecting external providers and utilizing the process. • Demonstrating that it has used a rigorous selection process to choose contract school providers, which will include: <ul style="list-style-type: none"> ○ A Public Notice of Intent process. ○ An assessment of the applicant provider’s knowledge of, skill with, and success rate related to the intervention model selected. ○ A thorough review of each applicant’s administrative, organizational structure, legal, and financial perspectives. ○ Documentation that references have been contacted to verify prior successful implementation of the selected intervention model. • Ensuring that the providers know how to choose and manage school leaders who have the competencies to work effectively in a reform environment. • Clarifying the roles for the school provider and LEA that will be a part of the contract. • Defining a process for cancelling the contract and restructuring when a contract provider is not successful. • Including stakeholders such as parents and community groups throughout the entire process. • Establishing clear goals and closely monitoring school performance. • Establishing a clear timeframe for measuring gains in student achievement. 	<p style="text-align: center;">x</p> <p style="text-align: center;">NA</p>

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Attachment 5 - Checklist

<ul style="list-style-type: none"> • To ensure alignment of other resources with the interventions, the SEA will look for specific examples of actions the LEA has taken or will take for: <ul style="list-style-type: none"> • Developing a plan complete with strategies that focus on the individual school's student achievement needs. • Ensuring Title I schoolwide schools are consolidating ESEA funds to upgrade the entire educational system of the school. • Providing job-embedded professional learning for teachers. • Ensuring that each school has developed the intervention model that aligns all funding available to the school to implement specific strategies. • To ensure that reforms are sustained after the funding period ends, the SEA will review the LEA process for: <ul style="list-style-type: none"> • Developing a plan with a timeline for continued implementation of the intervention strategies. • Measuring progress and adjusting strategies that have not proven to be effective. • Aligning funds to continue supporting successful intervention efforts and progress. • Providing continued professional learning opportunities that link to the intervention strategies and annual goals for student achievement. 	<p>X</p> <p>X</p>
<p>4. Timeline</p> <p>✓ Found in Attachment 2 (2a: Turnaround Model, 2b: School Closure Model, 2c: Restart Model, 2d: Transformation Model), the timeline addresses implementation of the basic elements of the selected intervention model and ensures that the basic elements of the intervention model will be initiated by the beginning of the 2010-2011 school year. The timeline provides a clear picture of implementation of the intervention model throughout the duration of the grant.</p>	<p>X</p>
<p>5. Annual Goals</p> <p>✓ Annual goals are written for student achievement on the State's assessments in Reading/English Language Arts and Mathematics for Tier I, Tier II, and Tier III schools. (LEAs applying for Tier I and Tier II schools have completed the portion of Attachment 2 that pertains to annual goals and LEAs applying for Tier III schools have completed Attachment 3.)</p> <p>✓ Annual goals are written for the graduation rate for Tier I, Tier II, and Tier III high schools.</p> <p>✓ Annual goals are written for three years.</p> <p>✓ The annual goals are specific, measurable, attainable, results-oriented, and time bound.</p>	<p>X</p> <p>X</p> <p>X</p>

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Attachment 5 - Checklist

<p>6. Tier III Schools ✓ The services the school will receive and/or the activities the school will implement are clearly described in Attachment 3.</p>	<input type="checkbox"/>
<p>7. Stakeholder Representation ✓ Relevant stakeholders have been consulted regarding the LEA's application and plans for implementation of school improvement models selected for its Tier I and Tier II schools. ✓ Evidence is provided addressing stakeholder notification and involvement (e.g., agendas and minutes from school council meetings, web postings, newsletters, etc.).</p>	<input type="checkbox"/> <input type="checkbox"/>

B-1. Pre-Implementation Activities and Budget	
<p>✓ Pre-implementation activities are described.</p>	<input checked="" type="checkbox"/>
<p>✓ A proposed budget is included.</p>	<input checked="" type="checkbox"/>

Section C. DEVELOP A BUDGET	
<p>✓ The LEA has completed a budget on Attachments 4 and 4a for each Tier I, Tier II, and Tier III school.</p>	<input checked="" type="checkbox"/>

Section D. ASSURANCES	
<p>✓ The superintendent agrees to the assurances for the School Improvement Grant.</p>	<input checked="" type="checkbox"/>

Section E. WAIVERS	
<p>✓ The superintendent agrees to the waivers included in the School Improvement Grant.</p>	<input checked="" type="checkbox"/>

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Attachment 6 - Rubric

CONCEPT		NOT EVIDENT	NEEDS REVISION	MEETS
Rationale	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.	
Capacity	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.	<p>To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for:</p> <ul style="list-style-type: none"> • Demonstrating capacity to devote staff, facilities, funding, services, and other resources exclusively to the management contracting function. • Demonstrating flexibility in removing barriers for the contract schools. • Ensuring that the LEA's central office staff will support successful implementation of the contract.

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CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Capacity			<p>To ensure that the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively, the SEA will look for specific examples of the following actions for:</p> <ul style="list-style-type: none"> • Reviewing local board policies which would restrict a school's ability to implement requirements of the intervention models for Tier I and Tier II schools. • Ensuring that the LEA's central office staff will support successful implementation of the interventions and school improvement strategies. • Demonstrating flexibility in removing barriers that will interfere with the intervention models selected.

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CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Implementation	<p>There is no evidence in the application that indicates implementation of the intervention model has been thoroughly planned.</p>	<p>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 achievement.</p>	<p>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 innovative, comprehensive, and focus on improving student achievement.</p> <p>To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for:</p> <ul style="list-style-type: none"> ● Developing a written policy and procedure for selecting external providers and utilizing the process. ● Demonstrating that it has used a rigorous selection process to choose contract school providers, which will include: <ul style="list-style-type: none"> ○ A Public Notice of Intent process. ○ An assessment of the applicant provider's knowledge of, skill with, and success rate related to the intervention model selected. ○ A thorough review of each applicant's administrative, organizational structure, legal, and financial perspectives. ○ Documentation that references have been contacted to verify prior successful implementation of the selected intervention model.

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CONCEPT	NEEDS REVISION	MEETS
Implementation		<ul style="list-style-type: none"> • Ensuring that the providers know how to choose and manage school leaders who have the competencies to work effectively in a reform environment. • Clarifying the roles for the school provider and LEA that will be a part of the contract. • Defining a process for cancelling the contract and restructuring when a contract provider is not successful. • Including stakeholders such as parents and community groups throughout the entire process. • Establishing clear goals and closely monitoring school performance. • Establishing a clear timeframe for measuring gains in student achievement. <p>To ensure alignment of other resources with the interventions, the SEA will look for specific examples of actions the LEA has taken or will take for:</p> <ul style="list-style-type: none"> • Developing a plan complete with strategies that focus on the individual school's student achievement needs. • Ensuring Title I schoolwide schools are consolidating ESEA funds to upgrade the entire educational system of the school. • Providing job-embedded professional learning for teachers. • Ensuring that each school has developed the intervention model that aligns all funding available to the school to implement specific strategies.

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CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Allocation of Funds	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.
Sustainability	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.	<p>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.</p> <p>To ensure that reforms are sustained after the funding period ends, the SEA will review the LEA process for:</p> <ul style="list-style-type: none"> • Developing a plan with a timeline for continued implementation of the intervention strategies. • Measuring progress and adjusting strategies that have not proven to be effective. • Aligning funds to continue supporting successful intervention efforts and progress. • Providing continued professional learning opportunities that link to the intervention strategies and annual goals for student achievement.

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Attachment 7a - Capacity Factor Chart

Factor:	Strength: We have this or already do this:	Weakness: This is a weakness; but we could improve if:	Opportunity: If these external changes occur, this could be a strength:	Threat: If these external changes occur, this could be a weakness:
Team Staff: Our LEA has staff qualified for a restructuring team. *Complete the Restructuring Team Checklist	X			
Will: Our LEA is willing to take extreme action in failing schools.	X			
Outsiders: Our LEA is willing to bring in external support if needed for student learning.	X			
Insiders: Our LEA is willing to require central staff to make many changes to support restructured schools.	X			
Flexibility: Our LEA is willing to give capable leaders unprecedented freedom to change, even if this creates inconsistency and inconvenience.	X			

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.

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Attachment 7b - Restructuring Team Checklist

Team Members: Who should be on your team to organize restructuring throughout the LEA? Readiness and willingness to drive major change are important, but credibility and LEA knowledge are also important.

Lead Organizer: In a smaller LEA, the superintendent may lead the team. In a larger LEA, this might be a deputy or assistant superintendent or other senior person who is ready and able to organize a major change process. In some cases, a credible outsider who is familiar with the LEA schools may be best. Strong team leadership skills are essential to keep the team motivated, informed, and productive through a challenging change process.

Qualifications to consider for your total working team include people with:

- **A Drive for Results**
A record of implementing change despite political and practical barriers.
An unyielding belief that all children-no matter how disadvantaged-can learn.
Organizing and planning skills to keep the decision process and implementation for each failing school on track.
- **Relationship and Influence Skills**
Good relationships with a wide range of district staff, parents, and community organizations.
Willingness and ability to disagree with others politely; a “thick skin.”
Teamwork skills to complete tasks responsibly and support team members.
Strong influence skills.
- **Readiness for Change**
An open mind about ways to improve student learning.
Willingness to learn about what kinds of big changes work under differing circumstances.
Willingness to try new restructuring strategies.
No political agenda that may interfere with student learning-centered decisions.
- **Knowledge to do What Works** (or willingness to acquire it quickly)
Knowledge of the formal and informal decision-making processes in your district.
Knowledge of past efforts to change and improve schools in your LEA.
Knowledge of education management, effective schools research with a focus on what has been proven to produce student learning results with disadvantaged children.

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.

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Attachment 7c - 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
Driving for results: setting high goals, taking initiative, being relentlessly persistent to succeed.	X			
Solving problems: using performance data to identify and solve immediate problems.	X			
Showing confidence: exhibiting confidence, using failure to initiate problem solving, not excusing failure.	X			
Influence: influencing immediate action toward the school's goals.	X			
Teamwork and cooperation: getting input and keeping others informed.	X			
Conceptual thinking: connecting the mission, learning standards, and curriculum to clarify for all.	X			
Team leadership: assuming the role as leader and motivating staff to perform despite challenges.	X			
Organizational commitment: making personal sacrifices needed for school success.	X			
Communicating a compelling vision: rousing staff to commit energy to the change.	X			

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.

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Attachment 8 - School Improvement Services

Division of School Improvement - Services

The Division of School Improvement provides a range of services to districts and schools in Georgia. The goal of the services is to assist district and school staff with the continuous improvement process so that teaching and learning positively impacts students in Georgia.

GAPSS Analysis – The GAPSS Analysis: *Closing the Gap* process provides detailed information for a school on the progress towards full implementation of the School Keys: *Unlocking Excellence through the Georgia School Standards*. Any school in Georgia can request a school review from the Division of School Improvement of the Georgia Department of Education. The review consists of classroom observations, staff surveys, interviews, and document reviews. The review process involves the following steps.

- Team members introduce themselves at a faculty meeting prior to the beginning of Day 1. They will ease concerns of the staff and convey an understanding of the team's agenda.
- The principal should plan to do a 15-20 minute presentation of the data to the review team using Guiding Questions as provided by the team leader.
- Interviews of various school stakeholders are conducted during the review process.
- Classroom observations using the observation instrument are completed in all classrooms, with all teachers.
- The review team meets to compile, discuss, chart and share the collected data from the review sorted by the eight strands of the School Keys.
- Using the shared data, the team determines the school's implementation level for each element/row in the GAPSS Summary Report.
- The team may include clarifying comments relative to elements as needed.
- The team identifies next steps for identified areas of need to support the school leadership in the school improvement effort.
- The team leader and designated members of the review team meet with the principal and school leadership team, and, if applicable, the system contact person, to discuss the summary.

Instructional Coach Training – This training is offered to school-based instructional coaches. The training is designed to provide participants with tools and resources to enhance the impact school-based instructional coaches have on teacher practice and student achievement. The training helps to clarify and explicitly define expectations of instructional coaches and ensures that coaches have the knowledge and skills to facilitate high quality, job-embedded professional learning that improves teacher practice and student achievement. Instructional coaches learn to engage teachers in the following job-embedded learning strategies.

- Explicit instruction
- Modeling
- Facilitation of collaborative learning and planning
- Observations with feedback
- Analysis of student work

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Summer Leadership Academy – Each summer, the Division of School Improvement provides an intensive, weeklong professional learning opportunity for school-based leadership teams. Schools may send a team of ten to participate in the academy. Schools may send additional staff members as space permits. The purpose of the academy is to strengthen the school improvement planning process. School teams are engaged in the school improvement planning process throughout the academy. Sessions provide support to school teams with the following actions.

- Engaging leadership teams in the right work
- Collecting and analyzing the four types of data (student achievement data, process data, demographic data, and perception data)
- Developing SMART goals
- Selecting appropriate strategies, actions, and interventions to meet school improvement goals
- Identifying artifacts and evidence of implementation
- Creating a professional learning plan to support implementation
- Designing a plan for monitoring implementation of the school improvement plan

Leadership teams complete the academy with a product, a systematically and deliberately developed school improvement plan that is ready to be refined, implemented, and monitored immediately.

Data Teams Training – The Division of School Improvement provides a one-day training to teams of teachers that focuses on building the capacity of teacher teams to engage in a cycle of data analysis to improve teaching and learning. The data team process engages collaborative teacher teams in results-driven, job-embedded professional learning. Teams of teachers learn the following steps in the data team cycle.

- Collect and chart data
- Analyze strengths and obstacles
- Establish goals
- Select instructional strategies to help them meet the goals
- Determine what is expected when the strategy is implemented

Formative Assessment Training – The Division of School Improvement offers a series of three formative assessment professional learning opportunities. The first session provides an overview of effective formative assessment strategies and practices. The second session addresses the development of common assessments and actions educators may take to analyze the results from common assessments. The third and final session is focused on the development of effective test items that serve as a foundation for lessons.

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School Improvement Specialists – The Division of School Improvement employs field-based school improvement specialists who provide on-site support and guidance to school staff as they engage in the continuous improvement process. School improvement specialists provide support by engaging in the following actions.

- Guiding leaders in developing and sustaining a leadership team that is focused on continuous improvement in order to increase student achievement
- Guiding leaders, the leadership team, and collaborative learning teams with the development of structures and processes that support standards-based, job-embedded, results-driven professional learning and brokering professional learning resources as needed with emphasis on Thinking Maps®, Data Teams, formative assessment, and Active Literacy
- Assisting the leadership team in maximizing the use of Title I School Improvement Grant funds, if applicable
- Guiding school leaders in creating and sustaining a culture of data-driven decision making
- Guiding the leadership team and collaborative learning teams in creating school improvement plans that are action plans with measurable goals
- Guiding the leadership team and collaborative learning teams with:
 - Implementing the GPS within standards-based classrooms
 - Monitoring the implementation of the GPS within standards-based classrooms
- Facilitating the leadership team and collaborative learning teams' development, implementation, and continuous monitoring of a formalized system of data-driven intervention(s)
- Assisting the leadership team in continuously assessing progress toward fully-operational high impact practices
- Guiding leaders in sustaining the school improvement process through all strands of the School Keys: Unlocking Excellence through the Georgia School Standards in order to increase student achievement
- Guiding the leadership team, collaborative learning teams, and individual teachers (through observation, modeling, and feedback) in best practices that will directly lead to increased academic achievement for individual students and subgroups in relation to AYP targets
- Guiding the leadership team in interventions to monitor and improve student and teacher attendance
- Guiding the leadership team in the development of action plans

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Thinking Maps® Training – This training is organized by the Division of School Improvement in an effort to reduce costs for schools that are interested in implementing Thinking Maps® as an instructional strategy to improve student engagement and student achievement. The Division of School Improvement staff members are trained in Thinking Maps® and can facilitate and support implementation of the instructional strategy. Thinking Maps® provides leaders, teachers, and students with a common visual language for learning within and across disciplines that supports eight cognitive thinking processes.

- Defining
- Classifying
- Describing
- Comparing/Contrasting
- Sequencing
- Analyzing cause and effect
- Identifying part to whole relationships
- Seeing analogies

Active Literacy Training – This training is offered to teachers and leaders. The training shows teachers – at every grade level and in every subject area – how to integrate the teaching of literacy skills into their daily curriculum. With an emphasis on schoolwide collaborative planning, the training shows how curriculum mapping sustains literacy between grade levels and subjects. The training offers teaching strategies to help students in primary through high school do the following.

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

Graduation Coach Support – The Division of School Improvement offers support to districts and schools with the implementation of Graduation Coach programs and other best practices and strategies to support increasing the graduation rate in Georgia. The Graduation Coach Work Management System (WMS) was designed not only to improve the quality of data available to the state program office, but also to serve as a tool to enable graduation coaches to make data-driven decisions about which services to deliver and to whom. The Graduation Coach Work Management System assists in the identification of students at risk of dropping out of school or otherwise not earning a high school diploma.

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APPENDIX A: SEA Allocations to LEAs and LEA Budgets

APPENDIX A

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

Congress appropriated \$546 million for School Improvement Grants in FY 2010. In addition, most States will be carrying over a portion of their FY 2009 SIG allocations, primarily due to the requirement in section II.B.9(a) of the SIG final requirements that if not every Tier I school in a State was served with FY 2009 SIG funds, the State was required to carry over 25 percent of its FY 2009 SIG allocation, combine those funds with the State's FY 2010 SIG allocation, and award the combined funding to eligible LEAs consistent with the SIG final requirements. In FY 2009, the combination of \$3 billion in School Improvement Grant funding from the American Recovery and Reinvestment Act and \$546 million from the regular FY 2009 appropriation created a unique opportunity for the program to provide the substantial funding over a multi-year period to support the implementation of school intervention models. In response to this opportunity, the Department encouraged States to apply for a waiver extending the period of availability of FY 2009 SIG funds until September 30, 2013 so that States could use these funds to make three-year grant awards to LEAs to support the full and effective implementation of school intervention models in their Tier I and Tier II schools. All States with approved FY 2009 SIG applications applied for and received this waiver to extend the period of availability of FY 2009 SIG funds and, consistent with the final SIG requirements, are using FY 2009 funds to provide a full three years of funding (aka, "frontloading") to support the implementation of school intervention models in Tier I and Tier II schools.

The Department encouraged frontloading in FY 2009 because the extraordinary amount of SIG funding available in FY 2009 meant that, if those funds had been used to fund only the first year of implementation of a school intervention model, *i.e.*, to make first-year only awards, there would not have been sufficient funding for continuation awards in years two and three of the SIG award period (*i.e.*, SIG funding in FY 2009 was seven times the amount provided through the regular appropriation). Similarly, the estimated nearly \$1.4 billion in total SIG funding available in FY 2010 (an estimated \$825 million in FY 2009 SIG carryover funds plus the \$546 million FY 2010 SIG appropriation) is larger than the expected annual SIG appropriation over the next two fiscal years; if all funds available in FY 2010 were used to make the first year of three-year awards to LEAs for services to eligible Tier I and Tier II schools, there would not be sufficient funds to make continuation awards in subsequent fiscal years.

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Maximizing the Impact of Regular FY 2010 SIG Allocations

Continuing the practice of frontloading SIG funds in FY 2010 with respect to all SIG funds that are available for the FY 2010 competition (FY 2009 carryover funds plus the FY 2010 appropriation) would, in many States, limit the number of Tier I and Tier II schools that can be served as a result of the FY 2010 SIG competition. For this reason, the Department believes that, for most States, the most effective method of awarding FY 2010 SIG funds to serve the maximum number of Tier I and Tier II schools that have the capacity to fully and effectively implement a school intervention model is to frontload FY 2009 carryover funds while using FY 2010 SIG funds to make first-year only awards.

For example, if a State has \$36 million in FY 2009 carryover SIG funds and \$21 million in FY 2010 funds, and awards each school implementing a school intervention model an average of \$1 million per year over three years, the SEA would be able to fund 12 schools with FY 2009 carryover funds (*i.e.*, the \$36 million would cover all three years of funding for those 12 schools), plus an additional 21 schools with FY 2010 funds (*i.e.*, the \$21 million would cover the first year of funding for each of those schools, and the second and third years would be funded through continuation grants from subsequent SIG appropriations). Thus, the State would be able to support interventions in a total of 33 schools. However, if the same State elected to frontload all funds available for its FY 2010 SIG competition (FY 2009 carryover funds and its FY 2010 allocation), it would be able to fund interventions in only 19 schools (\$57 million divided by \$3 million per school over three years).

LEAs that receive first-year only awards would continue to implement intervention models in Tier I and Tier II schools over a three-year award period; however, second- and third-year continuation grants would be awarded from SIG appropriations in subsequent fiscal years. This practice of making first-year awards from one year's appropriation and continuation awards from funds appropriated in subsequent fiscal years is similar to the practice used for many U.S. Department of Education discretionary grant programs.

States with FY 2009 SIG carryover funds are invited to apply, as in their FY 2009 applications, for the waiver to extend the period of availability of these funds for one additional year to September 30, 2014. States that did not carry over FY 2009 SIG funds, or that carried over only a small amount of such funds, need not apply for this waiver; such States will use all available FY 2010 SIG funds to make first-year awards to LEAs in their FY 2010 SIG competitions.

Continuation of \$2 Million Annual Per School Cap

For FY 2010, States continue to have flexibility to award up to \$2 million annually for each participating school. This flexibility applies both to funds that are frontloaded and those that are used for first-year only awards. As in FY 2009, this higher limit will permit an SEA to award the amount that the Department believes typically would be required for the successful

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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).

In addition, the annual \$2 million per school cap, which permits total per-school funding of up to \$6 million over three years, reflects the continuing priority on serving Tier I or Tier II schools. 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 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 significantly 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 is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).

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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 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. Note that the requirement in section II.B.9(a) of the SIG requirements, under which an SEA that does not serve all of its Tier I schools must carry over 25 percent of its FY 2009 SIG allocation to the following year, does not apply to FY 2010 SIG funds.

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

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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 any FY 2009 carryover school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver to extend the period of availability to September 30, 2014).
6. Use FY 2010 school improvement funds to make the first year of three-year grant awards to LEAs (unless the SEA has received a waiver of the period of availability for its FY 2010 funds). Continuation awards for years 2 and 3 would come from SIG appropriations in subsequent fiscal years.

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APPENDIX B: Persistently Lowest –Achieving Schools Guidance

	Schools an SEA MUST identify in each tier	Newly eligible schools an SEA MAY identify in each tier
Tier I	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” [§]	Title I eligible ^{**} 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: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier II	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: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier III	Title I schools in improvement, corrective action, or restructuring that are not in Tier I. ^{††}	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two years.

[§] “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.

^{**} 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).

^{††} 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, certain Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if an SEA receives a waiver to include them in the pool of schools from which Tier II schools are selected or 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.

LEA Name: Bibb County School District					
Schools Served: Central High School					
Model					
Fiscal Years: July 1, 2011 through June 30, 2014					
Object Class	Item Description	FY 2011-2012	FY 2012-2013	FY 2013-2014	Totals
100 - Personnel Services Salaries	Extended Learning Time- After-School and on Saturdays: Tutorial/Credit Recovery/ Credit Repair/Attendance Repair, Advanced Placement Tutorial, Music Classes, IB Classes, Courses for Credit Purpose: To provide additional learning time after school and on Saturdays to add credits, tutoring, credit recovery/repair, attendance repair to all students. : 20 teachers +5 classified employees: 2 days a week for 2.5 hours each day and Saturdays for 3 hours for 30 weeks beginning August 30 and ending May 1; Teachers will be paid to provide additional academic learning time, assistance and attendance recovery in identified core content area (average state rate of \$31 per hour) Transportation: to provide transportation for students in extended learning time. Bus drivers will be paid at hourly rate; \$13.00 per hour/3 buses/2 hours - 3 days per weeks for 30 weeks:	\$ 149,175	\$ 149,175	\$ 149,175	\$ 447,525
	Bonuses to Certified Employees for meeting SIG goals.-(90 teachers x 3 years) \$700 yr 1, \$1500 yr 2, \$2500 yr 3 plus bonuses to Classified Employees for meeting SIG goals - (30 employees x 3 years) \$500 yr 1, \$1000 yr 2, \$1500 yr 3 Incentives to Attract Teachers to hard-to-staff subjects, (Math & Science 4 teachers for 3 years at \$2000 per teacher yr 1, \$3000 for yr 2, \$4000 for yr 3.) Professional Learning-Curriculum Mapping/Benchmark during 3 off contract days at \$20 per hour for 8 hours per day for 11 Math teachers Professional Learning-Integrating Technology during 3 off contract days at \$20 per hour for 8 hours per day for 90 teachers Professional Learning-Preliminary Planning during 5 off contract days at \$20 per hour for 6 hours per day for 20 leadership team members Professional Learning-Leadership Team Planning during 5 off contract days at \$20 per hour for 6 hours per day for 20 leadership team members Professional Learning-Understanding Poverty during 2 off contract days at \$20 per hour for 6 hours per day for 90 teachers System wide- Instructional Improvement Specialist (82,000 x 3 years divided by 5 SIG schools-2012-2014) Technology Specialist-Funding to meet full time status above system allotment .09 position	\$ 78,000	\$ 165,000	\$ 270,000	\$ 513,000
		\$ 8,000	\$ 12,000	\$ 16,000	\$ 36,000
		\$ 5,280			\$ 5,280
		\$ 43,200	\$ 43,200	\$ 43,200	\$ 129,600
		\$ 12,000			\$ 12,000
			\$ 12,000	\$ 12,000	\$ 24,000
			\$ 21,600	\$ 21,600	\$ 43,200
		\$ 16,400	\$ 16,400	\$ 16,400	\$ 49,200
		\$ 2,340	\$ 2,340	\$ 2,340	\$ 7,020
		\$ 260,000	\$ 260,000	\$ 260,000	\$ 780,000
	Four additional classroom teachers in 9th grade academy. Academic Coaches for English Language Arts, Science, Social Studies, Special Education; Contracted for 200 days, avg. yearly salary: \$80000 x 3 years for 4 Coaches + 1 RII Coordinator plus 1 Classified Parent Involvement Coordinator	\$ 425,000	\$ 425,000	\$ 425,000	\$ 1,275,000

LEA Name: Bibb County School District					
Schools Served: Central High School					
Model: SIG = Transformational					
Fiscal Years: July 1, 2011 through June 30, 2014					
Object Class	Item Description	FY 2011-2012	FY 2012-2013	FY 2013-2014	Totals
	Object Totals for Personnel Services	\$ 1,006,415	\$ 1,113,735	\$ 1,222,735	\$ 3,342,885
	Extended Learning Time- After-School and on Saturdays: Tutorial/Credit Recovery/ Credit Repair/Attendance Repair, Advanced Placement Tutorial, Music Classes, IB Classes, Courses for Credit Purpose: To provide additional learning time after school and on Saturdays to add credits, tutoring, credit recovery/repair, attendance repair to all students. : 20 teachers + 5 classified employees: 2 days a week for 2.5 hours each day and Saturdays for 3 hours for 30 weeks beginning August 30 and ending May 1; Teachers will be paid to provide additional academic learning time, assistance and attendance recovery in identified core content area (average state rate of \$31 per hour)	\$ 12,232	\$ 12,232	\$ 12,232	\$ 36,696
200 - Benefits	Transportation: to provide transportation for students in extended learning time. Bus drivers will be paid at hourly rate; \$13.00 per hour/3 buses/2 hours - 3 days per weeks for 30 weeks:	\$ 576	\$ 576	\$ 576	\$ 1,728
	Bonuses to Certified Employees for meeting SIG goals- (90 teachers x 3 years) \$700 Yr 1, \$500 Yr 2, \$2500 Yr 3 plus bonuses to Classified Employees for meeting SIG goals - (30 employees x 3 years) \$500 Yr 1, \$1000 Yr 2, \$1500 Yr 3	\$ 6,396	\$ 13,530	\$ 22,140	\$ 42,066
	Incentives to Attract Teachers to hard-to-staff subjects, (Math & Science 4 teachers for 3 years at \$2000 per teacher Yr 1, \$3000 for Yr 2, \$4000 for Yr 3.)	\$ 656	\$ 984	\$ 1,312	\$ 2,952
	Professional Learning-Curriculum Mapping/Benchmark during 3 off contract days at \$20 per hour for 8 hours per day for 11 Math teachers	\$ 433	\$ -	\$ -	\$ 433
	Professional Learning-Integrating Technology during 3 off contract days at \$20 per hour for 8 hours per day for 90 teachers	\$ 3,542	\$ 3,542	\$ 3,542	\$ 10,626
	Professional Learning-Preliminary Planning during 5 off contract days at \$20 per hour for 6 hours per day for 20 leadership team members	\$ 984	\$ -	\$ -	\$ 984
	Professional Learning-Leadership Team Planning during 5 off contract days at \$20 per hour for 6 hours per day for 20 leadership team members	\$ -	\$ 984	\$ 984	\$ 1,968
	Professional Learning-Understanding Poverty during 2 off contract days at \$20 per hour for 6 hours per day for 90 teachers	\$ -	\$ 1,771	\$ 1,771	\$ 3,542
	System wide- Instructional Improvement Specialist (\$2,000 x 3 years divided by 5 SIG schools-2012-2014)	\$ 6,068	\$ 6,068	\$ 6,068	\$ 18,204
	Technology Specialist-Funding to meet full time status above system allotment .09 position	\$ 819	\$ 819	\$ 819	\$ 2,457
	Four additional classroom teachers in 9th grade academy.	\$ 96,200	\$ 96,200	\$ 96,200	\$ 288,600

LEA Name: Bibb County School District							
Schools Served: Central High School							
Model		SIG = Transformational					
Fiscal Years: July 1, 2011 through June 30, 2014							
Object Class	Item Description	FY 2011-2012	FY 2012-2013	FY 2013-2014	Totals		
	Academic Coaches for English Language Arts, Science, Social Studies, Special Education; Contracted for 200 days, avg. yearly salary: \$80000 x 3 years for 4 Coaches + 1 RTI Coordinator plus 1 Classified Parent Involvement Coordinator	\$ 157,250	\$ 157,250	\$ 157,250	\$ 471,750		
	Object Totals for Benefits	\$ 283,156	\$ 293,956	\$ 302,894	\$ 882,006		
300 - Purchased & Technical							
	Consultant for Understanding Poverty		\$ 20,000	\$ 20,000	\$ 40,000		
	Blending Learning Management System annual support	\$ 3,850	\$ 3,850	\$ 3,850	\$ 11,550		
	Blending Learning Management System initial setup	\$ 1,500			\$ 1,500		
	Blending Learning Management System training for 3 days	\$ 7,500			\$ 7,500		
					\$ -		
					\$ -		
					\$ -		
					\$ -		
					\$ -		
					\$ -		
	Object Totals for Purchased Services	\$ 12,850	\$ 23,850	\$ 23,850	\$ 60,550		
400							
	Books for Professional Learning	\$ 500	\$ 500	\$ 500	\$ 1,500		
	Object Total	\$ 500	\$ 500	\$ 500	\$ 1,500		
600 - Supplies							
	Supplies for Professional Learning	\$ 11,200	\$ 11,200	\$ 11,200	\$ 33,600		
	Math tools for Smartboard @ \$120 each at 12	\$ 1,560			\$ 1,560		
	Mounting sets for smartboards @\$60 each X 63 for yr 1, 15 for yr 2	\$ 10,080	\$ 2,370		\$ 12,450		
	Smartboards at \$2600 each X 63 for yr 1, 15 for yr 2	\$ 163,800	\$ 39,000		\$ 202,800		
	Mobile storage carts 8 at \$500 for yr 1, 10 for yrs 2 & 3	\$ 4,000	\$ 5,000	\$ 5,000	\$ 14,000		
	Netbooks 1000 x \$300 (750 for yr 1, 250 for yr 2)	\$ 225,000	\$ 75,000		\$ 300,000		
	CDW hardware install 1000 @ \$12 (750 yr 1, 250 yr 2)	\$ 9,000	\$ 3,000		\$ 12,000		
	CDW image deployment 1000 @ \$25 (750 yr 1, 250 yr 2)	\$ 18,750	\$ 6,250		\$ 25,000		
	CDW laser etching 1000 @ \$12 (750 yr 1, 250 yr 2)	\$ 9,000	\$ 3,000		\$ 12,000		
	Infobase EXO case 1000 @ \$43 (750 yr 1, 250 yr 2)	\$ 32,250	\$ 10,750		\$ 43,000		
	Adac Microsoft MBA Office Pro Plus 2010 1000 @ \$65 (750 yr 1, 250 yr 2)	\$ 48,750	\$ 16,250		\$ 65,000		
	21st Century Skills Assessment	\$ 2,533			\$ 2,533		
	Acrobat 10 Professional 90 @ \$60	\$ 5,400			\$ 5,400		
	Camtasia Studio/Snagit	\$ 4,495			\$ 4,495		
	Student Response Systems 3 sets at \$2500 per set	\$ 7,500			\$ 7,500		
	Blending Learning Management System for students	\$ 11,000	\$ 11,000	\$ 11,000	\$ 33,000		
	Blending Learning Management System for teachers	\$ 990	\$ 990	\$ 990	\$ 2,970		

LEA Name: Bibb County School District						
Schools Served: Central High School						
Model: SIG = Transformational						
Fiscal Years: July 1, 2011 through June 30, 2014						
Object Class	Item Description	FY 2011-2012	FY 2012-2013	FY 2013-2014	Totals	
	Online Kaleidoscope for students 1000 @ \$2	\$ 2,000	\$ 2,000	\$ 2,000	\$ 6,000	
	Online Kaleidoscope for teachers 90 @ \$2	\$ 180	\$ 180	\$ 180	\$ 540	
	Whitesmoke General Writing	\$ 2,460			\$ 2,460	
	Datamation 10 bay chargers 2 @ \$2050	\$ 4,100	\$ 4,100	\$ 4,100	\$ 12,300	
	Acer NBA 6-cell Lithium ION batteries 96 @ \$15	\$ 11,040	\$ 11,040	\$ 11,040	\$ 33,120	
	Object Totals for Supplies	\$ 585,088	\$ 201,130	\$ 45,510	\$ 831,728	
	Total of Operational Costs	\$ 598,438	\$ 225,480	\$ 69,860	\$ 893,778	
	Subtotal of All Object Codes Before Indirect Costs	\$ 1,899,509	\$ 1,633,671	\$ 1,595,989	\$ 5,120,169	
	Indirect Cost at 2-57% of Total Costs Minus Capital Equipment	\$ 48,586	\$ 41,985	\$ 41,017	\$ 131,588	
	GRAND TOTALS	\$ 1,939,095	\$ 1,675,656	\$ 1,637,006	\$ 5,251,757	
	Total Budget Available for Three Years	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ 6,000,000	
	Unbudgeted Amount	\$ 60,905	\$ 324,344	\$ 362,994	\$ 748,243	