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Brooks County Schools

# Brooks County High School

## School Improvement Grant

Submitted: 4/15/2011  
Revised: 5/6/11 Revised 6/1/11

**Brooks County Schools**  
**School Improvement Grant 1003(g) - LEA Application 2011**  
**Brooks County High School**

**Executive Summary**

Brooks County High School is looking forward to the challenge of implementing the School Improvement Grant 1003(g). We have made significant progress over the last three years and believe that we can continue that momentum by using these funds to assist us in putting additional reforms in place to help our students.

These funds will assist us in furthering our mission, vision, and goals for Brooks County School System and Brooks County High School. The rationale of the grant fits perfectly with our core values for the system.

Our mission is **Educating all students in a safe environment.**

Our vision is **Creating a system of excellence for all learners.**

Our goals are:

- Attaining high student achievement and success**
- Developing organizational effectiveness**
- Ensuring student, staff, and community satisfaction**

Our core values are:

- **High student achievement and success for all students**
- **Quality instruction with research based and data driven decisions**
- **High quality professional learning**
- **Effective communication between all stakeholders**
- **Efficient and effective system operations**
- **Teacher quality**
- **A safe and orderly learning environment for all students**
- **A strong partnership among parents, community members, and other stakeholders**

Brooks County High School's culture has changed significantly under the leadership of our current high school principal. The establishment of a Leadership team and Professional Learning Community groups have led to shared decision making. Other strategies such as predictor tests and Saturday School among others have led to an increase in student achievement. Our teachers are dedicated to doing "whatever it takes" to increase student achievement and our graduation rate. Their hard work has been recognized at the state and regional level by numerous awards. These include

- 2009 State Superintendent's Distinguished Achievement Award for Mathematics
- 2009 State Superintendent's Distinguished Achievement Award for Science

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- 2009 State Superintendent's Distinguished Achievement Award for Social Studies
- 2009 Senior Migrant student awarded for highest academic average in Southern Pines Migrant Agency
- Engineering class recognized for being first in the state to build an Electrathon Electric Vehicle
- 2008 Governor's Cup for improvement of SAT scores
- 2008 Cooperative Spirit Sportsmanship Award

Brooks County Schools

# 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  
Washington, D.C. 20202



OMB Number: 1810-0682  
Expiration Date: September 30, 2013

#### Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.




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**Cover Page**

LEA Name:  Brooks County Schools	LEA Mailing Address: Brooks County Schools 1081 Barwick Road Quitman, GA 31643
LEA Contact for the School Improvement Grant	
Name:	Tonja P. Healey
Position and Office:	PreK-12 Curriculum/School Improvement
Contact's Mailing Address:	Brooks County Schools 1081 Barwick Road Quitman, GA 31643
Telephone:	229-263-8606 ext 3024
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Email Address:	thealey@brooks.k12.ga.us
Superintendent (Printed Name): Debra H. Folsom	Telephone: 229-263-7531 ext 2011
Signature of Superintendent:  X 	Date: April 14, 2011
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: Brooks 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
Brooks County High School		XXX						XXXX

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LEA Name: Brooks County Schools

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School Name: Brooks County High School

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**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 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.**

Brooks County High School participated in a GAPSS analysis November 4-5, 2008. The targeted areas for improvement have been inserted below.

**Brooks County High School Commendations**  
**Georgia Assessment for Performance on School Standards**  
**November 4-5, 2008**

**Curriculum, Assessment, Instruction**

- ★ Collaborative teacher groups developed curriculum maps, instructional units, and student learning maps. C-2.1
- ★ Teachers collect data on student mastery of the standards by administering both pre and post tests. A-2.1
- ★ Essential questions and standards are posted in classrooms. I-2.1
- ★ The weaknesses of the unit tests are retaught and retested in the next unit. A-3.1
- ★ To plan for continuous improvement, the leadership team analyzed data through a RESA led process. A-3.1

**Planning and Organization**

- ★ Teachers and students report that the school environment is safe and secure. PO-4.1



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- ★ A school improvement plan that addresses gaps and needs has been developed. PO-2.2

**Professional Learning**

- ★ Professional learning teams meet weekly. PL-1.1

**School, Family and Community Support**

- ★ The telephone system provides another means for parents to receive information. SFC-1.1
- ★ Teachers make at least ten parent contacts per month. SFC-1.1

**Leadership**

- ★ The leadership team meets twice a month and focuses on school improvement issues. L-4.1
- ★ The administrative team is highly visible, actively involved and supportive of faculty and students. L-2.3
- ★ The school utilizes available outside resources including central office, RESA, ETTC, and DOE. L-3.3
- ★ The administrative team consistently implements a school wide discipline plan. L-2.1

**School Culture**

- ★ There is a school-wide culture of mutual respect among students, faculty, and staff. SC-1.4

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**Brooks County High School  
Target Areas for Improvement  
Georgia Assessment for Performance on School Standards  
November 4-5, 2008**

**Curriculum, Assessment, Instruction**

Ensure that all curriculum units reflect the intended rigor of the GPS as defined by the verbs and concepts in the standards and elements. C-1.3

Develop and implement a process for consistent, focused monitoring of curriculum implementation. C-3.1; C-3.2

Analyze daily assignments and assessments in teacher meetings and in leadership team meetings. A-1-4; I-2.4

Use a variety of formative assessments and tools (e.g., effective questioning techniques, performance tasks, projects, benchmark work, rubrics) to monitor student progress over the course of units and to adjust instruction to maximize student mastery of the GPS. A-2.2

Maximize opportunities for students to have additional monitored and data-driven interventions during the school day. I-2.6

Increase student engagement through expending the use of research-based instructional strategies. I-2.1

Increase the flexible grouping, differentiated instruction, and higher order thinking skills and processes (compare-contrast, classify, problem solve, decision making) to ensure rigor and expectations of all students in all classrooms. I-2.2; I-2.3

**Planning and Organization**

Determine professional learning needs based on the goal and strategies of the school improvement plan and data collected on awareness walks. PL-1.1; PL-1.4; PL-3.2

Monitor all professional learning for impact on teacher practices and student achievement. PL-2.2

Consider establishing a schedule where content areas have common planning time. PL-1.5

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**Leadership**

Refine the process for monitoring the implementation of standards –based classroom practices and using the data to determine next steps in continuous improvement. L-4.1

**Planning and Organization**

Review and revise the school improvement plan to:

Develop attainable and realistic goals,

Narrow the scope of the strategies to those that best support the goals,

Indicate formative and summative data to monitor the implementation of strategies and interventions contained in plan and their impact on student achievement. PO 2.1; PO 2.2; PO 2.3

Involve the Leadership team in consistently monitoring the implementation and effectiveness of the School Improvement Plan. L-4.3

Utilize available funds to provide all content areas with needed resources. PO-3.2

**Brooks County High School  
Staff Survey**

**Georgia Assessment for Performance on School Standards  
November 4-5, 2008**

"Consistently" or "Often"	No Basis to Judge	Statement #	Standard	Certified Staff Survey Statement
55%	5%	64	PL-3.4	Professional learning in our school provides opportunities for teachers and administrators to learn how to involve families in their children's education. PL-3.4
59%	14%	47	SFC-1.2	Opportunities exist for parents to participate in training and informational sessions to enhance student performance. SFC-1.2
72%	0%	34	A-2.4	Our student's ability to self-monitor and self-evaluate is enhanced through the use of various assessments (e.g., constructed-response test items, reflective assessments, academic prompts, performance tasks and projects) A-2.4
73%	8%	57	PL-2.3	Teams meet to review and study current research to make informed instructional decisions. PL-2.3
73%	11%	58	PL-2.4	The staff participates in long-term (two-to-three year period) in-depth professional learning which is aligned with our school improvement goals. PL-2.4



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76%	0%	44	PO-4.3	Our school facility is adequately maintained, clean, and conducive for teaching and learning. PO-4.3	
76%	5%	66	L-1.1	Our principal and school administrators exhibit a deep understanding of curriculum, assessment and instruction. L-1.1	
78%	6%	74	L-3.2	Staff members have opportunities to serve in a variety of leadership roles. L 3.2	
79%	3%	9	C-2.2 C-3.2	Our teachers analyze student work collaboratively to build consensus for a common understanding of proficiency and rigor. C-2.2, C-3.2	
79%	0%	25	I-3.3	Students identify and apply evaluation criteria and monitor achievement of those criteria utilizing such tools as benchmark work, rubrics, anchor papers, scoring guides, and evaluation checklists. I-3.3	
79%	5%	49	SFC-2.1	Opportunities exist for parents and community members to participate in school governance, decision-making and problem-solving. SFC-2.1	
79%	11%	73	L-3.1	Our principal and administrators collaborate with staff members and other stake holders to elicit input and provide opportunities for shared decision-making and problem solving. L-3.1	
79%	5%	84	SC-2.4	Our school culture reflects an atmosphere of trust and openness among all stakeholders. SC-2.4	
80%	8%	56	PL-1.6	Resources are allocated to support job-embedded professional learning that is aligned with high priority school improvement goals. PL-1.6	
80%	3%	62	PL-3.2	Our teachers participate in professional learning to deepen their content knowledge. PL-3.2	
81%	8%	40	PO-3.1	Our school and our district work together to ensure resources are allocated to support the achievement of our school improvement goals. PO-3.1	
81%	11%	55	PL-1.4 PL-2.1 PL-2.5	The principal and other leaders plan professional learning by utilizing data (student learning, demographic, perception, and process) to determine adult learning priorities and utilizing a variety of professional learning designs (e.g. collaborative teacher meetings, lesson study, peer observations, modeling, instructional coaching, etc) PL-1.4, PL-2.1, PL-2.5	
82%	5%	20	I-2.5	We utilize flexible grouping based on ongoing diagnosis and formative assessment is used to enhance student learning. I-2.5	
82%	11%	48	SFC-1.4	Parents feel welcome in our school. SFC-1.4	



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83%	6%	54	PL-1.3	Opportunities exist for teachers in our school to participate in instructional leadership development. PL-1.3	
84%	5%	67	L-1.2 L-1.3	Our principal and school administrators are actively involved in the learning community, including active membership on study teams and promoting meaningful professional learning. L-1.2, L-1.3	
84%	11%	69	L-1.4	Our principal and school administrators utilize multiple types of data to drive and monitor school-wide instructional decisions. L-1.4	
85%	3%	24	I-3.2	Teachers and students work collaboratively to establish high expectations and challenging learning goals. I-3.2	
86%	5%	38	PO-2.1	Our school improvement plan was created with staff input. PO-2.1	
87%	6%	8	C-2.1 C-2.2	Our teachers have a shared understanding of what students are expected to know, do and understand at all grade levels and in all subject areas. C-2.1, C-2.2	
87%	3%	30	A-2.1	Diagnostic assessments are used to adjust instruction to accommodate students' readiness levels. A-2.1	
87%	3%	35	A-3.1	Assessment data is used to plan and adjust for instruction for each student, subgroup of students and the school as a whole. A-3.1	
87%	3%	59	PL-2.7	Teachers and administrators have the knowledge and skills (e.g., group decision-making strategies, stages of group development, setting norms, using protocols) necessary to collaborate. PL-2.7	
87%	5%	60	PL-3.1	Our professional learning prepares us in practices that convey respect for diverse cultural backgrounds and high expectations for all students. PL-3.1	
87%	14%	77	L-4.2	Our leadership team has developed and uses a protocol for handling business, making decisions, and solving problems. L-4.2	
89%	0%	22	I-2.7	Technology is effectively used to maximize student learning. I-2.7	
89%	5%	27	A-1.1	We use a comprehensive system for assessing student progress toward meeting the GPS/QCC. A-1.1	
89%	3%	41	PO-3.2	Human, technological, and material resources are effectively selected and used to ensure the academic success of all learners. PO-3.2	

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89%	0%	43	PO-4.2	Instructional time is maximized, and no interruptions occur to detract from time on learning. PO-4.2	
89%	0%	63	PL-3.3	Our professional learning designs are purposeful, aligned with specific individual and group needs, and the application of strategies is closely monitored. PL-3.3	
89%	3%	71	L-2.2	Our principal and school administrators maximize the availability and distribution of instructional resources (human, material and technology) focused on school learning goals. L-2.2	
89%	9%	75	L-3.3	Our school uses external resources (e.g., Central Office, RESA, GLRS, Universities, ETTC, GaDOE) to support school improvement initiatives. L-3.3	
89%	8%	78	L-4.3	Our leadership team uses an on-going, data-driven decision-making process to identify student achievement and organizational productivity needs. L-4.3	
89%	0%	83	SC-2.2	Our school celebrates the achievements and accomplishments of our students, staff and school community. SC-2.2	
90%	0%	23	I-3.1	Our students are engaged in work that is authentic, standards-driven and requires higher-order reasoning. I-3.1	
90%	3%	32	A-2.3	Teachers use a variety of summative assessment tasks to evaluate student achievement of GPS/QCC. A-2.3	
90%	3%	68	L-1.3	Our principal and school administrators keep the school focused on student learning and promote sustained and continuous improvement. L-1.3	
91%	5%	33	A-2.3	Collaboration on data analysis guides and informs grade-level and school-wide decision-making. A-2.3	
91%	3%	72	L-2.3	Our principal and school administrators are visible to staff, students and parents; including participation in subject and grade level meetings. L-2.3	
92%	5%	11	C-3.2	Performance data and the review of student work are used to revise curriculum implementation and to align resources. C-3.2	
92%	0%	14	I-1.2	Teachers plan together to design, monitor, and revise instruction. I-1.2	
92%	3%	18	I-2	Teachers emphasize and encourage learners to use higher-order thinking skills (e.g., compare, contrast, classify), processes (e.g., problem-solving, decision-making) and mental habits of the mind (e.g., critical thinking, creative thinking). I-2	

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92%	0%	19	I-2.3	Differentiated instruction, adjustment of content, product, process and/or learning environment, is provided to support students according to their instructional needs. I-2.3	
92%	0%	28	A-1.2	Learning gaps and problems are identified through assessment data and instruction is adjusted to improve overall and individual student achievement. A-1.2	
92%	0%	29	A-1.3	Teachers collaborate to design assessments aligned to the GPS/QCC. A-1.3	
92%	3%	31	A-2.2	Teachers use a variety of formative assessments to monitor student progress and adjust instruction. A-2.2	
92%	3%	39	PO-2.3	Our administrators and the school leadership team monitor the implementation of the school improvement plan and its impact upon student achievement. PO-2.3	
92%	0%	46	SFC-1.1	Opportunities for communication exist in both directions between the home and school. SFC-1.1	SFC-1.1
92%	5%	50	SFC-3.1 3.2	School and community partnerships exist to provide a network of support for our students. SFC-3.1, SFC-3.2	
92%	3%	53	PL-1.2 PL-2.2 PL-2.5	The principal and other school leaders set clear expectations and monitor the effectiveness of professional learning on teacher practices and student learning. PL-1.2, PL-2.2, PL-2.5	
92%	0%	61	PL-3.2	Our professional learning prepares teachers to adjust instruction and assessment to meet the needs of diverse learners. PL-3.2	
92%	3%	70	L-2.1	Our principal and school administrators implement policies, practices, and procedures that ensure a safe and orderly learning environment. L-2.1	
93%	8%	5	C-1.2	Our curriculum has been aligned horizontally and vertically in order to support students' mastery of the GPS/QCC standards. C-1.2	
94%	3%	10	C-3.1	Administrators and teacher leaders monitor and evaluate implementation of the curriculum through a consistent and systematic school-wide process. C-3.1	
94%	3%	21	I-2.6	Systematic and data-driven interventions are required for our students who need additional assistance to master standards. I-2.6	
94%	3%	42	PO-4.1	A safe learning environment is planned, implemented, and maintained by our school staff and administrators. PO-4.1	



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94%	5%	76	L-4.1	Our school has a fully operational leadership team (school improvement team, design team, etc.) that is representative of our entire staff. The team conducts regular, results-driven meetings and exists to address student achievement and overall academic success. L-4.1
94%	0%	81	SC-1.2 SC-1.3	Our school supports and enhances the social and emotional growth and development of all learners. (Examples of support: advisement, mentoring, coaching, shadowing, counseling services) SC-1.2, SC-1.3
94%	3%	82	SC-2.1	School policies, practices, and experiences promote respect for individual differences. SC-2.1
95%	3%	6	C-1.3	Our curriculum maps and units are designed to ensure all students participate in a curriculum that requires depth of understanding and rigor. C-1.3
95%	3%	7	C-2.1 C-2.2	We meet to collaborate on the design and implementation of the curriculum. C-2.1, C-2.2
95%	3%	17	I-2.1	Teachers use a variety of research-based instructional strategies. (e.g., compare/contrast, summarizing, higher-order questioning, advanced organizers) I-2.1
95%	0%	52	PL-1.1 PL-1.5	Teachers and administrators participate in job-embedded professional learning and collaboration addressing curriculum, assessment, instruction, and technology (e.g. developing lesson plans, examining student work, monitoring student progress) PL-1.1, PL-1.5
97%	3%	4	C-1.1	Our written curriculum documents (e.g., maps and units) are aligned to GPS/QCC and are used to guide instruction. C-1.1
97%	0%	16	I-1.3	Learning goals and are explicitly communicated to our students. I-1.3
97%	3%	37	PO-1.1	Our school's vision and mission guides and informs our continuous school improvement process. PO-1.1
97%	3%	80	SC-1.1	Our school provides support to promote the academic achievement of all learners. (Examples of support: counseling, academic advisements, transitional experiences) SC-1.1
100%	0%	13	I-1.1	An organizing framework (e.g., Opening/Activating Strategy, Teaching/Student Work time, Summarizing/Sharing Work) that aligns curriculum, assessment, and instruction is utilized to plan quality teaching and learning. I-1.1
100%	0%	15	I-1.3	Learning goals are aligned with GPS/QCC. I-1.3

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

Brooks County School System has participated in a three day Data Retreat for the last three years. The retreat is facilitated by our Coastal Plains RESA staff. Each school brings their

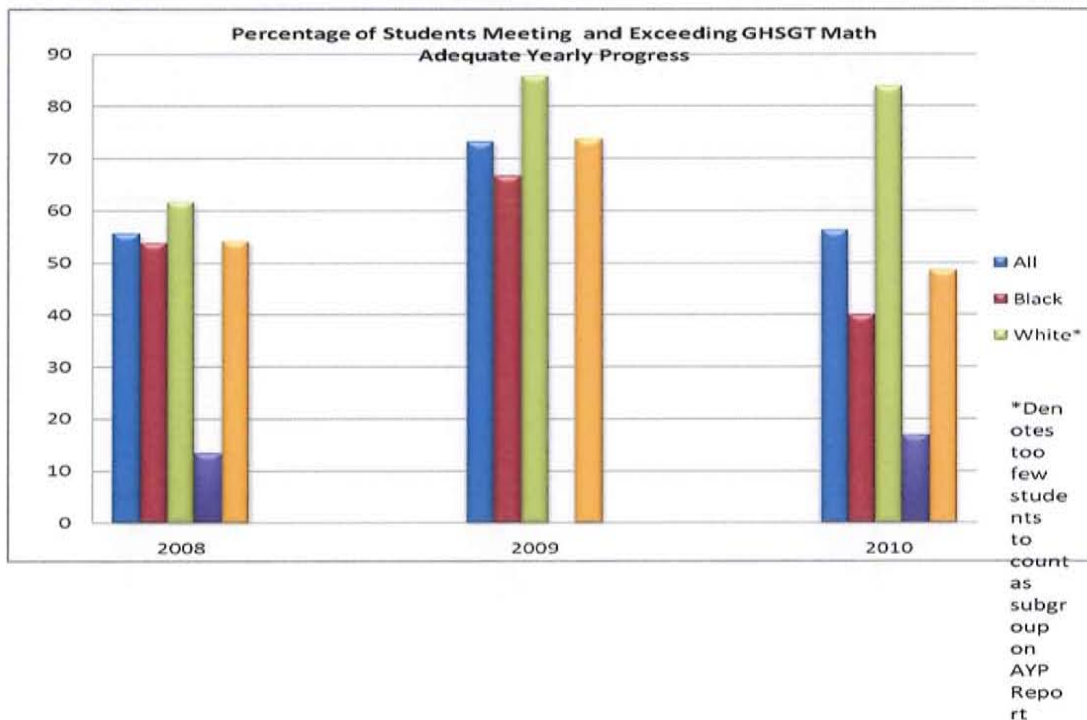


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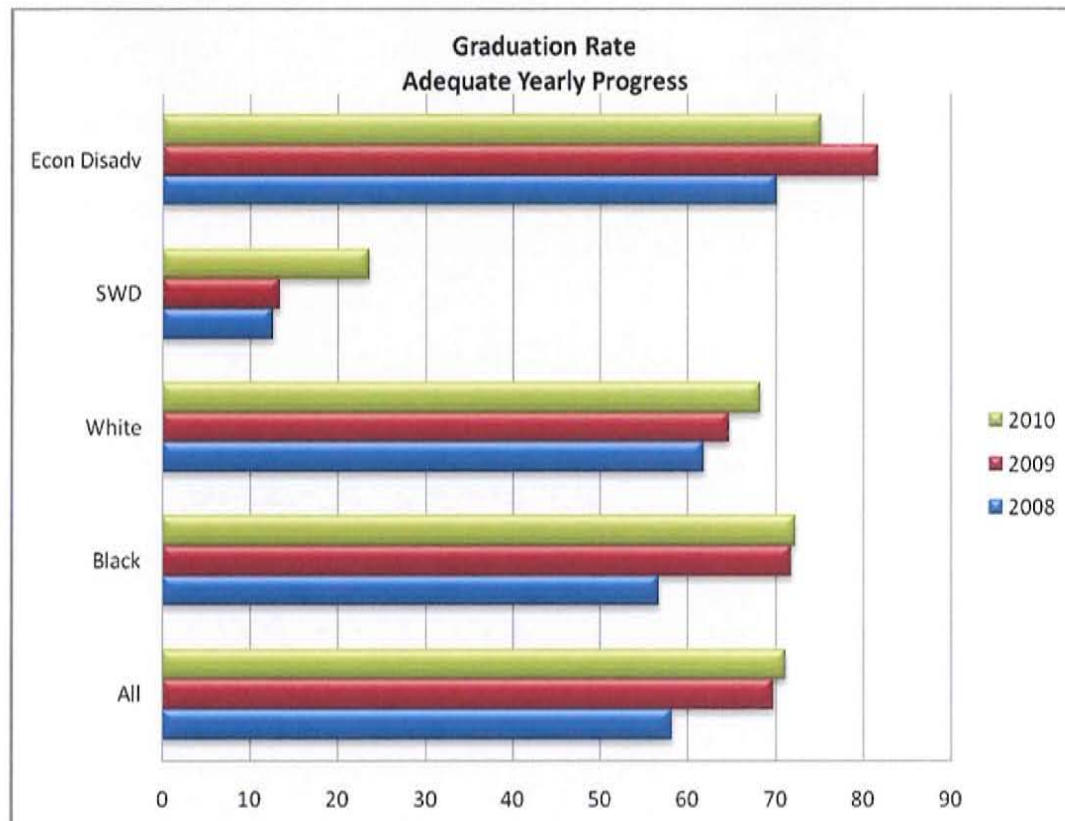
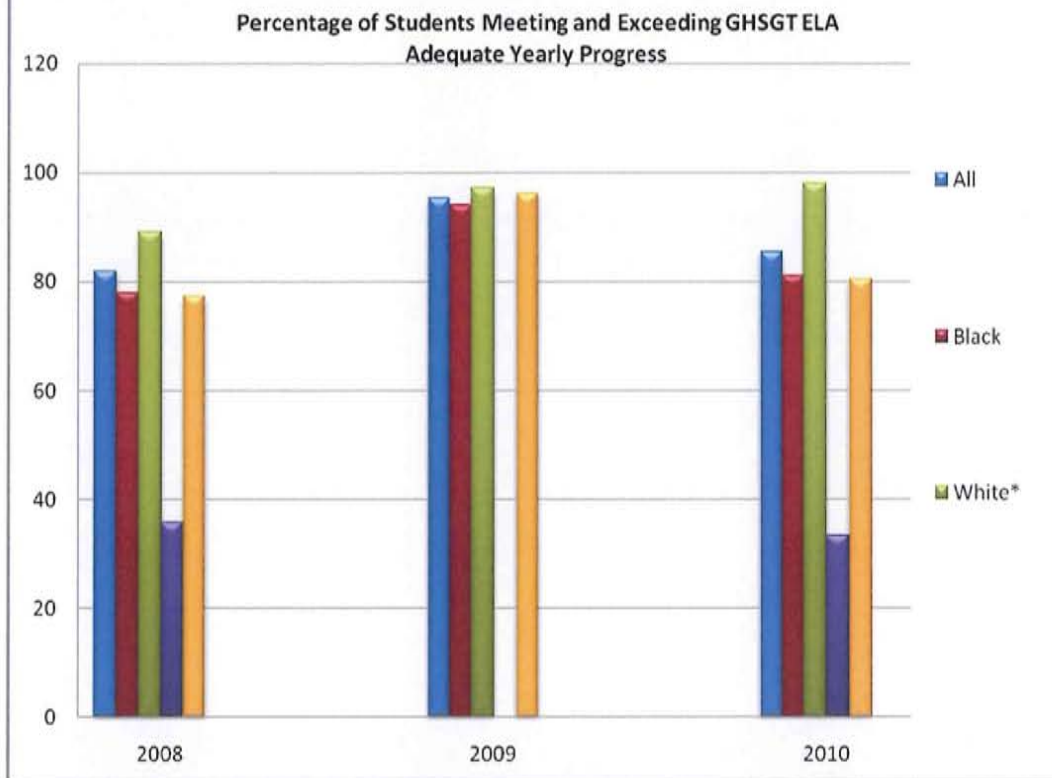
Leadership team to the retreat. The team from Brooks County High School consists of the principal, assistant principal, CTAE director, the department head from English Language Arts, Math, Science, Social Studies, and Special Education, school counselor, and graduation coach. A variety of data is analyzed during the three days. This data includes:

- AYP report
- State Report Card
- EOCT scores for the last three years
- GHSGT scores for the last three years
- Observation data
- Student and staff attendance
- Student, parent, and staff survey data
- Discipline data
- Retention data
- Enrollment / demographic data
- Parent contact data

The data is analyzed by domains, subgroups, and individual students. Connections are made between individual students, discipline, attendance, and economically disadvantaged data. Facts about the data are recorded. Hypotheses are formed. Strategies for changing the data are formulated. These strategies are refined and become the heart of the School Improvement Plan for the upcoming school year.

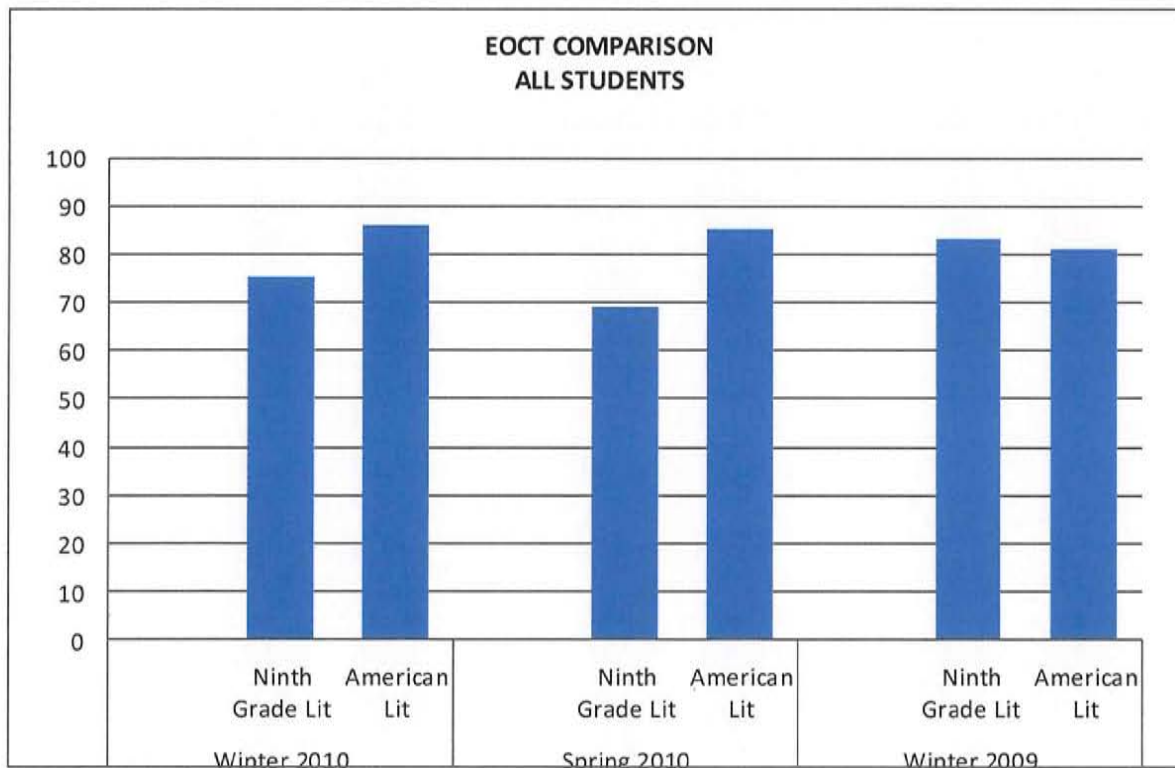
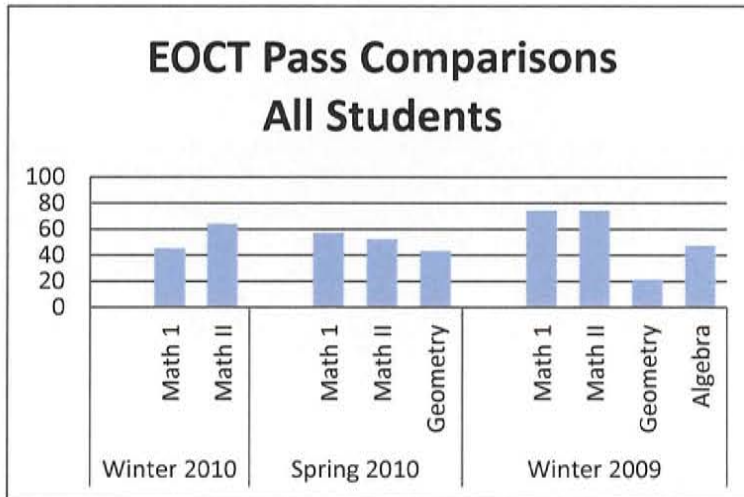


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**EOCT Comparisons**



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After our summer 2010 data retreat, the following observations were made by the BCHS Leadership team.

Poor performance within the black subgroup on the GHSGT/EOCT

Black males have not been proficient in reading comprehension which has resulted in low test scores on the GHSGT/EOCT

There appears to be a gap between the middle school and high school math curriculum that needs to be addressed

Students with disabilities lag behind the rest of the subgroups

Parents typically become disengaged at the high school level

The Brooks County School System and Brooks County High School have been committed to increasing student achievement over the last several years. Our strategies and initiatives are outlined below. The use of the SI 1003(g) grant will allow us to expand our efforts.

- The establishment of a Leadership Team which meets twice monthly that allows teacher leaders to have input into the decision making process
- The establishment of Professional Learning Communities which meet twice monthly that allows for the collaboration of teachers
- Professional learning in the areas of
  - A Framework for Understanding Poverty
  - Learning Focused Schools
  - CLASS Keys
  - Content area training
  - Gifted Endorsement
  - AP Certification
  - Formative Assessments
  - Co-Teaching Training
  - Reading Strategies Across the Content Areas (delivered by the Literacy team that was developed in 2010-2011)
- Implementation of Saturday School for GHSGT review in ELA, Math, Science, and Social Studies
- Mini – review GHSGT sessions during the school day
- The use of predictor tests for the GHSGT to identify juniors who are at-risk for not passing the GHSGT
- The use of a Graduation Coach to ensure students stay on track for graduation
- The use of Valdosta State University math majors to provide in-school math tutoring for juniors prior to the GHSGT



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- Peer observations
- Regularly scheduled informal observations using e-Walk software
- The use of Odyssey Ware for credit recovery
- Credit repair
- Data Analysis Retreat in summer
- 21st Century grant for afterschool program (ECHOES)
- Before and after school tutoring by teachers
- Implementation of Pass to Participate (students must be passing all classes to participate in club competitions and athletic games)
- Incentives for those passing EOCT and GHSGT
- Teachers as Advisors program
- The implementation of Student Response Systems in the content area classes
- Utilization of a DOE provided School Improvement Specialist

**d) Provide rationale for the intervention model selected.**

After careful consideration, the Brooks County School System rejected the following models.

1. Restart Model: The system and school administrators believe that we have the capacity to transform Brooks County High School without converting the school to a charter school.
2. School Closure Model: Brooks County High School does not have another high school within the LEA boundaries.
3. TurnAround Model: The system and school administrators believe that we have a strong staff that is committed to school improvement and increasing student achievement. Hiring no more than 50% of our current staff would hinder us from making progress toward and meeting our goals.

After much discussion, a decision was made to implement the Transformation Model. We believe strongly that our high school principal and staff can transform the high school if given additional funds and the flexibility for using the funds to improve student achievement.

**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 Brooks County School System is committed to providing Brooks County High School with as much support as necessary in order to fully and effectively implement the strategies selected. The Brooks County Board of Education has given its approval to submit the application.

The district will provide Brooks County High School with district resources such as Survey

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Monkey, CrossPointe Student Information System and Parent Portal, School Messenger, SEMS Tracker, Study Island and funding for textbooks and earned personnel.

The district is committed to ensuring this grant will not be used to supplant state funds or federal funds that the school is currently receiving. Additionally, these funds will only be spent on allowable expenditures as defined under federal guidelines.

The district will continue to ensure that all teachers are properly certified and highly qualified.

The district will continue to support the school principal in his decision-making authority as well as the staff as they work to transform Brooks County High School.

The district will continue to collaborate with Coastal Plains RESA and the Georgia Department of Education in regards to researched based teaching strategies, professional learning, and data analysis.

The district will continue to collaborate with the community and parents in regards to school improvement initiatives.

**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.

g)

This does not apply to Brooks County School System. Brooks County High School is the only Tier 1 school within the LEA boundaries.

**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



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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.**

This does not apply to Brooks County High School.

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

The Brooks County School System and Brooks County High School were committed to gathering stakeholder input before completing the grant application. The following outlines the timeline that was utilized.

March 14, 2011 – Invitation to attend meeting in Albany, GA.

March 23, 2011 – Attended grant informational meeting. Grant writing team began brainstorming strategies and initiatives to transform Brooks County High School.

March 24, 2011 – Email sent to Board of Education members notifying them of the grant

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opportunity.

March 24, 2011 – Debra Folsom (BC Superintendent) and Howard Akers (BCHS Principal) spoke at a Kiwanis Club Meeting.

March 24, 2011 – Grant writing team met to plan stakeholder meetings.

March 25, 2011 – Meeting held with department representatives.

March 25, 2011 – Meeting held with Parent Community Relations Specialist to plan additional meetings with community and parents, press releases, School Messenger message(automated phone call system), email blasts to staff, parents, and community partners, website and Facebook information.

March 25, 2011 – Meeting held with Central Office staff and Academic Enhancement Program director.

March 29, 2011 – Feedback from teachers of all departments due to grant writing team.

March 29, 2011 – Meeting held with Chamber of Commerce Executive Board members.

March 31, 2011 – Meeting held with Family Connection Executive Board members and BCHS School Council.

March 31, 2011 – Grant writing team met to discuss input received thus far.

April 2, 2011 – Meeting held for parents and community members. Grant writing team met to finalize strategies and initiatives.

April 3 – 10, 2011 – Grant writing team worked on completing grant application.

April 7, 2011 – Draft copy of grant emailed to department heads for review.

April 11, 2011 – Meeting held with department heads to review draft and needed changes.

April 11 -13, 2011 – Grant writing team incorporates suggestions for revision.

April 12, 2011 – Board of Education meeting held. DOE representative presented grant information to the BOEmembers.



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April 14, 2011 – Grant sent via Federal Express to Georgia DOE in Atlanta, hand delivered, and via email

April 27, 2011 – Revision requests received from the Georgia DOE in Atlanta.

April 28, 2011 – Grant writing team met to discuss revisions.

April 29, 2011 – Grant writing team participated in a conference call with Georgia DOE.

May 2 – 5 – Revisions were made.

May 6 – Grant resubmitted via email to Georgia DOE

A meeting had been held with students on February 28, 2011 to discuss the strengths, weaknesses, and suggestions for making BCHS better. Because of the time constraints with completing the grant and a week of Spring Break, it was decided to use the input of the students from this meeting within the grant.

All meetings began with an overview of the grant requirements. The same planning sheet was used with all groups (except student group) and can be found in the appendix. In addition, the flyer, staff newsletter, copies of the emails sent, and the minutes identifying those in attendance at each meeting can be found in the appendix.

**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:**

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- 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.

The following activities will need to take place pre-implementation.

- Job descriptions for newly created positions and BOE approval on new positions
- Select panel members for interviews and create rubric for interviews
- Hiring of new staff through the use of a panel interview and utilization of a rubric
- Attendance at DOE sponsored Leadership Academy in July
- Ordering and installation of technology tools (computers, laptops, server, Activboards, Activexpressions student response systems)
- Contract with outside providers to install additional technology tools
- Order for tables and chairs for new lab and for wireless laptops for ISS
- Order bulletin boards for data room

**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



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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.

**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.

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

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

- ☐ "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: Brooks County Schools

School Name: Brooks County High School

Grades: 9 – 12 (There are some grades 6-8 students who attend the Severe and Profound Special Needs class.)

School Enrollment Total: 598

**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	EDFacts	EDFacts	EDFacts	Made AYP	Did Not Make AYP				
AYP targets the school met	EDFacts	EDFacts	EDFacts	All	N/A				
AYP targets the school missed	EDFacts	EDFacts	EDFacts	N/A	ELA Math Grad Rate				
School improvement status	EDFacts	EDFacts	EDFacts	NI 3 Pending	NI 3				
Number of days within the school year	180	180	180	180	180				
Number of minutes within the school day	325	325	215	215	215				

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Number of minutes within the school year	42,300	42,300	38,700	38,700	38,700	
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**Brooks County Schools**  
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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	EDFacts	25%	83.3%	0	Data not calculated				
Graduation rate (percentage)	EDFacts	58.2	69.7	71.1	Data not calculated				
Dropout rate (percentage)	EDFacts	5.7	5.5	4.3	Data not calculated				
Student attendance rate (percentage)	EDFacts	EDFacts	EDFacts	17.5	Data not calculated				
Number of students completing advanced coursework (AP)	5	6	9	21	Data not calculated				
Percentage of students completing advanced coursework (AP)	1%	1%	1%	3.5%	Data not calculated				
Number of students completing advanced coursework (IB)	n/a	n/a	n/a	n/a	n/a				
Percentage of students completing advanced coursework (IB)	n/a	n/a	n/a	n/a	n/a				
Number of students completing advanced coursework (early-college high schools)	n/a	n/a	n/a	n/a	n/a				
Percentage of students completing advanced coursework (early-college high schools)	n/a	n/a	n/a	n/a	n/a				

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STUDENT OUTCOME/ACADEMIC PROGRESS DATA									
coursework (early-college high schools)									



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<b>STUDENT OUTCOME/ACADEMIC PROGRESS DATA</b>									
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013		
Number of students completing advanced coursework (dual enrollment classes)	24	51	65	7	Data not calculated				
Percentage of students completing advanced coursework (dual enrollment classes)	n/a	n/a	n/a	n/a	n/a				
College enrollment rate	28%	35%	29%	33%	Data not calculated				
Number of discipline incidents coded as 900 as reported to state	EDFacts	2	0	1	Data not calculated				
Number of truants	EDFacts	EDFacts	EDFacts	n/a	Data not calculated				
Teacher attendance rate	n/a	n/a	n/a		Data not calculated				

**Brooks County Schools**  
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<b>Distribution of Certified Staff by Performance Level as Designated on the LEA's Certified Staff Evaluation System</b>								
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	
Number of certified staff	217	219	210	192	199			
Number of teachers evaluated	217	219	210	192	199			
<b>Certified Staff Evaluated at Each Performance Level</b>								
Percentage rated Satisfactory	100%	99%	99.5%	90%	Data being calculated			
Percentage rated Unsatisfactory	0%	1%	.5%	1%	Data being calculated			
Percentage non-renewed	4	5	4	4	**unknown at this time			

**Brooks County Schools**  
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**Attachment 1c - High School Profile**

<b>GHS GT Spring First-time 11th Grade Test-Takers English Language Arts</b> <b>Percent of Students Who Met or Exceeded</b>									
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	
FAY Students with Test Scores			122	108	138	We have not received building summary reports			
Percentage Black			78%	94.2%	81%	We have not received building summary reports			
Percentage White			89.2%	97.1%	98%	We have not received building summary reports			
Percentage Hispanic			n/a	n/a	n/a	n/a			
Percentage Asian			n/a	n/a	n/a	n/a			
Percentage American Indian			n/a	n/a	n/a	n/a			
Percentage Multiracial			n/a	n/a	n/a	n/a			
Percentage Students with Disabilities			n/a	n/a	n/a	n/a			
Percentage Economically Disadvantaged			77.4%	96.2%	80.4%	We have not received building summary reports			

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**Attachment 1c - High School Profile**

<b>GHS GT Spring First-time 11th Grade Test-Takers English Language Arts</b>								
<b>Student Participation Rate</b>								
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	
Percentage Black	98%	98.9%	97.3%	98.6%	We have not received building summary reports			
Percentage White	100%	95%	100%	98%	We have not received building summary reports			
Percentage Hispanic	n/a	n/a	n/a	n/a	n/a			
Percentage Asian	n/a	n/a	n/a	n/a	n/a			
Percentage American Indian	n/a	n/a	n/a	n/a	n/a			
Percentage Multiracial	n/a	n/a	n/a	n/a	n/a			
Percentage Students with Disabilities	n/a	n/a	n/a	n/a	n/a			
Percentage Economically Disadvantaged	98%	96.7%	100%	98.9%	We have not received building summary reports			



Brooks County Schools  
 School Improvement Grant 1003(g) - LEA Application 2011  
 Attachment 1c - High School Profile

GHSCT Spring First-time 11 <sup>th</sup> Grade Test-Takers English Language Arts																
Average Scale Score																
	2006-2007				2007-2008				2008-2009				2009-2010			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Achievement Quartiles																
FAY students with test scores	n/a		↑					214				221			n/a	↑
Black								208				214				
White								231				237				
Hispanic								n/a				n/a				
Asian								n/a				n/a				



**Brooks County Schools**  
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**Attachment 1c - High School Profile**

<b>GHS GT Spring First-time 11th Grade Test-Takers Mathematics</b>									
<b>Percent of Students Who Met or Exceeded</b>									
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	
FAY Students with Test Scores			124	108	139	We have not received building summary reports.			
Percentage Black			53.7%	66.7%	40%	We have not received building summary reports.			
Percentage White			61.5%	85.7%	83.7%	We have not received building summary reports.			
Percentage Hispanic			n/a	n/a	n/a	n/a			
Percentage Asian			n/a	n/a	n/a	n/a			
Percentage American Indian			n/a	n/a	n/a	n/a			
Percentage Multiracial			n/a	n/a	n/a	n/a			
Percentage Students with Disabilities			n/a	n/a	n/a	We have not received building summary reports.			
Percentage Economically Disadvantaged			54.1%	73.6%	48.5%	We have not received building summary reports.			

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



Brooks County Schools

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Attachment 1c - High School Profile

GHSGT Spring First-time 11 <sup>th</sup> 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%	97.8%	98.6%	98.6%	We have not received building summary reports.			
Percentage White	100%	100%	100%	98%	We have not received building summary reports.			
Percentage Hispanic	n/a	n/a	n/a	n/a	n/a			
Percentage Asian	n/a	n/a	n/a	n/a	n/a			
Percentage American Indian	n/a	n/a	n/a	n/a	n/a			
Percentage Multiracial	n/a	n/a	n/a	n/a	n/a			
Percentage Students with Disabilities	n/a	n/a	n/a	90.9%	We have not received building summary reports.			
Percentage Economically Disadvantaged	98%	97.8%	100%	98.9%	We have not received building summary reports.			

Brooks County Schools  
 School Improvement Grant 1003(g) - LEA Application 2011  
 Attachment 1c - High School Profile

GHS GT Spring First-time 11 <sup>th</sup> Grade Test-Takers Mathematics Average Scale Score																
	2006-2007				2007-2008				2008-2009				2009-2010			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Achievement Quartiles																
FAY students with test scores	n/a							515					519			
Black								510					511			
White								527					530			
Hispanic								n/a					n/a			
Asian								n/a					n/a			

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American Indian	n/a	n/a	488	n/a
Multiracial	n/a	n/a	481	n/a
Students with Disabilities	n/a	n/a	486	n/a
Economically Disadvantaged				

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

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**Attachment 1c - High School Profile**

<b>Mathematics I: Algebra/Geometry/Statistics</b>							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	n/a	n/a	84.8%	68.2%	62.5%		
Percentage passed EOCT	n/a	n/a	n/a	57%	Winter 10 45%		

<b>Mathematics II: Geometry/Algebra II/Statistics</b>							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	n/a	n/a	n/a	95%	85%		
Percentage passed EOCT	n/a	n/a	n/a	53%	Winter 10 64%		

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



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**Attachment 1c - High School Profile**

<b>English Language Arts: Ninth Grade Literature and Composition</b>							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	78.1%	88.1%	84.0%	81.8%	85.7%		
Percentage passed EOCT	EDFacts	EDFacts	EDFacts	69%	Winter 10 75%		

<b>English Language Arts: American Literature and Composition</b>							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	85.3%	82.7%	81.6%	84.6%	95.8%		
Percentage passed EOCT	EDFacts	EDFacts	EDFacts	86%	Winter 10 85%		

**Brooks County Schools**  
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**Attachment 2d - Transformation Model**

LEA Name: Brooks County Schools

School Name: Brooks County High School

The LEA must:

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

<p><b>Actions:</b></p> <p>The Brooks County School System will need flexibility to meet this requirement. The current high school principal has led this school for the last six years. A number of strategies and initiatives have been implemented under his leadership. The data proves that these strategies and initiatives are being successful and student achievement is improving. We are confident in the current principal's ability to lead the transformation of Brooks County High School.</p>	<p><b>Timeline:</b></p>	<p><b>Budget:</b></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><b>Actions:</b></p> <p>At the end of the 2009-10 school year, the staff of BCHS completed the CLASS Keys self-assessment. Those results are located within the appendix of the grant application. During the 2010 – 11 school year, the staff at Brooks County High School has been studying the CLASS Keys.</p>	<p><b>Timeline:</b></p> <p>Summer of 2011 – Plan for expanded study of CLASS KEYS</p> <p>Fall of 2012 – Begin Full implementation of CLASS Keys evaluation system</p>	<p><b>Budget:</b></p>
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**Brooks County Schools**  
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<p>Plans for the 2011-12 school year include expanding the study of CLASS KEYS and implementation of the study of Leader Keys for administrative staff.</p> <p>This evaluation system is fair and consistent and provides teachers with “next steps” for implementation. Direct and honest feedback for teachers will allow our teachers to plan for improvement.</p> <p><b>Brooks County Schools is committed to evaluating all staff (both teachers and leaders) in a fair and consistent manner.</b></p>	<p>Fall of 2011 – Begin study of Leader Keys</p> <p>Fall of 2012 – Begin full implementation of Leader Keys</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><b>Actions:</b></p> <p>Brooks County High School has plans to begin a study of a reward and incentive plan for those who increase student achievement. A compensation rubric will be developed so that rewards and incentives are clearly stated and tied to student achievement and progress. We will collect baseline data during the 2011-2012 school year. We plan to have participation from DOE experts and other consultants to ensure that this process is fair to all. Two-way communication with staff will help to ensure staff buy-in.</p>	<p><b>Timeline:</b></p> <p>Fall 2011 – Appoint action team to begin study of staff compensation. Develop compensation rubric by the end of 2012 school year. Present progress and obtain feedback from staff through the year.</p> <p>June 2012 – Present plan to the Brooks County BOE</p>	<p><b>Budget:</b></p> <p>Year 1 – No funds budgeted as Year 1 will be a “study” year</p> <p>Year 2 – Budget funds for Compensation Plan</p> <p>Year 3 – Budget funds for Compensation Plan</p>
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	<p>August 2012 – Implement plan and monitor its effectiveness.</p> <p>May 2012 – Obtain feedback from staff about the program</p> <p>June 2012 – Revise rubric and plan as needed.</p> <p>July 2012 – Present revised rubric and plan to Brooks County BOE</p> <p>August 2012 – Implement system for Year 2 and monitor its effectiveness</p>	
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**Attachment 2d - Transformation Model**

**A4. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.**

<p><b>Actions:</b></p> <p>Administer a Professional Learning Needs Assessment to BCHS staff and plan accordingly.</p> <p>While numerous professional learning course offerings are available through Coastal Plains RESA and Valdosta State University, we are committed to providing Professional Learning for the initiatives that will be implemented through grant funding. All professional learning will be job-embedded and based on the identified needs of the school and teachers. Coaching will be provided to ensure fidelity of implementation. Observations conducted by the Instructional Coaches (IC), School Improvement Site Coordinator, and Instructional Technology (IT) Coach, school and district administrators and peers will be utilized to identify teachers needing additional support with professional learning implementation.</p>	<p><b>Timeline:</b></p> <p>May 2011 – Administer on-line survey for professional learning needs</p> <p>July 2011 – Instructional coaches, School Improvement Site Coordinator, IT Coach, school and district leaders will plan a comprehensive one year professional learning plan for staff.</p> <p>May 2012 – Administer on-line survey for professional learning needs</p> <p>June 2012 - Instructional coaches, School Improvement Site Coordinator, IT Coach, school and district leaders will plan a comprehensive one year professional learning plan for staff.</p>	<p><b>Budget:</b></p>
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	<p>May 2013 – Administer on-line survey for professional learning needs</p> <p>June 2013 - Instructional coaches, School Improvement Site Coordinator, IT Coach, school and district leaders will plan a comprehensive one year professional learning plan for staff.</p>	
<p><b>Summer Leadership Academy</b> – Selected personnel will attend the Summer Leadership Academy in Callaway Gardens, Georgia during July 2011.</p>	<p>July 2011 – Attendance at Summer Leadership Academy for 10 participants</p>	<p>\$17,500 for registration, academy materials, meals, and lodging</p> <p>\$2000 for mileage</p> <p>\$5000 for stipends</p>
<p><b>Instructional Coach Training</b> – Selected personnel will attend specialized training to enhance their coaching abilities and will be charged with providing coaching and support to staff in the areas of best practices, differentiation, RTI, and Standards based practices. This will be accomplished through workshops, co-teaching, modeling, and observations with feedback.</p>	<p>Begin July 2011 and continue through June of 2014</p>	<p>Four Instructional Coaches salaries and benefits (210 days)</p> <p>\$292,970</p> <p>\$10,000 for registration, materials, meals, and lodging for Instructional Coaches training per year for 3 years</p>

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<p><b>CLASS Keys</b> – Professional learning will be provided during the 2011-12 school year in regards to the expectation of full implementation during the 2012-13 school year. We are committed to preparing our staff to be successful with the implementation of this evaluation system.</p>	<p>Begin September 2011 – CLASS Keys professional learning</p> <p>Begin August 2012 – Fully implement CLASS Keys</p>	
<p><b>Learning Focused Schools</b> – Brooks County Schools currently has three staff members who are certified as Learning Focused Schools trainers. These staff members will be utilized to provide refresher and more in-depth training for this research based framework for instruction. This training will include differentiation, flexible grouping and standards based classroom training.</p>	<p>The timeline for this will be included in the comprehensive professional learning plan developed during July 2011.</p>	
<p><b>Technology</b> – Our plans to purchase Promethean Activboards for all classrooms and expand the use of Activexpression Student Response Systems will require Professional Learning. While we purchased Activexpression Student Response Systems for content area teachers, we have found that the implementation of the devices has not been as we expected. Teachers do not feel comfortable using them and the professional learning we provided was not extensive enough. We plan to hire an Instructional Technology (IT) Coach to work with our Instructional coaches and School Improvement Site Coordinator to ensure technology is integrated into all classrooms. The IT Coach will be charged with providing professional learning through workshops, co-teaching, modeling, and observations with feedback for the use of these technology tools and coaching</p>	<p>The timeline for this will be included in the comprehensive professional learning plan developed during July 2011.</p>	<p>\$147,339 for Activboards and Activexpressions</p> <p>Salary and benefits for Instructional Technology coach salary plus benefits \$94,750</p>



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<p>staff to ensure implementation with fidelity.</p> <p><b>Read 180</b> – the purchase of this software to “shore up” deficient reading areas of targeted incoming ninth graders will require professional learning for the selected teacher. We will contract with consultants from Reading 180 to provide the professional learning and support.</p> <p><b>RTI and PBS</b> – Responding in a timely manner to students who are not meeting standards is critical to the success of all students at BCHS. We are in the early stages of planning for the RTI process and are in need of a framework that is simple and easy to use for teachers. The implementation of a successful RTI framework has been a challenge for us and we acknowledge that additional assistance is sorely needed. BCHS is also in the process of developing a Positive Behavior Pyramid to assist in the reduction of disciplines. A copy of the PB Pyramid can be found in the appendix.</p> <p><b>Service Learning Projects</b> – The implementation of Service Learning Projects across the content areas will deepen the content knowledge of students as they apply their knowledge and skills in the real – world and will assist them in making the connection to real-world problems and solutions. The service</p>	<p>July 2011 – ongoing as needed - Selected personnel</p> <p>August 2011 – plan for RTI training – from an outside consultant – will be included in the comprehensive professional learning plan.</p> <p>August 2011 – SWIS data collection system purchased and implemented to track discipline and tardy data</p> <p>September 2011 – Contract with outside consultant to provide Professional Learning in the implementation of Service Learning Projects. Coaching and follow up visits for the 2012-13 school year will</p>	<p>\$15,000 per year for three years</p> <p>On-site Consultant - \$8900</p> <p>\$250.00 for SWIS system per year</p> <p>\$5000 for consulting fees For one year (will include follow-up coaching during the implementation of year 2)</p>
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<p>learning projects will also assist us in developing engagement with our community. The implementation of SLP will require professional learning and coaching by an outside consultant.</p>	<p>be included in the fee.</p> <p>August 2012 – Begin implementation of Service Learning Projects.</p>	<p>\$5000 for supplies each year for three years</p>
<p><b>Stipends</b> – Stipends will be provided for those who are completing professional learning during off-contract time. Stipends will be awarded based on the number of hours of professional learning time completed. We plan to provide common planning time for content area teachers so we believe that much of the professional learning can occur during this time. Substitutes will be budgeted for as well.</p>	<p>This will be included in the comprehensive professional learning plan developed in July 2011.</p>	<p>\$10,000 for stipends and substitutes for each year for three years</p>
<p><b>Leadership</b> – District and school leaders will participate in professional learning for Leader Keys and the Principal’s Network. The Principal’s Network will be conducted by our local RESA. Topics of study include implementation of and a deeper understanding of best practices and standards based classrooms as identified by the GaDOE content specific instructional frameworks for math, ELA, social studies, science, and CTAE. The course is aligned with CLASS and Leader Keys</p>	<p>September 2011 – ongoing – Participation in the Principal’s Network and Leader Keys training.</p>	<p>Funded through other resources</p>
<p><b>Brooks County Schools and Brooks County High School are committed to including staff at the Academic Enhancement Program (alternative education program)</b></p>		

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<p>in all Professional Learning offerings.</p> <p>Brooks County Schools and Brooks County High School are committed to including staff at Brooks County Middle School in as many of the Professional Learning offerings as possible. Stipends and substitutes for middle school staff will be paid for from Professional Learning funds, Title II funds, and Title I funds. SIG funds will not be used for middle school teachers.</p>		
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**A5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.**

<p><b>Actions:</b></p> <p>Brooks County High School has plans to begin a study of a reward and incentive plan for those who increase student achievement. A compensation rubric will be developed so that rewards and incentives are clearly stated and tied to student achievement and progress. We will collect baseline data during the 2011-2012 school year. We plan to have participation from DOE experts and other consultants to ensure that this process is fair to all. Two-way communication with staff will help to ensure staff buy-in.</p>	<p><b>Timeline:</b></p> <p>Fall 2011 – Appoint action team to begin study of staff compensation. Develop compensation rubric by the end of 2012 school year. Present progress and obtain feedback from staff throughout the year.</p> <p>June 2012 – Present plan to the Brooks County BOE</p> <p>August 2012 – Implement plan and monitor its effectiveness.</p> <p>May 2012 – Obtain</p>	<p><b>Budget:</b></p> <p>No funds for first year</p> <p>Compensation funds to be distributed during years 2 and 3</p>
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<p>Because of the rural nature of our district, there is limited opportunity for promotion. However, we are committed to exploring options for flexible work conditions and career growth.</p> <p>Through this grant, we will be able to provide opportunities for staff to join state and national professional organizations to enhance their career growth. Attendance at state and national conferences will allow additional career growth.</p>	<p>feedback from staff about the program</p> <p>June 2012 – Revise rubric and plan as needed.</p> <p>July 2012 – Present revised rubric and plan to Brooks County BOE</p> <p>August 2012 – Implement system for Year 2 and monitor its effectiveness</p> <p>August 2011 – ongoing – Provide financial means for teachers to join state and national professional organizations.</p> <p>August 2012 – provide financial resources to attend state and national conferences.</p>	<p>Year 1 - \$3000 for membership dues for professional organizations</p> <p>Year 2 and 3 - \$8,000 for membership dues and state conferences</p>
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<p>meetings will focus on schedules, graduation requirements, course offerings, CTAE pathway courses, attendance and discipline protocols, interventions available, and other topics.</p> <p><b>Year 2</b> – Begin working with eighth grade teachers and counselor to design transition plans and developing a curriculum to use with eighth graders during May. Eighth grade teachers will use curriculum with their homerooms to prepare students for a successful transition. Use developed curriculum during advisement for ninth graders.</p> <p><b>Comprehensive Professional Learning Plan</b> – Utilizing survey data and achievement data, a comprehensive one year professional learning plan will be developed. Topics to include CLASS Keys, Learning Focused Schools, Differentiation, Best Practices, Standards Based Classrooms, development of benchmark assessments, data analysis of benchmark, summative and formative assessments, RTI, and other identified needs. This plan will be revised and refined each year based on data collected.</p> <p>Administrators and Instructional coaches will collect data to measure and monitor the implementation of the professional learning offerings. This will include observations with teacher feedback and peer observations with teacher feedback. Instructional coaches will</p>	<p>Oct 2011 – May 2012 – Provide professional learning for the 2012-13 school year ninth grade advisors. Develop curriculum (including the book <i>Seven Habits for Highly Effective Teens</i> by Sean Covey) specifically for ninth graders to participate in during advisement period. Transition coach to develop curriculum for to use with eighth graders during the month of May during middle school advisement.</p> <p>June 2011 – Develop comprehensive one year professional learning plan based on needs from data analysis</p>	
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<p>provide group and individual coaching as needed to ensure full implementation and fidelity of the professional learning. In addition Standards Based Classroom rubrics developed by the GaDOE will be utilized along with an analysis of the e-walk data collected from informal observations.</p>		
<p><b>AP/Honors Courses/Dual Enrollment –</b> Determine needs for additional course offerings and identify ways to increase student access to these courses. Include scheduling of gifted students into these courses.</p>	<p>School Year 2011-12 – Implementation of increased AP/Honors/Dual Enrollment courses. Assess needs. Arrange additional training and certification. Begin scheduling. Full implementation will begin Fall Semester 2012.</p>	
<p><b>Revise ISS Structure –</b> Expand and improve ISS program as an extension of the school day by hiring one certified teacher to implement. Brooks County High School currently does not have an ISS Program. Because of that, students are being suspended out of school which is leading to an increase in student absences. However, we do not want to implement a typical ISS program. The ISS program will be re-instated with significant changes. The program will incorporate intervention strategies that teaches students more appropriate ways to deal with their behaviors. The strategies of self-control and problem-solving skills will be heavily used. Students will be provided time for academic assignments which allows them</p>	<p>June 2011 – Develop guidelines and improvements for ISS. Purchase twenty laptops. Hire One Intervention Support Specialist. Purchase ten additional licenses for Odysseyware.</p>	<p>Laptops with webcam capabilities  \$26,000  (one time cost)  Salary and benefits for Intervention Support Specialist (190 days)  \$81,245  10 Odysseyware</p>

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<p>to complete the assignments they are missing. In addition, through the use of laptops, students will be able to complete Study Island lessons as well as Odysseyware and Read 180 lessons if needed. Students will leave ISS with completed assignments and a positive plan of action to avoid repeated inappropriate behaviors.</p> <p>During year 2 of the grant, we will study and purchase needed technology tools so that students will have the capability to skype with the class they are missing.</p> <p style="text-align: center;"><b>Discipline Data</b></p> <p style="text-align: center;">FY 2010</p> <p>122 incidents of student suspension for 10 days or less</p> <p>2 incidents of student suspension greater than 10 days</p> <p style="text-align: center;">684 – Total Discipline Events</p> <p style="text-align: center;">FY 2009</p> <p>55 incidents of student suspension for 10 days or less</p> <p>0 incidents of student suspensions greater than 10 days</p> <p><b>*Student attendance data is on page 62</b></p> <p><b>Technology – Additional Computer Lab; ActivBoards; Activexpression student Response Systems</b> – Purchase systems to increase technology integration and increase student engagement. Computer lab will be utilized for additional Credit Recovery classes, Read 180 remedial class, and eventually a Foreign Language lab.</p> <p>Our plans are to hire one certified teacher who will ensure that students successfully complete</p>	<p>June 2011 – Purchase of additional thirty computers, an additional server, Activboards, and Activexpression Student Response Systems and ten additional Odysseyware licenses</p> <p>August 2011 – Begin</p>	<p>licenses \$59,400 for 3 years</p> <p>Year 2 – Budget for Skype costs</p>
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<p>the remedial Read 180 class and the credit recovery classes. The teacher will collaborate with the Graduation Coach, counselor, and instructional personnel to ensure students are placed in the appropriate programs.</p>	<p>professional learning for integration of these tools</p>	<p>30 additional computers \$24,000 (one time cost for year 1)</p> <p>Teacher Salary and Benefits (190 days) \$81,254 Each year for three years</p>
<p><b>Digital Displays</b> – Student tardies to first and third periods will be reduced by the use of digital display clocks in common areas to act as a countdown counter</p> <p>Because of our data analysis, we are concerned about the number of tardies. An analysis of our data shows that the greatest number of tardies occur during first and fourth periods.</p> <p>Based upon a recommendation by personnel from GaDOE, we made a visit to Burke County High School – a SIG recipient. In our discussion with the administrators at Burke County, we discovered that they also had tardy issues. We were able to observe the use of the digital display clocks that were purchased by Burke County with SIG funding.</p> <p>Our current bell system can not be modified to accomodate our needs. We believe that the use of these digital display clocks will increase instructional time and significantly reduce the number of tardies we have.</p>	<p>July 2011 – Order and Install digital display clocks</p>	<p>Digital Clocks - \$10,000 (one time cost during year 1)</p> <p>In the original application, this was designated as year 2 but was budgeted for in year 1.</p>



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<p style="text-align: center;"><b>Tardy Data</b>  Aug 2010 – April 2011  2,332 tardies  Average of 15 / day</p> <p><b>E-Readers</b> - E-readers will be used for electronic textbooks and novels.</p> <p>E-readers will be utilized by teachers and students to enhance the learning process. Students today are digital natives and this tool will allow us to engage students through the use of technology. E-readers will be used to differentiate instruction for learners because the devices are capable of being linked to a variety of resources including additional text through accessing books, newspaper or magazines,, dictionaries, thesaurus, pictures, videos, and audio clips. The additional scaffolding will be provided for those who need it. Students can be given e-book resources that are customized to their specific needs. Students will be able to bookmark pages, highlight text, and type notes directly onto the device.</p> <p>Parent/Student informational meetings and contracts will be utilized before student is issued a device.</p> <p><b>Graduation Counseling</b> – Students will receive individual and small group counseling in regards to graduation. The graduation coach will be responsible for ensuring students stay on track to graduate within four years. This position is currently being funded from ARRA funds which will no longer be available. The</p>	<p>August 2011-May 2012 – The Literacy Action Team will begin researching and studying the use of E-readers in the classrooms. They will research textbooks available and make recommendations for the device needed.</p> <p>June 2012 – Order E-readers and begin setting up devices for student use</p> <p>August 2012 – Parent/Student informational sessions and contracts are implemented.</p>	<p>Year 1 – no cost  Year 2 – E-book devices  \$120,000  E-book covers - \$18,000  Year 3 - \$10,00 for replacement costs</p> <p>Graduation Coach salary plus benefits \$74260 per year for three years</p>
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increase in our graduation rate is proof that this position needs to continue.		
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<p><b>Actions:</b></p> <p>Instructional coaches for each content area and the School Improvement site coordinator will be provided to assist teachers in the implementation of using benchmark, formative and summative data to plan lessons, plan differentiated activities, and to plan strategies to increase student achievement.</p> <p>Administrators and Instructional coaches will collect data to measure and monitor the implementation of the professional learning offerings. This will include observations with teacher feedback and peer observations with teacher feedback. Instructional coaches will provide group and individual coaching as needed to ensure full implementation and fidelity of the professional learning. In addition, Standards Based Classroom rubrics, developed by the GaDOE, will be utilized along with an analysis of the e-walk data collected from informal observations.</p>	<p><b>Timeline</b></p> <p>May / June 2011 – Hire Instructional Coaches and SI site coordinator</p>	<p><b>Budget:</b></p> <p>SI site coordinator (100%) salary plus benefits - \$106,000 Per year for three years</p>
<p>We have been administering a GHSGT predictor tests to juniors. Next year, we will administer the predictor tests to sophomores during the same testing week that juniors are taking the GHSGT. This will</p>	<p>May 2011 – Order GHSGT predictor tests for areas available.</p>	<p>\$2000 per year for three years</p>

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<p>allow teachers additional time to analyze results and plan interventions for those needing it. We will develop EOCT predictor tests during the first semester of 2011-12. The predictor tests for EOCT will be administered during the second semester of the 2011-12 school year. The results will be utilized to plan instruction and to offer additional preparation for four to six Saturdays prior to administering the EOCT.</p> <p>The data review indicated a wide gap between our math EOCT pass rate and our class pass rate. Almost all of our Math 2 courses failures fell between 65 and 69 as the final average. There were only a few A and B final grades. Most averaged a mid to low C for the class final grade. Our average Math 2 final grade average was 76.0 while the average EOCT score was 70.4. In addition, twelve students were able to raise their grade to a 70 through taking advantage of credit repair.</p> <p>Over the last several years, students who have a final average of 65 – 69 may enter into a contract with the teacher to complete a project or other work that is designed to demonstrate mastery of the course’s standards. If the student is successful in demonstrating mastery of the standards, his or her final grade is raised to a 70.</p> <p>We have also found through the examination of individual student data comparisons that a student can have a borderline class average, fail an EOCT, and still receive a passing final grade. Our teachers remediate students who fail classroom exams to ensure mastery of the standards.</p>	<p>Fall Semester 2011- Develop EOCT predictor tests and administer during first two weeks of second semester (January 2012).</p> <p>January 2012 – Administer EOCT predictor tests during first two weeks of semester. PLC groups analyze results and plan instruction.</p> <p>February 2012 – Begin planning Saturday School for EOCT prep.</p> <p>March 2012 – Plan and execute a parent meeting for targeted students.</p>	<p>\$1500 – printing costs per year for three years</p> <p>Saturday School Transportation cost for fuel and drivers \$1500 per year for three years</p>
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<p><b>Action Teams</b> – Action Teams to study a variety of data will be developed. Topics include student/staff attendance; discipline data; compensation and incentive plans; and others will be studied by each action team as needed. A plan will be developed and monitored by the assigned Action Team. The Action Teams will be comprised of a cross-section of students, teachers, parents, and community members. The chairperson of the Action teams will keep the principal informed of progress.</p> <p style="text-align: center;"><b>Student Attendance Data</b></p> <p style="text-align: center;">FY 2010  6, 443 - Total Days Absent  4,005 –Unexcused Days  127 Students absent greater than 15 days</p> <p style="text-align: center;">Fy 2009  6,298 – Total Days Absent  912 – Unexcused Days</p> <p>So far for SY 2010-2011 – 122 students have been absent greater than 15 days.</p> <p><b>Principal’s Advisory Council</b> – The principal will present data findings and “State of the School” reports to the Principal’s Advisory Council which is comprised of the a cross-section of students, teachers, parents, and community members.</p>	<p>August / September 2011 – Begin implementation of Action Teams.</p> <p>October 2011 – Solicit volunteers for Principal’s Advisory Council and plan first meeting. Meetings will be scheduled quarterly.</p>	<p>\$10,000 per year for 3 years for student attendance incentives</p>
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<b>Credit Recovery</b> – Class credit data will be used to identify those students who need to enroll in credit recovery to keep them on-track for graduation within four years.	June 2011 – Identify students who need to recover credit and ensure they are enrolled in a credit recovery class for first semester (Aug 2011).	10 Odysseyware licenses \$59,400 for 3 years
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<b>A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).</b>		
<p><b>Actions:</b></p> <p><b>Increased Learning Time</b> – We currently have in place ECHOES – our afterschool program funded through the 21<sup>st</sup> Century Community Learning grant. This will continue for the next three years. This program provides an additional two hours of instructional time for students.</p> <p><b>Homework assistance, tutoring, and EOCT and GHSGT test preparation</b> is offered. The ECHOES program manager has committed to helping us offer an <b>SAT preparation class</b> during this extended learning time. The ECHOES program is discussed at our yearly Parent Information meeting held in August/September of each year.</p> <p>We will continue to provide students with <b>additional math tutoring</b> for forty -five minutes during an elective class. This has been paid out of School Improvement funds. Students are identified by predictor tests, classroom performance, and teacher recommendation. As in years past, if a student or parent requests the supplemental tutoring – even if the student wasn't identified – we have accommodated</p>	<p><b>Timeline:</b></p> <p>August 2011 – Offer EOCT preparation and SAT preparation through ECHOES</p> <p>Continue supplemental math tutoring beginning in January of each year</p>	<p><b>Budget:</b></p> <p>Bus transportation provided through 21<sup>st</sup> CCL grant</p> <p>Funded through SI grant for NI status</p>

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<p>that student within the supplemental tutoring schedule which provides supplemental tutoring twice per week for 45 minutes during an elective class.</p> <p>We will expand the tutoring program we currently have in place for math and include ELA tutoring as well. We will follow the same framework we currently have in place for identifying and serving students. Students will be identified by predictor tests, classroom performance, and teacher recommendation. If a student or parent requests the supplemental tutoring – even if the student wasn’t identified – we will accommodate that student within the supplemental tutoring schedule which provides supplemental tutoring twice per week for 45 minutes during an elective class.</p> <p>However, we are committed to thoroughly examining classroom assessments and practices to ensure that grading procedures are in line with standards based classroom practices and that our practices are not contributing to this gap.</p> <p>We currently fund <b>Saturday School</b> through the School Improvement grant. Saturday School is an additional three hours of GHSGT instruction for eight weeks. We will expand our Saturday School offering to include <b>additional EOCT instruction</b> for three hours for four to six weeks prior to the EOCT administration. We will offer <b>SAT preparation classes</b> on Saturdays as well.</p>		<p>Saturday School  Transportation cost  for fuel and drivers  \$1500 per year for  three years</p>
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<p>The new computer lab will allow students <b>extended learning time in the summer</b> to work on Credit Recovery software and Read 180 software.</p> <p>Incoming freshman and parents will be invited to attend a summer program entitle <b>Freshman 101</b> to assist them in transitioning to the high school. The first year of implementation will be an additional three hours of instruction. The expansion of the program during the second year will include extended learning time during the eighth grade and ninth grade advisement time.</p>	<p>June 2011 – Purchase needed equipment for lab and install during July 2011</p> <p>June 2011 – Plan a three hour long Student/Parent session for incoming ninth graders.</p> <p>July 2011 – Offer student/parent meetings in a variety of locations at varying times during the day for incoming ninth graders.</p> <p>Oct 2011 – May 2012 – Provide professional learning for the 2012-13 school year ninth grade advisors. Develop curriculum (including the book Seven Habits for Highly Effective Teens by Sean Covey) specifically for 9<sup>th</sup> graders to participate in during advisement period. Transition coach to develop curriculum for to use with 8<sup>th</sup> graders during the month of May during middle school advisement.</p>	<p>Ninth grade advisor professional learning \$5,000 per year for three years</p>
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<p>Selected students will be identified and will participate in a <b>summer</b> Leadership Academy. They will be provided with follow – up sessions <b>Saturdays and afterschool</b>. These students will serve as mentors to incoming freshmen.</p>	<p>May 2011 – Select students to participate in summer Leadership Academy. Contact Wiregrass Technical College about providing training for students. Plan for the 2011-12 school year.</p>	
<p><b>AEP Math Classes</b> - Offer year –long high school math courses to our students at the Academic Enhancement Program. This position will be funded by a certified, highly qualified teacher and will serve those students who are currently assigned to our Academic Enhancement Program (alternative school)</p>	<p>May/June 2011 – Hire a highly qualified, certified math instructor</p>	<p>Teacher salary and benefits  \$81,254  Per year for three years</p>
<p><b>Distance Learning</b> – Brooks County High School will partner with Wiregrass Technical College (WTC) to offer remediation, preparatory classes, technical certificates, diplomas, and degrees to high school students and adult education students through the use of Distance Learning services. Dually enrolled high school students will be enrolled as will adult learners in our community. GED classes will be offered as well as college classes.</p>	<p>April 2011 – Partnership established with WTC</p>	<p>All Expenses will be paid for through another grant awarded to WTC</p>



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<b>A9. Provide ongoing mechanisms for family and community engagement.</b>		
<p><b>Actions:</b></p> <p>Revitalizing parent and community relations is an area for improvement. We will hire a Transition Coach who will be charged with revitalizing this important connection and relationship. The Transition Coach will plan activities and workshops to enhance these relations. The coach will work closely with our Parent Community Relations Specialists to ensure high quality events are planned. In addition, the transition coach will collaborate and work with our Brooks County Family Connections director, local health officials, and the Family Engagement Coordinator to plan activities to benefit our students and parents. The Transition Coach will plan activities at a <b>variety of locations</b> and offer these activities at <b>flexible times</b>. It is understood that the Transition Coach will work flexible hours and have a flexible schedule to be able to accommodate the needs of the parents and community. The Transition Coach will work with incoming 9<sup>th</sup> graders, current 9<sup>th</sup> graders, their teachers, and parents to establish transition plans to keep students on track for graduation. This will include our high school students at the Academic Enhancement Program. We believe our data supports the need for this position since we are unable to afford a Freshman Academy.</p> <p style="text-align: center;"><b>FY 10 Drop Out Data:</b>  9<sup>th</sup> grade – 9  10<sup>th</sup> grade – 13</p>	<p><b>Timeline:</b></p> <p>May/June 2011 – Hire  Transition coach</p>	<p><b>Budget:</b></p> <p>Transition coach salary and benefits (200 days) - \$ 94,750 per year for three years</p> <p>Workshop materials - \$5000 per year for three years</p>

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<p><b>FY 10 Retention Data:</b>  8<sup>th</sup> grade – 58  9<sup>th</sup> grade – 33  10<sup>th</sup> grade - 32</p> <p>In addition to the transition coach, we will hire a Family Engagement Coordinator to work with parents of 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders. This position will be funded at 100% through the SIG funds. The Family Engagement Coordinator will work collaboratively with the transition coach, the Parent Community Relations specialist, graduation coach, counselor, and other personnel to ensure parent needs are being met.</p> <p>Brooks County High School will partner with Wiregrass Technical College to offer remediation, preparatory classes, technical certificates, diplomas, and degrees to high school students and <b>adult education students</b> through the use of Distance Learning services. Dually enrolled high school students will be enrolled as will adult learners in our community. GED classes will be offered as well as college classes.</p>	<p>May / June 2011 – Hire Family Engagement Coordinator</p>	<p>Family Engagement Coordinator (100%) salary and benefits  \$27,500  Per year for three years</p>
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**A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.**

<p><b>Actions:</b></p> <p>The school principal will be given wide reign and flexibility to implement improvement strategies and will be empowered to make decisions based on the data available. He will have the ability to re-organize instructional time so that time is maximized to the fullest extent. Budget allocations will be decided on by the principal and approved by the DOE.</p> <p>System policies will be reviewed to ensure that current policies do not impede or restrict the ability to make decisions. Central Office staff will be provided to further support and remove barriers to the school in the transformation process. The BOE will receive regularly communication in regards to the progress being made at Brooks County High School.</p>	<p><b>Timeline:</b></p> <p>Immediately upon notification of grant award</p> <p>June 2011- Review BOE policies to ensure there will be no restrictions</p> <p>September 2011- begin monthly reports to the BOE members</p>	<p><b>Budget:</b></p>
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**A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).**

<p><b>Actions:</b></p> <p>We look forward to the utilization of a DOE provided School Improvement Specialist. Suggestions from the specialists will be implemented to the highest degree of fidelity possible. We have a strong partnership with Coastal Plains RESA and they stand ready to provide assistance in any way necessary to ensure that the intentions of this grant are implemented</p>	<p><b>Timeline:</b></p>	<p><b>Budget:</b></p>
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<p>with fidelity. We are committed to bringing in outside experts and consultants to assist in the implementation of the defined strategies. Central Office personnel will be assigned to provide support in whatever areas are needed.</p> <p>All training and professional learning will be followed by extensive coaching to ensure full implementation.</p> <p>The PreK-12 Curriculum/School Improvement director will be available to assist with the implementation and monitoring of the SIG plan as will the Superintendent.</p> <p>Instructional Coaches will provide assistance to classroom teachers in the transformation of classroom instruction.</p> <p>The School Improvement site coordinator will provide support to Instructional Coaches and classroom teachers to ensure classroom instruction is transformed.</p> <p>The Instructional Technology coach will provide support in the integration of the instructional technology and increase of student engagement.</p> <p>The Transition Coach and Family Engagement Coordinator will provide support in the area of parent/community engagement.</p> <p>The system's Parent Community Relations Specialist will be able to provide additional</p>		
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<p>support in the area of parent engagement.</p> <p>A data clerk will be used to enter and track data for staff. Reports will be readily available for teachers to utilize in the decision making progress. The position will decrease the "record keeping" for teachers and will maximize the time needed to plan for instruction.</p> <p>The Intervention Support Specialist will help ensure that students receive the appropriate behavioral interventions needed to successful.</p> <p>The graduation coach and credit recovery teacher will be utilized to help ensure students graduate on time within four years.</p>		<p>Salary and benefits for data entry clerk (225 days) - \$27,500 per year for three years</p>
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**B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality.**

<p>Actions:</p> <p>Do not complete this section. This item does not apply to the transformation model.</p>	<p>Timeline:</p>	<p>Budget:</p>
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<b>B-1. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.</b>		
<p><b>Actions:</b></p> <p>The following activities will need to take place pre-implementation.</p> <ul style="list-style-type: none"> <li>• Job descriptions for newly created positions and Board Of Education approval on new positions.</li> <li>• Hiring of new staff through the use of a panel interview and utilization of a rubric</li> <li>• Attendance at DOE sponsored Leadership Academy in July</li> <li>• Ordering and installation of technology tools (computers, laptops, server, Activboards, Activexpressions student response systems)</li> <li>• Contract with outside providers to install additional technology tools</li> </ul>	<p><b>Timeline:</b></p> <p>April 2011 – Begin drafting job descriptions</p> <p>May 2011 – Approval of new positions</p> <p>May / June 2011 – Begin hiring process of new personnel for grant funded positions</p> <p>May 2011 – Notify staff July 2011 – Leadership Academy</p> <p>May/June 2011 – Order hardware needed and an additional server.</p> <p>June/July 2011 – Contract with and begin installation of technology tools</p>	<p><b>Budget:</b></p> <p>Additional Server - \$10,000</p> <p>10 laptops for additional personnel \$15,000</p> <p>\$30,000</p> <p>Includes all wiring and labor costs (first year only)</p>

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<ul style="list-style-type: none"> <li>Order for tables and chairs for new lab and for wireless laptops for ISS</li> </ul>	June 2011 – Order needed furniture	\$10,000 First year only
<ul style="list-style-type: none"> <li>Order bulletin boards for data room</li> </ul>	June 2011 – Order bulletin boards	\$2000 First year only

<b>C. Align additional resources with the interventions.</b>		
<b>Actions:</b>	<b>Timeline:</b>	<b>Budget:</b>
Transportation will be provided for ECHOES students and for Saturday School students if a need is shown.	Transportation is currently being offered for ECHOES	
Director of Professional Learning and Human Resources will support and assist in the hiring of personnel and planning of professional learning plan.	On-going	
Director of Special Education will support and provide additional resources for students with special needs.	On-going	
PreK-12 Curriculum/School Improvement director will continue to attend Leadership Team meetings and support the initiatives of the school by assisting in planning and support.	On-going	
Title I funds will continue to support the	On-going	

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schoolwide program currently being implemented.		
E-rate funds will continue to be utilized at BCHS.	On-going	
Support for ESOL and Migrant students will continue.	On-going	
Perkins funds will continue to support CTAE activities.	On-going	
Title II and professional learning funds will continue to support the needs of the school.	On-going	
Professional learning and support will be provided for all SIG initiatives.	On-going	

**D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.**

<p><b>Actions:</b></p> <p>The Board members have indicated that they fully support the implementation of this grant and its requirements. The Superintendent stands committed and willing to remove all barriers, change policies if necessary, and supports the transformation of the high school.</p>	<p><b>Timeline:</b></p> <p>March 24 – BOE members informed about grant.</p> <p>April 12 – BOE meeting held. Grant discussed by GaDOE personnel.</p>	<p><b>Budget:</b></p>
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**Brooks County Schools**  
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**E. Sustain the reform after the funding period ends.**

Actions:	Timeline:	Budget:
<p>We will begin immediately planning the sustainability for the initiatives funded by the SIG 1003(g) funds.</p> <p>Instructional coaches will coach full time for Years 1 and 2. During Year 3, they will transition to the classroom for 50% of the time and will coach 50% of the time. The teaching portion of their day will be funded by state and local funds with the coaching duties funded with SIG funds. During Year 4, we believe we will have built the capacity of the staff so that the instructional coaches can return to their state and local funded teaching duties 100% of the time.</p> <p>We are hopeful that our state funding will be such to allow the transition of the instructional coaches back into the classroom as an additional teacher in each content area. This is also based on the pending growth of our tax digest. We believe that strides in improving student achievement that Brooks County High School has made will continue with the SIG funding which will allow the school to be removed from the Needs Improvement list. Currently, Title I funds are set aside to pay for Supplemental Educational Services (SES). With the removal of BCHS from the NI list, funds will be available to pay for unearned teaching positions in the content areas.</p>		

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<p>The School Improvement Site Coordinator will remain as a full-time position throughout the duration of the grant. At the end of the grant funding position, we believe that Title I funds will be able to replace 50% of the SIG funds.</p> <p>The Instructional Technology Coach will be funded by the SIG grant for the three full years. In Year 4, this position will be contracted with on a 'as-needed' basis through professional learning funds.</p> <p>The credit recovery teacher, AEP math teacher, and the intervention support teacher will be funded through state and local funds.</p> <p>The data entry clerk will take on additional duties as the grant period ends and will be paid for through local funding sources.</p> <p>The Transition Coach is a position that will be reduced to 50% if needed. However, we anticipate that position to continue at 100% as needed. Possible sources of funding include Title I parent engagement funds.</p> <p>We anticipate continuing infrastructure improvements through technology grant monies.</p>		
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**Brooks County Schools**  
**School Improvement Grant 1003(g) - LEA Application 2011**  
**Attachment 2d - Transformation Model**

**LEA Name: Brooks County Schools**

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School Name: Brooks County High School

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Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Tier I and Tier II schools. Write the annual goals below.

**Reading/English Language Arts**

2011-2012 School Year

Baseline Data from Winter 2010 EOCT results

**9<sup>th</sup> Grade Lit EOCT**

% of all students who met and exceeded: 75%

% of black students who met and exceeded: 70%

**American Lit EOCT**

% of all students who met and exceeded: 86%

% of black students who met and exceeded: 82%

\*\*\*\*Because our American Lit scores are high, setting a goal of 5% would cause us to be over a 100%. After speaking with a DOE consultant, we decided to set the American Lit goals at 3%.

By the end of the 2011-2012 school year, we will increase 9<sup>th</sup> grade Lit EOCT scores by 5% for all students.

By the end of the 2011-2012 school year, we will increase 9<sup>th</sup> grade Lit EOCT scores by 5% for black students.

By the end of the 2011-2012 school year, we will increase American Lit EOCT scores by 3% for all students.

By the end of the 2011-2012 school year, we will increase American Lit EOCT scores by 3% for black students.

2012-2013 School Year

By the end of the 2012-2013 school year, we will increase 9<sup>th</sup> grade Lit EOCT scores by 5% for all students.

By the end of the 2012-2013 school year, we will increase 9<sup>th</sup> grade Lit EOCT scores by 5% for black students.

By the end of the 2012-2013 school year, we will increase American Lit EOCT scores by 3% for all students.

By the end of the 2012-2013 school year, we will increase American Lit EOCT scores by 3% for black students.



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**2013-2014 School Year**

By the end of the 2013-2014 school year, we will increase 9<sup>th</sup> grade Lit EOCT scores by 5% for all students.

By the end of the 2013-2014 school year, we will increase 9<sup>th</sup> grade Lit EOCT scores by 5% for black students.

By the end of the 2013-2014 school year, we will increase American Lit EOCT scores by 3% for all students.

By the end of the 2013-2014 school year, we will increase American Lit EOCT scores by 3% for black students.

**Mathematics**

**2011-2012 School Year**

Baseline Data from Winter 2010 EOCT results

**Math I EOCT**

% of all students who met and exceeded: 44%

% of black students who met and exceeded: 67%

**Math II EOCT**

% of all students who met and exceeded: 74%

% of black students who met and exceeded: 65%

By the end of the 2011-2012 school year, we will increase Math I EOCT scores by 5% for all students.

By the end of the 2011-2012 school year, we will increase Math I EOCT scores by 5% for black students.

By the end of the 2011-2012 school year, we will increase Math II EOCT scores by 5% for all students.

By the end of the 2011-2012 school year, we will increase Math II EOCT scores by 5% for black students.

**2012-2013 School Year**

By the end of the 2012-2013 school year, we will increase Math I EOCT scores by 5% for all students.

By the end of the 2012-2013 school year, we will increase Math I EOCT scores by 5% for black students.

By the end of the 2012-2013 school year, we will increase Math II EOCT scores by 5% for all students.

By the end of the 2012-2013 school year, we will increase Math II EOCT scores by 5% for black students.

**2013-2014 School Year**

By the end of the 2013-2014 school year, we will increase Math I EOCT scores by 5% for all students.

By the end of the 2013-2014 school year, we will increase Math I EOCT scores by 5% for black



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**School Improvement Grant 1003(g) - LEA Application 2011**

students.

By the end of the 2013-2014 school year, we will increase Math II EOCT scores by 5% for all students.

By the end of the 2013-2014 school year, we will increase Math II EOCT scores by 5% for black students.

**Graduation Rate**

2011-2012 School Year

Baseline Data from 2010 AYP Report

% of all students graduating: 71.1%

% of black students graduating: 72.3%

At the end of summer 2012, we will increase the graduation rate by 5% for all students.

At the end of summer 2012, we will increase graduation rate by 5% for black students.

2012-2013 School Year

At the end of summer 2013, We will increase the graduation rate by 5% for all students.

At the end of summer 2013, We will increase graduation rate by 5% for black students.

2013-2014 School Year

At the end of summer 2014, We will increase the graduation rate by 5% for all students.

At the end of summer 2014, We will increase graduation rate by 5% for black students.

**Brooks County Schools**  
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LEA Name: Brooks County School Systems

School Served:

Brooks County High School

Intervention Model: Transformation Model

Tier Level: I

Fiscal Year: July 1, 2011 through June 30, 2012 (Year 1)

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

Object Class		Item Description	Costs	
100	Personal Services             (Salaries)	Four Instructional Coaches	\$215,351	
		One School Improvement Site Coord (100%)	\$82,000	
		One Instructional Technology Specialist	\$70,000	
		Transition Coach	\$70,000	
		Data Entry Clerk	\$27,500	
		Graduation Coach	\$62,970	
		Intervention Support Specialist	\$60,000	
		Teacher Salary for summer lab	\$2,000	
		Credit Recovery Teacher	\$60,000	
		AEP Math Teacher	\$60,000	
		Family Engagement Specialist (100%)	\$27,500	
		Professional learning stipends for off contract work, Leadership Academy, Freshmen 101, substitutes for collaborative planning with middle school	\$16,000	
		Object Total		\$ 753,321
	200	Benefits	Four Instructional Coaches	\$77,619
One School Improvement Site Coord (100%)			\$24,000	
One Instructional Technology Specialist			\$24,750	
Transition Coach			\$24,750	
Data Entry Clerk			\$6,800	
Graduation Coach			\$11,290	
Intervention Support Specialist			\$21,254	
Credit Recovery Teacher			\$21,254	
AEP Math Teacher			\$21,254	
Family Engagement Specialist (100%)			\$6,800	
Object Total				\$ 239,771
300			Purchased	Leadership Academy fees and stipends

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<b>Professional &amp; Technical</b>	RTI consultant	\$8,900	
	Service Learning consultant	\$5,000	
	Ninth grade advisor training	\$5,000	
<b>Services</b>			
	<b>Object Total</b>		\$ 38,400
<b>500 Other Purchased</b>	Travel for Leadership Academy	\$2,000	
	Stipends for professional learning	\$16,000	
	Registration fees for coaches	\$10,000	
	Registration fees and organizational dues for professional learning	\$3000	
	Contract work for installation of new technology tools	\$30,000	
	Copying costs for EOCT predictor tests	\$1,500	
	<b>Object Total</b>		\$ 62,500
<b>600 Supplies</b>	Activboards and Activexpressions	\$147,339	
	Read 180 software	\$15,000	
	Ten Odysseyware seats (3 year subscription)	\$59,400	
	Digital clocks	\$10,000	
	Predictor tests	\$2,000	
	Parent engagement and transition supplies	\$5,000	
	Books for ninth graders (by Sean Covey)	\$2500	
	SWIS data system	\$250	
	20 laptops for ISS	\$26,000	
	10 laptops for additional personnel hired	\$15,000	
	30 computers for additional lab	\$24,000	
	Service Learning supplies	\$5000	
	Tables and chairs for ISS and new computer lab	\$10,000	
	Bulletin boards for data room	\$2,000	
	Materials for student attendance	\$10,000	
	<b>Object Total</b>		\$ 333,489
<b>700 Property (Capitalized Equipment)</b>			
	<b>Object Total</b>		\$

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800	Other Objects			Object Total
			\$ 0	
900	Other Uses	Server for increased wi-fi capabilities	\$10,000	Object Total
		Driver and fuel costs for Saturday School	\$1,500	
			\$ 11,500	
School Total				\$ 1,438,981



**Brooks County Schools**  
**School Improvement Grant 1003(g) - LEA Application 2011**

LEA Name: Brooks County School Systems

School Served: Brooks County High School

Intervention Model: Transformation Model

Tier Level: I

Fiscal Year: July 1, 2012 through June 30, 2013 (Year 2)

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

Object Class		Item Description	Costs
100	Personal Services  (Salaries)	Four Instructional Coaches	\$215,351
		One School Improvement Site Coord (100%)	\$82,000
		One Instructional Technology Specialist	\$70,000
		Transition Coach	\$70,000
		Data Entry Clerk	\$27,500
		Graduation Coach	\$62,970
		Intervention Support Specialist	\$60,000
		Teacher Salary for summer lab	\$2,000
		Credit Recovery Teacher	\$60,000
		AEP Math Teacher	\$60,000
		Family Engagement Specialist (100%)	\$27,500
		Financial Awards	\$100,000
		Professional learning stipends for off contract work, Leadership Academy, Freshmen 101	\$16,000
		<b>Object Total</b>	\$ 853,321
200	Benefits	Four Instructional Coaches	\$77,619
		One School Improvement Site Coord (100%)	\$24,000
		One Instructional Technology Specialist	\$24,750
		Transition Coach	\$24,750
		Data Entry Clerk	\$6,800
		Graduation Coach	\$11,290
		Intervention Support Specialist	\$21,254
		Credit Recovery Teacher	\$21,254
		AEP Math Teacher	\$21,254
		Family Engagement Specialist (100%)	\$6,800
		<b>Object Total</b>	\$ 239,771
300	Purchased	Leadership Academy fees and stipends	\$19,500

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	<b>Services</b>			
		<b>Object Total</b>		\$ 19,500
<b>500</b>	<b>Other Purchased</b>	Travel for Leadership Academy	\$2,000	
		Stipends for professional learning	\$16,000	
		Registration fees for coaches	\$10,000	
	<b>Services</b>	Registration fees and organizational dues for professional learning	\$8000	
		Copying costs for EOCT predictor tests	\$1,500	
		<b>Object Total</b>		\$ 37,500
<b>600 Supplies</b>		Read 180 software	\$15,000	
		Predictor tests	\$2,000	
		Parent engagement and transition supplies	\$5,000	
		Books for ninth graders (by Sean Covey)	\$2500	
		Service Learning supplies	\$5000	
		E-books and covers	\$138,000	
		Skype cameras	\$10,000	
		Supplemental materials for AP and Honors Classes	\$25,000	
		Supplemental materials - calculators, science materials, manipulatives, novels and other needed supplies for students and teachers	\$30,000	
		Materials for student attendance	\$10,000	
		<b>Object Total</b>		\$ 242,500
<b>700</b>	<b>Property (Capitalized Equipment)</b>			
		<b>Object Total</b>		\$ 0

**Brooks County Schools**  
**School Improvement Grant 1003(g) - LEA Application 2011**

<b>800</b>	<b>Other Objects</b>			<b>Object Total</b>
				\$ 0
<b>900</b>	<b>Other Uses</b>			<b>Object Total</b>
		Driver and fuel costs for Saturday School	\$1500	
				\$ 1,500

**School Total**

\$ 1,394,092

**Brooks County Schools**  
**School Improvement Grant 1003(g) - LEA Application 2011**

LEA Name: Brooks County School Systems

School Served: Brooks County High School

Intervention Model: Transformation Model

Tier Level: I

Fiscal Year: July 1, 2012 through June 30, 2013 (Year 3)

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

Object Class		Item Description	Costs
100	Personal Services  (Salaries)	Four Instructional Coaches (50%)	\$107,676
		One School Improvement Site Coord (100%)	\$82,000
		One Instructional Technology Specialist	\$70,000
		Transition Coach	\$70,000
		Data Entry Clerk	\$27,500
		Graduation Coach	\$62,970
		Intervention Support Specialist	\$60,000
		Teacher Salary for summer lab	\$2,000
		Credit Recovery Teacher	\$60,000
		AEP Math Teacher	\$60,000
		Family Engagement Specialist (100%)	\$27,500
		Financial Awards	\$100,000
		Professional learning stipends for off contract work, Leadership Academy, Freshmen 101	\$16,000
		<b>Object Total</b>	
			\$ 745,646
200	Benefits	Four Instructional Coaches (50%)	\$38,810
		One School Improvement Site Coord (100%)	\$24,000
		One Instructional Technology Specialist	\$24,750
		Transition Coach	\$24,750
		Data Entry Clerk	\$6,800
		Graduation Coach	\$11,290
		Intervention Support Specialist	\$21,254
		Credit Recovery Teacher	\$21,254
		AEP Math Teacher	\$21,254
		Family Engagement Specialist (100%)	\$6,800
		<b>Object Total</b>	
			\$ 200,962
300	Purchased	Leadership Academy fees and stipends	\$19,500



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<b>&amp; Technical</b>	<b>Services</b>	Service Learning consultant	\$5,000	
		<b>Object Total</b>		<b>\$ 24,500</b>
<b>500</b>	<b>Other Purchased</b>	Travel for Leadership Academy	\$2,000	
		Stipends for professional learning	\$16,000	
		Registration fees for coaches	\$10,000	
	<b>Services</b>	Registration fees and organizational dues for professional learning	\$8,000	
		Copying costs for EOCT predictor tests	\$1,500	
		Supplemental materials for AP and Honors Classes	\$25,000	
		Supplemental materials - calculators, science materials, manipulatives, novels and other needed supplies for students and teachers	\$30,000	
		<b>Object Total</b>		<b>\$ 92,500</b>
<b>600</b>	<b>Supplies</b>	Read 180 software	\$15,000	
		Predictor tests	\$2,000	
		Parent engagement and transition supplies	\$5,000	
		Books for ninth graders (by Sean Covey)	\$2,500	
		Service Learning supplies	\$5,000	
		E-books and covers (replacements)	\$10,000	
		Supplemental materials for AP and Honors Classes	\$25,000	
		Supplemental materials - calculators, science materials, manipulatives, novels and other needed supplies for students and teachers	\$30,000	
		Materials for student attendance	\$10,000	
		<b>Object Total</b>		<b>\$ 104,500</b>
<b>700</b>	<b>Property (Capitalized Equipment)</b>			
		<b>Object Total</b>		<b>\$ 0</b>

**Brooks County Schools**  
**School Improvement Grant 1003(g) - LEA Application 2011**

<b>800</b>	<b>Other Objects</b>			<b>Object Total</b>
				\$ 0
<b>900</b>	<b>Other Uses</b>			<b>Object Total</b>
		Driver and fuel costs for Saturday School	\$1,500	
				\$ 1,500
<b>School Total</b>				<u>\$ 1,169,608</u>

**Brooks County Schools**  
**School Improvement Grant 1003(g) - LEA Application 2011**  
**Attachment 4a - Budget Template**

<b>LEA 3 Year BUDGET</b>					
	<b>Year 1 Budget</b>		<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Three-Year Total</b>
	<b>Pre- Implementation</b>	<b>Year 1 – Full Implementation</b>			
<b>School Name</b>					
Brooks County High School		\$1,438,981	\$1,394,092	\$1,169,608	\$4,002,681
<b>School Name</b>					
<b>School Name</b>					
<b>LEA-level Activities</b>					
<b>Total Budget</b>	\$1,438,981		\$1,394,092	\$1,169,608	\$4,002,681

**Brooks County Schools**  
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**Attachment 5 - Checklist**

**Section A. SCHOOLS TO BE SERVED**

The chart is complete:

- ✓ 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.

✓  
✓  
✓  
✓

**Section B. DESCRIPTIVE INFORMATION**

1. Data Sources and Narrative

- ✓ 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.

✓  
  
✓  
  
✓

2. Capacity

- ✓ 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:
  - 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.

✓  
  
✓  
  
✓  
  
✓



**Brooks County Schools**  
**School Improvement Grant 1003(g) - LEA Application 2011**  
Attachment 5 – Checklist

<ul style="list-style-type: none"> <li>• 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"> <li>• 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.</li> <li>• Ensuring that the LEA's central office staff will support successful implementation of the interventions and school improvement strategies.</li> <li>• Demonstrating flexibility in removing barriers that will interfere with the intervention models selected.</li> </ul> </li> </ul>	✓
<p>3. Description</p> <ul style="list-style-type: none"> <li>✓ The appropriate portion of Attachment 2 (2a: Turnaround Model, 2b: School Closure Model, 2c: Restart Model, 2d: Transformation Model) is complete and provides specific examples of actions that the LEA has taken or will take to implement the selected model for each Tier I and Tier II school applying for this grant.</li> <li>• 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"> <li>• Developing a written policy and procedure for selecting external providers and utilizing the process.</li> <li>• Demonstrating that it has used a rigorous selection process to choose contract school providers, which will include: <ul style="list-style-type: none"> <li>○ A Public Notice of Intent process.</li> <li>○ An assessment of the applicant provider's knowledge of, skill with, and success rate related to the intervention model selected.</li> <li>○ A thorough review of each applicant's administrative, organizational structure, legal, and financial perspectives.</li> <li>○ Documentation that references have been contacted to verify prior successful implementation of the selected intervention model.</li> </ul> </li> <li>• Ensuring that the providers know how to choose and manage school leaders who have the competencies to work effectively in a reform environment.</li> <li>• Clarifying the roles for the school provider and LEA that will be a part of the contract.</li> <li>• Defining a process for cancelling the contract and restructuring when a contract provider is not successful.</li> <li>• Including stakeholders such as parents and community groups throughout the entire process.</li> <li>• Establishing clear goals and closely monitoring school performance.</li> <li>• Establishing a clear timeframe for measuring gains in student achievement.</li> </ul> </li> </ul>	<div style="text-align: center; vertical-align: middle;">✓</div> <div style="text-align: center; vertical-align: middle;">✓</div>

**Brooks County Schools**  
**School Improvement Grant 1003(g) - LEA Application 2011**

**Attachment 5 - Checklist**

<ul style="list-style-type: none"> <li>• 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"> <li>• Developing a plan complete with strategies that focus on the individual school's student achievement needs.</li> <li>• Ensuring Title I schoolwide schools are consolidating ESEA funds to upgrade the entire educational system of the school.</li> <li>• Providing job-embedded professional learning for teachers.</li> <li>• Ensuring that each school has developed the intervention model that aligns all funding available to the school to implement specific strategies.</li> </ul> </li> <li>• 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"> <li>• Developing a plan with a timeline for continued implementation of the intervention strategies.</li> <li>• Measuring progress and adjusting strategies that have not proven to be effective.</li> <li>• Aligning funds to continue supporting successful intervention efforts and progress.</li> <li>• Providing continued professional learning opportunities that link to the intervention strategies and annual goals for student achievement.</li> </ul> </li> </ul>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</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 style="text-align: center;">✓</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 style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>

**Brooks County Schools**  
**School Improvement Grant 1003(g) - LEA Application 2011**

**Attachment 5 - Checklist**

6.	Tier III Schools	
✓	The services the school will receive and/or the activities the school will implement are clearly described in Attachment 3.	✓
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.).	✓

**B-1. Pre-Implementation Activities and Budget**

✓	Pre-implementation activities are described.	✓
✓	A proposed budget is included.	✓

**Section C. DEVELOP A BUDGET**

✓	The LEA has completed a budget on Attachments 4 and 4a for each Tier I, Tier II, and Tier III school.	✓
---	---	---

**Section D. ASSURANCES**

✓	The superintendent agrees to the assurances for the School Improvement Grant.	✓
---	---	---

**Section E. WAIVERS**

✓	The superintendent agrees to the waivers included in the School Improvement Grant.	✓
---	--	---



**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application 2011**

**Attachment 7a - Capacity Factor Chart**

<b>Factor:</b>	<b>Strength: We have this or already do this:</b>	<b>Weakness: This is a weakness; but we could improve if:</b>	<b>Opportunity: If these external changes occur, this could be a strength:</b>	<b>Threat: If these external changes occur, this could be a weakness:</b>
<b>Team Staff:</b> Our LEA has staff qualified for a restructuring team. *Complete the Restructuring Team Checklist	XXX – The district level staff is committed to transforming BCHS.			
<b>Will:</b> Our LEA is willing to take extreme action in failing schools.	XXX – The district level staff is committed to transforming BCHS.			
<b>Outsiders:</b> Our LEA is willing to bring in external support if needed for student learning.	XXX- We have worked with RESA and State provided consultants in the past and look forward to continue these partnerships.			
<b>Insiders:</b> Our LEA is willing to require central staff to make many changes to support restructured schools.	XXX – The district level staff is committed to transforming BCHS.			
<b>Flexibility:</b> Our LEA is willing to give capable leaders unprecedented freedom to change, even if this creates inconsistency and inconvenience.	XXX – The district level staff is committed to transforming BCHS.			



**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application 2011**  
**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
<b>Driving for results:</b> setting high goals, taking initiative, being relentlessly persistent to succeed.	XXX			
<b>Solving problems:</b> using performance data to identify and solve immediate problems.	XXX			
<b>Showing confidence:</b> exhibiting confidence, using failure to initiate problem solving, not excusing failure.	XXX			
<b>Influence:</b> influencing immediate action toward the school's goals.	XXX			
<b>Teamwork and cooperation:</b> getting input and keeping others informed.	XXX			
<b>Conceptual thinking:</b> connecting the mission, learning standards, and curriculum to clarify for all.	XXX			
<b>Team leadership:</b> assuming the role as leader and motivating staff to perform despite challenges.	XXX			
<b>Organizational commitment:</b> making personal sacrifices needed for school success.	XXX			
<b>Communicating a compelling vision:</b> rousing staff to commit energy to the change.	XXX			

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

# APPENDIX

Documentation of Stakeholder Engagement in the Grant Application Process

Job Descriptions for New Positions

Draft of Behavior Pyramid

CLASS Keys Self- Assessment

Saturday, April 2, 2011  
10:00 a.m.

Brooks County High School  
Cafeteria  
1801 Moultrie Hwy  
Quitman

BCHS qualifies for a grant  
valued up to 6 million dollars  
over three years!

**We Need YOUR Input!**

*Come partner with us as we  
seek to continue improving  
student achievement.*

For more information contact,  
Tonja Healey, School Improvement  
229.263.7531 ext. 3024



Partnership  
In Achievement.

Brooks County High School  
Brooks County Schools

## **Tonja Healey**

---

**From:** Lydia Hubert  
**Sent:** Friday, March 25, 2011 3:37 PM  
**To:** Howard Akers; Al Williams; Irma Hall; Ervin Sloan; Tara Moss  
**Cc:** Tonja Healey; Debra Folsom  
**Subject:** Please post these flyers!  
**Attachments:** Community Forum April 2.pdf

I have attached a flyer that we need posted in your schools for parents to see.  
Thanks!!!

Lydia H. Hubert  
*Parent-Community Relations*  
P.O. Box 511/1081 Barwick Road  
Quitman, Georgia 31643  
229.263.7531 ext. 2004  
[www.brookscountyschools.com](http://www.brookscountyschools.com)





How would you spend \$6,000,000 to build a dream school?

Curriculum	Assessment	Instruction	Planning and Organization
Student, Family, and Community Involvement and Support	Professional Learning	Leadership	School Culture

What do you want BCHS to be at the end of the 3 year grant?

March 24, 2011

Howard Akers, Tonja Healey, and Debra Folsom met to discuss a plan to get stakeholder input. It was decided that the following meetings would be held:

- March 25, 2011 - Meeting with Brooks County High School Department Heads
- March 25, 2011 - Meet with Parent/Community Relations Specialist to get the word out.
- March 29, 2011 - Chamber Executive Board
- March 31, 2011 - Brooks County High School Council and Family Connections Executive Board
- April 2, 2011 - Community Meeting

## Kiwanis Meeting

March 24, 2011

The meeting was called to order by President Chip Carroll. Maurice Freeman asked the Kiwanis to give a donation for Arlestor McKinnon who was seriously injured in an accident. The group agreed to give \$250.00 to a fund being established at two local banks. Howard Akers, Tonja Healey, and Debra Folsom spoke to the members about the opportunity that Brooks County High School has to apply for a School Improvement Grant. Information about the grant was provided.

Members present: Chip Carroll, Elaine Jones, Neil Bradley, Maurice Freeman, Karen Wheeler, Ricky Rowe, Mike Miller, Debra Folsom, Howard Akers, and Tonja Healey.

The meeting adjourned at 1:00 p.m.

Brooks County High School

Department Heads

March 25, 2011

A meeting was held at Brooks County High School in which Mr. Akers, Mrs. Healey, and Mrs. Folsom informed the department heads about the School Improvement Grant and to seek their input for suggestions/ideas for the grant. Several suggestions were mentioned at this meeting. Mrs. Healey asked them to meet with each department to get input from the entire staff. This feedback is due to Mrs. Healey on March 29, 2011. Those in attendance were: Maile Simpson, Aprile Steele, Ivy McGovern, Laura Walton, Dawn Squires, Elena Taveras, Howard Akers, Tonja Healey, and Debra Folsom.



EXECUTIVE BOARD MEETING  
WITH SCHOOL OFFICIALS  
March 29, 2011

Present: Glenn Bissett, Denise Monroe, Carolyn Laurie, Janie Jones, Debra Folsom, Howard Akers, Owen Clemons, Sandra McDonald, Jared Renfroe.

Debra Folsom welcomed everyone. We learned there was a school (SIG) grant available which could amount to \$2 million for three years, but the schools must show improvement to retain this grant, which is aimed for the high school. A group went to Albany to get information about this grant.

One consideration for the grant is the graduation rate, which will be calculated differently in the near future. The grant application is due April 15.

Burke County School received this grant last year, so this school will be visited to see how it was implemented.

We have met with local teachers to get suggestions of what is needed. It all has to tie back to children's achievement.

Considered:

1. School has technology but is it utilized as well as possible, and, assessment of students.
2. Kindle books could be utilized.
3. Used for those who need remediation as well as achievers.
4. Boot Camp for freshmen so that they get their schedules and be familiar with high school.
5. Hope Grants and SAT scores will be a focus.

How do we get student participation for special need classes? There is too much lack of parental involvement. Perhaps we could try satellite school, utilizing a couple of churches.

The Chamber Executive Board unanimously supports the efforts to apply for the above mentioned grants.

Respectfully submitted,

Carolyn Laurie, Secretary

## Parent and Community Forum

April 2, 2011

A forum was held at Brooks County High School for parents and the community to discuss the grant and to solicit ideas/suggestions from those present. Those attending were broken into two groups to discuss ideas. Each group presented their ideas. Attached is the sign-in sheet as well as the suggestions for the grant.

## **Tonja Healey**

---

**From:** Debra Folsom  
**Sent:** Monday, April 11, 2011 7:46 AM  
**To:** Tonja Healey  
**Subject:** FW: FYI

Debra Folsom  
Superintendent  
Brooks County Schools  
P.O. Box 511  
1081 Barwick Road  
Quitman, Georgia 31643  
229.263.7531  
229.263.5206 - Fax

---

**From:** Debra Folsom  
**Sent:** Thursday, March 24, 2011 7:24 AM  
**To:** BOEMembers; 'Brad Shealy'; Chip Carroll (ccarroll@colonybank.com); Diane Thomas; Frank Thomas (frankthomas@quitmanwireless.net); 'Larry Cunningham'; Linda Troutman; 'Nancy Whitfield Dennard'  
**Cc:** Hilda Calloway  
**Subject:** FYI

Tonja, Howard and I met yesterday with Sylvia Hooker, Wendell Christian, and Alan Forte from DOE regarding a School Improvement Grant that we can apply for. We can apply for \$50,000-\$2,000,000. We have to have the grant completed by April 15. We will have a DOE representative to attend our April meeting to give more information.

Have a good day,

Debra

Debra Folsom  
Superintendent  
Brooks County Schools  
P.O. Box 511  
1081 Barwick Road  
Quitman, Georgia 31643  
229.263.7531  
229.263.5206 - Fax

## Tonja Healey

---

**From:** Debra Folsom  
**Sent:** Thursday, March 24, 2011 1:22 PM  
**To:** Howard Akers; Tonja Healey  
**Subject:** FW: Chamber Executive Board Meeting

Debra Folsom  
Superintendent  
Brooks County Schools  
P.O. Box 511  
1081 Barwick Road  
Quitman, Georgia 31643  
229.263.7531  
229.263.5206 - Fax

---

**From:** Janie Jones  
**Sent:** Thursday, March 24, 2011 11:07 AM  
**To:** 'Renfroe, Jared'; 'sandra.cooper.bw50@statefarm.com'; 'dynagab2000@yahoo.com'; 'Cottle, Corey W'; 'sandrasmcdonald@yahoo.com'  
**Cc:** Debra Folsom  
**Subject:** Chamber Executive Board Meeting

Good morning!

Mrs. Debra Folsom, School Superintendent, has asked that we meet with her and other school system staff members to discuss a grant for Brooks County High School. The meeting will be next Tuesday, March 29, at 12 noon in the Board Room at the J.H. Wells Education Center (formerly Brooks County High School.) Lunch will be provided. Please let me know if you cannot attend. Thanks! Janie



"Every Child Has the Opportunity to Excel and Succeed"

Janie Jones, Program Director  
Brooks County School System  
21st Century Community Learning Centers  
After School Program  
489 Barwick Road  
P.O. Box 511  
Quitman, GA 31643  
229.263.8606 ext. 2007  
229.263.5206 fax  
[jaiones@brooks.k12.ga.us](mailto:jaiones@brooks.k12.ga.us)  
[brooks.k12.ga.us](http://brooks.k12.ga.us)—Mission: Educating all children



**Tonja Healey**

---

**From:** Lydia Hubert  
**Sent:** Friday, March 25, 2011 3:25 PM  
**To:** BrooksAll  
**Subject:** Partnership in Achievement with BCHS- April 2

**Importance:** High

**Saturday, April 2, 2011  
10:00 a.m.**

Brooks County High School  
Cafeteria  
1801 Moultrie Hwy  
Quitman

BCHS qualifies for a grant  
valued up to 6 million dollars  
over three years!

**We Need YOUR Input!**

*Come partner with us as we  
seek to continue improving  
student achievement.*

For more information contact,  
Tonja Healey, School Improvement  
229.263.7531 ext. 3024



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Brooks Cou  
Brooks

Lydia H. Hubert  
*Parent-Community Relations*  
P.O. Box 511/1081 Barwick Road  
Quitman, Georgia 31643  
229.263.7531 ext. 2004  
[www.brookscountyschools.com](http://www.brookscountyschools.com)



**Tonja Healey**

---

**From:** Lydia Hubert  
**Sent:** Friday, March 25, 2011 3:25 PM  
**To:** Amy Perry; Anna B. Davila; Barbara Herring; Becky Thompson; Bobette Sapp; Britney Buckmaster Smith; Cary Williams; Charity M. Wall; Cindy Faucette; Cora Jones; Cynthia Dooly; Dennis and Donna Wilson; Donna Merwin; Eric Jones; Frank King; Gretchen Bennett; Heather Renfro; Heidi Brooks; Helen Pitts; Ivonne Ventura; Jacque Overfelt; John Shearer; Kasie Gibbs; Kim Garvin; Kristi Hylton; Lari Hagan; Laura Fountain; Patrice Griffin; Linda Thomspson; Linda Troutman; Lisa Ballard; Lisa Goodman; Lisa Weaver; Lynette Sims; Mike Patterson; Monkia Grant; Pam Jackson; Paula Smith; Ramona J. Carney; Ramona J. Carney; Reagan Hall; Sandra Cody; Shanda White; Shannon Roberson; Shannon Wilson; Sharon Leslein; Sharon McMinn; Stephanie McMullen; Steven Bailey; Susan Bailey; Syreeta Brown; Tiffany Holmes; Tondra Johnson; Vonda Jones; Yolanda Brown  
**Subject:** Partnership in Achievement with BCHS- April 2  
**Importance:** High

**Saturday, April 2, 2011  
10:00 a.m.**

Brooks County High School  
Cafeteria  
1801 Moultrie Hwy  
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Tonja Healey, School Improvement  
229.263.7531 ext. 3024

**BROOKS  
COUNTY  
SCHOOLS**



**GREAT KIDS...  
GREAT SCHOOLS.**

Partne  
In Achieve

**Brooks Cou  
Brooks**

Lydia H. Hubert  
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born March 13. He weighed 205 3/4 lbs. with a 24 1/2 inch's leg.

**Kimberly Dixon (NBES)** and husband welcomed baby number two on March 16. Matthew Ryan Dixon was born at 7:53 am and weighed 8 1/2 lbs.

**Jennifer Adams (NBES)** is getting married to her father's brother-in-law on Saturday, April 2.

**Brooke Laisey (NBES)** and Daniel Knight are getting married on Saturday, April 16.

#### GET WELL WISHES TO...

#### SYMPATHY WISHES TO...

**Irma Hall (QES)** and her family are the proud ones of her mother-in-law.

**Terry and Inez Turner** (Maintenance/Transportation and BCMS) and family are the proud ones of her mother.

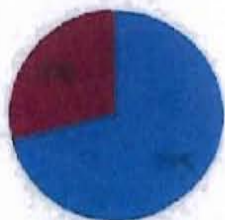
**Katie Small (QES)** and family are the proud ones of her mother.

#### Dress Code Survey Results!

There were a total of 613 votes.

#### Dress Code Survey

■ Option 1 ■ Option 2



The Board of Education members will vote on the dress code at the April 12.

## BCMS Travel to Stone Mountain

Mrs. Beth Lee's (7<sup>th</sup> grade) and Mrs. Jennifer Laxton's (6<sup>th</sup> grade) Advanced Reading classes recently traveled to Stone Mountain, Georgia to marvel at one of Georgia's Seven Natural Wonders. Students worked diligently to read the novels *The Seven Wonders of Sassafras Springs* and *Hatchet* and enjoyed the opportunity to apply the knowledge and information obtained from their reading by participating in the various activities around Stone Mountain. While at the park, students toured the top of Stone Mountain



before taking a hike back down to the park's entrance. Students also participated in a team-building/survival activity by climbing the quarter of a mile course of the Sky Hike adventure attraction. Students mastered suspended wooden bridges, balanced on single ropes, and climbed vertical bridges while cheering on one another.

## BCMS Students Attend International Folk Fair

The 7<sup>th</sup> graders recently attended the International Folk Fair in Valdosta. Students were able to participate by playing drums in Africa and learning how to wear the fashions of the Philippines. The National History Club also attended the event. The students saw dances from other countries including the Korean Drum Dance and Aztec Dance from Mexico. Carla Rizer is the National History Club Advisor.

## Brooks County High School Seeks Public Feedback on April 2

Parents and Community Partners in Education are invited to attend a special meeting about Brooks County High School this coming Saturday, April 2 at 10:00 a.m. in the Brooks County High School cafeteria. BCHS is currently applying for a federal school improvement grant valued up to \$6 million over a three year period for input planning Brooks County High School's future. Because of the amount of funding available and the intense focus on student achievement, this grant opportunity is a chance for BCHS to conduct a makeover of its instructional model. This planning meeting will provide the school's grant writing team with valuable information about the community's vision for



Partnership in Achievement  
Brooks County High School  
April 2, 2011  
10:00 a.m.

Welcome

Explanation of School Improvement Grant

Break Out Groups

Share Suggestions

Questions

Name	Please check all that apply				
	Parent of a Brooks County Student	Community Member	Business Owner	Brooks County Schools Staff Member	Brooks County Board of Education Member
Chiquita Jores		✓			
Shaen Cunningham		✓		✓	
HOWARD AREAS		✓		✓	
Laura Folsom		✓		✓	
Terri Chealey	✓	✓		✓	
Christina Hara	✓	✓		✓	✓
Linda Troutman					
Ted Folsom				✓	
Nancy W. Denny		✓			✓
Rosell Denny					







# Superintendent Luncheon with BCHS Students

February 28, 2010 at the Coyoacan Resturant in Quitman

## Minutes

### Introduction & Welcome:

Superintendent Debra Folsom introduced herself and Lydia Hubert, Parent-Community Relations, to the students. The students introduced themselves and told what grade they were in.

Superintendent Folsom informed everyone why she had invited them to have lunch with her. This is a time for her to get feedback from different groups, including students, on things they feel we can do to improve our school system and things we are doing well.

One student thanked Superintendent Folsom for inviting them out to lunch.

### Dress Code:

To get conversations going Superintendent Folsom asked the students what their thoughts about the dress code were and if they had seen any of the options. The girls responded they were not fond of the new dress code proposal. They would like to be able to continue dressing as they have been.

### School Calendar:

Superintendent Folsom encouraged students to tell their parents to go online to the system website and vote for one of the three options for next school-year's calendar.

One of the students remarked that having a week off at Thanksgiving this past year was great.

### Ideas for improvement:

It was asked if the students liked the brand new sand pit at the high school. None of the students at the luncheon knew about it or had seen it.

It was shared that students need more time between classes. They feel for them to be able to go to their lockers, and to the next class it leaves no time if they have to go to the bathroom. Some mentioned that the teachers didn't like giving them permission to go to the bathroom during class; felt rushed trying to get from one classroom to another on time.

They told the Superintendent that they would tell upcoming 9<sup>th</sup> graders that they need to be ready to study more at the high school than they had at the middle school. A senior shared that

he would explain to the upcoming 9<sup>th</sup> graders how important it is to keep your grades up and how it affects your G.P.A. starting in the 9<sup>th</sup> grade.

As a positive several mentioned that they felt Saturday School has helped, but suggested a study hall time.

One student expressed his interest in the high school offering more AP classes especially in Math.

Students do not like the Weight Control classes. They said everyone dreads taking it.

The students were disappointed that there was only one pep rally this past year. They feel this is the only time they are together as a class at one time and can express their school spirit. They said it's a great time to socialize and go crazy.

One student suggested we have a spirit group for the football and basketball games. Another school has this and it's great for school spirit and gets the crowd excited. It's a group of students who sit near the band.

One of the students felt we need to have more choices for electives and more CTAE variety with more fields. He would like to be a lawyer, but there's not a career path for him. Another student transferred from another school and was in the Automotive Career path. When he enrolled at BCHS he had to change to Construction because Automotive wasn't offered.

One suggested that we explore Cosmetology as a career path. The students shared that they have a hard time choosing a career in high school and feel it's unfair to ask them to base their entire high school career on one field. They feel it would be a good idea to let a student career-shadow early on so they will know if this is something they want to go into.

They feel we need to offer more foreign languages. They know they can take classes online, but feel it's not the same as being in the classroom with a teacher.

One of the students asked Superintendent Folsom about the Hope Grant. She explained that it is proposed that you will have to have a 3.7 G.P.A. and score 1200 on the SAT to be eligible for the grant. She said this has not passed yet and they are discussing also cutting Pre-K which is also funded by the lottery like the Hope Grant. If it is passed, it will go into effect for next school-year.

After the discussion on the Hope Grant, a student mentioned that the students need to learn more about scholarships available and feel that maybe if the new Hope Grant bill passes that it will motivate students to keep a 3.75 G.P.A.

One of the students asked if the Class of 2014 would have to take the GHSGT. Superintendent Folsom shared that the state is discussing this. Another student asked why do they have to take it if they are passing their classes and the EOCT? Superintendent Folsom explained that it is a State mandated test and it is how the state measures each system. In fact due to the increase of test scores our system was recognized as the Title 1 Distinguished System -Small Category in the state this past summer.

One of the seniors expressed that the seniors want graduation to be held at the stadium. They want all of their family and friends to be able to attend. They felt that some parents last year didn't get a seat and the gym is too small for this kind of ceremony.

One of the students expressed their disappointment with having no one at the high school to talk to about their problems. Everyone felt that Ms. Harris at the middle school is an excellent counselor and will let you share your feelings and problems, but they feel there is no one like that at the high school.

**Things the System is doing well:**

The students expressed that they really liked the Support Math and having it year round. They felt as a 9<sup>th</sup> grader it really has helped them.

They expressed that our CTAE has good and strong programs. They were proud that they get to do clinicals unlike students who attend larger schools. The students are impressed with all the "hands on" learning opportunities available at the high school.

Overall the students feel very good about the high school. They wish that the students cared more. Superintendent Folsom asked, "How can we help these students to care more?" The students feel that the kids don't want to come to school and their parents don't make them go. They said that we need to help parents understand how important school is and how it affects grades and the school when the students don't perform well or come to school.



One student stated that she liked going to a small school because you know everybody. She feels she receives more one on one attention from the teachers here at BCHS.

**Suggestion:**

The students suggested this in response to how other students can be motivated. They suggested that if you are passing with a "B" and are a senior, you should be allowed to go off campus for lunch. If the student is late, they lose their privilege.

**Minutes Submitted by: Lydia H. Hubert, Parent-Community Relations**  
229.26.7531 ext. 2004 [lhupert@brooks.k12.ga.us](mailto:lhupert@brooks.k12.ga.us)





## News

**ECHOES 21st Century After-School Program has been canceled for today and tomorrow due to the possibility of severe weather and heavy rain.**



### Jasmine Mapp Named MVP in Junior All Star Game

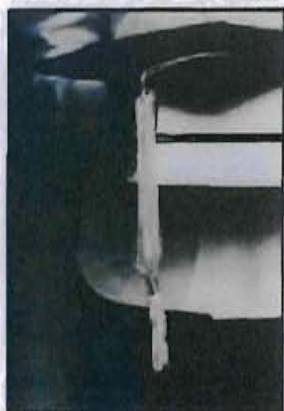
Congratulations to Brooks County High School Junior, Jasmine Mapp. She was named the MVP (Most Valuable Player) in the Georgia Athletic Coach's Association Junior All Star Basketball game in Savannah. Her basketball coach is Lamar Thomas. The photo is of Jasmine receiving her award. [Click on the here](#) to read the story from the Savannah Now.com newspaper.

### BCHS' Garrett Faucette Selected for Colquitt EMC Washington Youth Tour

BCHS Junior, Garrett Faucette, was one of two students from surrounding counties selected as a delegate in the Colquitt EMC's Washington Youth Tour. Garrett will travel to Washington, D.C. where he will meet 1,500 students from across the country on an 8 day tour of the nation's capital. The Youth Tour is an opportunity for high school juniors to experience our government and our history up-close while having fun, making new friends, and gaining leadership skills. The trip will begin in Georgia where he will meet 42 other students from the state to tour the birthplace of rural electrification - the Little White House in Warm Springs. The students will then fly to Washington D.C. Some of the highlights of the trip include, meeting their state's Senators and U.S. Representatives, visiting Arlington Cemetery, Smithsonian Museums, Holocaust Museum, the Lincoln Memorial, Korean War Veterans and Vietnam Memorials, Washington Monument, The White House, U.S. Supreme Court, and U.S. Capitol. His parents are Terry and Cindy Faucette.



### Brooks County High School Seeks Public Feedback on April 2



Parents and Community Partners in Education are invited to attend a special meeting about Brooks County High School this coming Saturday, April 2 at 10:00 a.m. in the Brooks County High School cafeteria. BCHS is currently applying for a federal school improvement grant valued up to \$6 million over a three year period for input planning Brooks County High School's future. Because of the amount of funding available and the intense focus on student achievement, this grant opportunity is a chance for BCHS to conduct a makeover of its instructional model. This planning meeting will provide the school's grant writing team with valuable information about the community's vision for BCHS.

### BCMS Students are Thinking Outside the Box

Students in Kristie Calhoun's 7<sup>th</sup> grade Advanced Reading class recently finished reading the novel, "Across Five Aprils" written by Irene Hunt. The students were given the several choices for their final project to present before the class. Out of the six choices the students were to select two. The choices of projects were, create a diorama of a scene from the book, a character sketch poster, an illustrated timeline of the story, a mural or collage, a



## **BROOKS COUNTY SCHOOL SYSTEM**

**TITLE:** School Improvement Site Coordinator

**REPORTS TO:** Principal  
School Improvement/Curriculum Director

**JOB LOCATION:** Brooks County High School

### **JOB OBJECTIVES:**

Under the direction of the principal and School Improvement/Curriculum Director (SI/CD), the School Improvement Site Coordinator (SISC) will monitor and promote exemplary practices and the implementation of a standards-based classroom. The SISC will manage the day to day implementation of the school improvement grant and be responsible for facilitating, administering, and overseeing all aspects of the School Improvement Grant.

### **ESSENTIAL JOB FUNCTIONS:**

1. Work with the Principal and school administration to ensure ongoing process toward identified School Improvement Grant goals and objectives to include student academic achievement, incentives, parental involvement, budgets, and professional learning.
2. Regularly collect and analyze school data to determine progress toward identified goals and objectives; regularly focus on results to determine progress toward identified school goals and objectives.
3. Be responsible for the consolidated application grant development and monitoring of funds for the grant.
4. Work directly with the identified Consultant to meet specific goals of the grant.
5. Serve as district contact during all State and Federal monitoring and annual financial audits.
6. Prepare all reports required by the Georgia Department of Education and transmit these reports accordingly.
7. Facilitate the payment of vendors to ensure that all vendors are paid on time.
8. Work with higher education agencies and other community partners to coordinate needed services.
9. Assist Principal in the area of grant-related communication to staff, students, community, and other administrators.
10. Collaborate with the SI/CD and Principal to develop, implement, and monitor professional development plans for all staff.
11. Work with SI/CD and school administration to ensure full implementation of the Georgia Performance Standards and the transition to standards-based classrooms.
12. Collaborate with Principal, administration, and the SI/CD in the implementation of strategies that support the school's student achievement goals to ensure that the school makes Adequate Yearly Progress.
13. Represent the school system at meetings, programs, conferences, and conventions.
14. Maintain records and make reports as directed by the School Improvement Grant.
15. Meet on a regular basis with the Principal and CD/SIC to maintain clear and timely

communication relative to all areas of assigned responsibility.

16. Be available to attend all Board of Education regularly scheduled meetings and study sessions, as well as any special called meetings related to the School Improvement Grant.
17. Monitors instructional coaches.
18. Performs all other duties and responsibilities as assigned.

**JOB STANDARDS:**

1. Effective communication, both written and verbal.
2. Good interpersonal skills and ability to work with others.
3. Valid professional certification
4. Minimum of 5 years successful classroom teaching experience
5. Completion of a Specialist Degree in a related area or experience in a leadership role with teachers.
6. Prior building level and/or central office administrative experience preferred.

**CRITICAL SKILLS:**

1. Ability to work well with staff and the public
2. Acts as a team player
3. Has experience designing professional learning
4. Possesses facilitation and coaching skills
5. Has successful experience leading peers and subordinates
6. Understands and integrates technology into the curriculum
7. Ability to define problems, collect data, establish facts, and draw valid conclusions
8. Demonstrated ability to work with State and Federal grants

**TITLE:** Language Arts Coach

**REPORTS TO:** School Improvement Coordinator

**JOB LOCATION:** Brooks County High School

**JOB OBJECTIVES:**

Under the direction of the School Improvement Coordinator, the Language Arts Coach will implement exemplary professional practices while promoting the implementation of the GPS language arts curriculum in a standards-based classroom model. Job embedded professional learning in the area of language arts, standards based instruction, and effective assessment practices will be ongoing through effective planning by the Language Arts Coach. Additionally, the coach will assist in developing vertical alignment of language arts curriculum and coordinating instructional and assessment practices.

**ESSENTIAL JOB FUNCTIONS:**

1. Acts in a partnership with school personnel to improve student achievement.
2. Coordinates and establishes procedures to monitor and support the on-going implementation of standards-based curriculum instruction and assessment in classrooms within the school.
3. Assists in establishment of model classrooms to demonstrate alignment between curriculum standards, effective instructional practices, and assessment.
4. Develops and provides job-embedded professional learning for staff members at the school level as determined by needs assessment and data analysis.
5. Serves in classrooms as a peer coach, modeling effective instructional practices/techniques for teachers and other staff members.
6. Develops, conducts, and/or participates in professional learning activities inside and outside the school districts and provides appropriate classroom follow-up to support implementation of knowledge/skills gained through various professional learning activities.
7. Assists in evaluation, acquisition, and organization of instructional materials/equipment, including technology, to assure alignment with curriculum, standards, and goals and provides training for staff members in effective use of these materials and equipment.
8. Obtains and uses data to plan and provide appropriate instructional support to differentiate instruction to meet the needs of individual students.
9. Serves as a leader in seeking, maintaining, and using current professional information to improve student achievement and teacher performance.
10. Attends all system-level language arts curriculum meetings.
11. Assists teachers with classroom organizational skills (management, placement, and groupings).
12. Works with grade level teams and other school committees to initiate or complete



assigned tasks.

13. Assists teachers in preparing for and conducting parent conferences, as appropriate.
14. Works with school staff members to plan activities/services to meet identified needs of individual students.
15. Assists teachers interpreting and using state, county, local test results, and other data to improve student achievement.
16. Gathers, organizes and provides data related to the school instructional program.
17. Assists teachers with effective unit planning and implementation.
18. Assists with other instructional tasks as determined by the School Improvement Coordinator.
19. Perform other tasks and assume other responsibilities as may be assigned.

**JOB STANDARDS** (Minimum qualifications needed to perform essential job functions):

1. Effective communication skills, both written and verbal.
2. Good interpersonal skills and ability to work with others.
3. Valid Georgia professional certification.
4. Completion of a Master's degree in a related area or experience in a leadership role with teachers.
5. Minimum of 5 years successful classroom teaching experience.

**Critical Skills/Expertise**

1. Uses exemplary instructional and motivational techniques.
2. Is respected by staff members.
3. Acts as a team player.
4. Has experience designing/providing professional learning.
5. Has skills and willingness to serve as a teacher model.
6. Possesses facilitation and coaching skills.
7. Has had successful experiences leading peers and subordinates.
8. Is committed to standards-based education.
9. Understands and integrates technology into the curriculum.

**TITLE:** Math Coach

**REPORTS TO:** School Improvement Coordinator

**JOB LOCATION:** Brooks County High School

**JOB OBJECTIVES:**

Under the direction of the School Improvement Coordinator, the Math Coach will implement exemplary professional practices while promoting the implementation of the GPS mathematics curriculum in a standards-based classroom model. Job embedded professional learning in the area of mathematics, standards based instruction, and effective assessment practices will be ongoing through effective planning by the Math Coach. Additionally, the coach will assist in developing vertical alignment of mathematics curriculum and coordinating instructional and assessment practices.

**ESSENTIAL JOB FUNCTIONS:**

1. Acts in a partnership with school personnel to improve student achievement.
2. Coordinates and establishes procedures to monitor and support the on-going implementation of standards-based curriculum instruction and assessment in classrooms within the school.
3. Assists in establishment of model classrooms to demonstrate alignment between curriculum standards, effective instructional practices, and assessment.
4. Develops and provides job-embedded professional learning for staff members at the school level as determined by needs assessment and data analysis.
5. Serves in classrooms as a peer coach, modeling effective instructional practices/techniques for teachers and other staff members.
6. Develops, conducts, and/or participates in professional learning activities inside and outside the school districts and provides appropriate classroom follow-up to support implementation of knowledge/skills gained through various professional learning activities.
7. Assists in evaluation, acquisition, and organization of instructional materials/equipment, including technology, to assure alignment with curriculum, standards, and goals and provides training for staff members in effective use of these materials and equipment.
8. Obtains and uses data to plan and provide appropriate instructional support to differentiate instruction to meet the needs of individual students.
9. Serves as a leader in seeking, maintaining, and using current professional information to improve student achievement and teacher performance.
10. Attends all system-level mathematics curriculum meetings.
11. Assists teachers with classroom organizational skills (management, placement, and groupings).
12. Works with grade level teams and other school committees to initiate or complete assigned tasks.

13. Assists teachers in preparing for and conducting parent conferences, as appropriate.
14. Works with school staff members to plan activities/services to meet identified needs of individual students.
15. Assists teachers interpreting and using state, county, local test results, and other data to improve student achievement.
16. Gathers, organizes and provides data related to the school instructional program.
17. Assists teachers with effective unit planning and implementation.
18. Assists with other instructional tasks as determined by the School Improvement Coordinator.
19. Perform other tasks and assume other responsibilities as may be assigned.

**JOB STANDARDS** (Minimum qualifications needed to perform essential job functions):

1. Effective communication skills, both written and verbal.
2. Good interpersonal skills and ability to work with others.
3. Valid Georgia professional certification.
4. Completion of a Master's degree in a related area or experience in a leadership role with teachers.
5. Minimum of 5 years successful classroom teaching experience.

**Critical Skills/Expertise**

1. Uses exemplary instructional and motivational techniques.
2. Is respected by staff members.
3. Acts as a team player.
4. Has experience designing/providing professional learning.
5. Has skills and willingness to serve as a teacher model.
6. Possesses facilitation and coaching skills.
7. Has had successful experiences leading peers and subordinates.
8. Is committed to standards-based education.
9. Understands and integrates technology into the curriculum.



**TITLE:** Science Coach

**REPORTS TO:** School Improvement Coordinator

**JOB LOCATION:** Brooks County High School

**JOB OBJECTIVES:**

Under the direction of the School Improvement Coordinator, the Science Coach will implement exemplary professional practices while promoting the implementation of the GPS science curriculum in a standards-based classroom model. Job embedded professional learning in the area of science, standards based instruction, and effective assessment practices will be ongoing through effective planning by the Science Coach. Additionally, the coach will assist in developing vertical alignment of science curriculum and coordinating instructional and assessment practices.

**ESSENTIAL JOB FUNCTIONS:**

1. Acts in a partnership with school personnel to improve student achievement.
2. Coordinates and establishes procedures to monitor and support the on-going implementation of standards-based curriculum instruction and assessment in classrooms within the school.
3. Assists in establishment of model classrooms to demonstrate alignment between curriculum standards, effective instructional practices, and assessment.
4. Develops and provides job-embedded professional learning for staff members at the school level as determined by needs assessment and data analysis.
5. Serves in classrooms as a peer coach, modeling effective instructional practices/techniques for teachers and other staff members.
6. Develops, conducts, and/or participates in professional learning activities inside and outside the school districts and provides appropriate classroom follow-up to support implementation of knowledge/skills gained through various professional learning activities.
7. Assists in evaluation, acquisition, and organization of instructional materials/equipment, including technology, to assure alignment with curriculum, standards, and goals and provides training for staff members in effective use of these materials and equipment.
8. Obtains and uses data to plan and provide appropriate instructional support to differentiate instruction to meet the needs of individual students.
9. Serves as a leader in seeking, maintaining, and using current professional information to improve student achievement and teacher performance.
10. Attends all system-level science curriculum meetings.
11. Assists teachers with classroom organizational skills (management, placement, and groupings).
12. Works with grade level teams and other school committees to initiate or complete assigned tasks.



13. Assists teachers in preparing for and conducting parent conferences, as appropriate.
14. Works with school staff members to plan activities/services to meet identified needs of individual students.
15. Assists teachers interpreting and using state, county, local test results, and other data to improve student achievement.
16. Gathers, organizes and provides data related to the school instructional program.
17. Assists teachers with effective unit planning and implementation.
18. Assists with other instructional tasks as determined by the School Improvement Coordinator.
19. Perform other tasks and assume other responsibilities as may be assigned.

**JOB STANDARDS** (Minimum qualifications needed to perform essential job functions):

1. Effective communication skills, both written and verbal.
2. Good interpersonal skills and ability to work with others.
3. Valid Georgia professional certification.
4. Completion of a Master's degree in a related area or experience in a leadership role with teachers.
5. Minimum of 5 years successful classroom teaching experience.

**Critical Skills/Expertise**

1. Uses exemplary instructional and motivational techniques.
2. Is respected by staff members.
3. Acts as a team player.
4. Has experience designing/providing professional learning.
5. Has skills and willingness to serve as a teacher model.
6. Possesses facilitation and coaching skills.
7. Has had successful experiences leading peers and subordinates.
8. Is committed to standards-based education.
9. Understands and integrates technology into the curriculum.

**TITLE:** Social Studies Coach

**REPORTS TO:** School Improvement Coordinator

**JOB LOCATION:** Brooks County High School

**JOB OBJECTIVES:**

Under the direction of the School Improvement Coordinator, the Social Studies Coach will implement exemplary professional practices while promoting the implementation of the GPS social studies curriculum in a standards-based classroom model. Job embedded professional learning in the area of social studies, standards based instruction, and effective assessment practices will be ongoing through effective planning by the Social Studies Coach. Additionally, the coach will assist in developing vertical alignment of social studies curriculum and coordinating instructional and assessment practices.

**ESSENTIAL JOB FUNCTIONS:**

1. Acts in a partnership with school personnel to improve student achievement.
2. Coordinates and establishes procedures to monitor and support the on-going implementation of standards-based curriculum instruction and assessment in classrooms within the school.
3. Assists in establishment of model classrooms to demonstrate alignment between curriculum standards, effective instructional practices, and assessment.
4. Develops and provides job-embedded professional learning for staff members at the school level as determined by needs assessment and data analysis.
5. Serves in classrooms as a peer coach, modeling effective instructional practices/techniques for teachers and other staff members.
6. Develops, conducts, and/or participates in professional learning activities inside and outside the school districts and provides appropriate classroom follow-up to support implementation of knowledge/skills gained through various professional learning activities.
7. Assists in evaluation, acquisition, and organization of instructional materials/equipment, including technology, to assure alignment with curriculum, standards, and goals and provides training for staff members in effective use of these materials and equipment.
8. Obtains and uses data to plan and provide appropriate instructional support to differentiate instruction to meet the needs of individual students.
9. Serves as a leader in seeking, maintaining, and using current professional information to improve student achievement and teacher performance.
10. Attends all system-level social studies curriculum meetings.
11. Assists teachers with classroom organizational skills (management, placement, and groupings).
12. Works with grade level teams and other school committees to initiate or complete assigned tasks.

13. Assists teachers in preparing for and conducting parent conferences, as appropriate.
14. Works with school staff members to plan activities/services to meet identified needs of individual students.
15. Assists teachers interpreting and using state, county, local test results, and other data to improve student achievement.
16. Gathers, organizes and provides data related to the school instructional program.
17. Assists teachers with effective unit planning and implementation.
18. Assists with other instructional tasks as determined by the School Improvement Coordinator.
19. Perform other tasks and assume other responsibilities as may be assigned.

**JOB STANDARDS** (Minimum qualifications needed to perform essential job functions):

1. Effective communication skills, both written and verbal.
2. Good interpersonal skills and ability to work with others.
3. Valid Georgia professional certification.
4. Completion of Master's degree in a related area or experience in a leadership role with teachers.
5. Minimum of 5 years successful classroom teaching experience.

**Critical Skills/Expertise**

1. Uses exemplary instructional and motivational techniques.
2. Is respected by staff members.
3. Acts as a team player.
4. Has experience designing/providing professional learning.
5. Has skills and willingness to serve as a teacher model.
6. Possesses facilitation and coaching skills.
7. Has had successful experiences leading peers and subordinates.
8. Is committed to standards-based education.
9. Understands and integrates technology into the curriculum.



## **BROOKS COUNTY SCHOOL SYSTEM**

**TITLE:** Instructional Technology Specialist

**REPORTS TO:** High School Principal

**JOB LOCATION:** Brooks County High School

### **JOB OBJECTIVES:**

The Instructional Technology Specialist will support staff members and students in the integration of technology and curriculum and provide instructional technology leadership at Brooks County High School. The focus of this position is pedagogical, supporting teachers as they seek to incorporate technology in the instructional process while increasing academic rigor.

### **ESSENTIAL JOB FUNCTIONS:**

1. Serves as a communications liaison with staff members regarding policies, goals, programs, and initiatives; promotes student and staff technology standards as related to instructional programs.
2. Attends various meetings for the purpose of communication and/or gathering information.
3. Collaborates with IT department, school personnel, and vendors for the purpose of meeting end-user needs with the best possible solutions according to district standards and actively works to build healthy business partnerships.
4. Coordinates and/or teaches technology-related building staff development sessions; creates a wide variety of professional development resources designed to meet the unique professional development needs of teachers; work collaboratively with Curriculum Director to align professional strategies to meet key instructional programmatic objectives.
5. Develops instructional ideas, suggestions, and programs that will help teachers integrate technology in a meaningful way. Serves as a liaison with school administration on preparing instructional materials and resources to support quality instruction, assessment, and technology integration to promote student academic growth and success.
6. Encourages and assists staff members in applying for in-district and out-of-district grant and training programs for the purpose of developing and providing access to student learning and leadership opportunities as well as resources that promote student academic growth and success.
7. Facilitates alignment and implementation of student and staff technology standards with school practices and curriculum; creates resources to assure the attainment of the competencies and coordinates the assessment strategies to measure attainment of goals.
8. Keeps abreast of district standards as related to school-selected software applications in order to assist teachers and students in using software effectively. Keeps abreast of



instructional and technology processes and programs in order to communicate and assist teachers in using appropriate instructional tools.

9. Participates in school technology meetings; assists with hardware and software purchasing decisions related to instructional uses of technology; facilitates the development of best practices in technology-related procedures (along with the technical support specialist).
10. Provides model teaching (student instruction with classroom teacher present); co-teaches lessons with classroom teachers; supports classroom teacher while s/he teaches a technology-enhanced lesson; coaches classroom teachers; assists classroom teachers in planning technology-enhanced lessons and projects.
11. Researches resources and methods (e.g. journals, literature, vendor information, software updates, etc.) for the purpose of evaluating and maintaining current working knowledge of new and emerging technologies as well as district/state/federal rules, regulations, and policies.
12. Supports student technology leadership efforts offered at the school, actively encouraging, supporting, and participating in student-led instructional projects for the purpose of developing and providing access to student learning and leadership opportunities.
13. Assists other personnel as may be required in the completion of their work activities. Daily attendance and punctuality are required for the purpose of ensuring the goals and objectives of the work unit.
14. Performs related duties consistent with the scope and intent of the position as assigned for the purpose of architecting, delivering, and maintaining a reliable and stable technology infrastructure appropriate to support the core instructional mission of the school.
15. Serves as an information resource for the IT department to the school, business, and the community for the purpose of actively working to build healthy partnerships throughout the district.
16. Serves on committees and/or attends meetings as needed for the purpose of actively working to build healthy partnerships.
17. Performs other tasks and assumes other responsibilities as may be assigned.

**JOB STANDARDS** (Minimum qualifications needed to perform essential job functions:)

1. Effective communication skills both written and verbal.
2. Good interpersonal skills and ability to work with others.
3. Valid Georgia professional certification.
4. Completion of a Master's degree in a related area or experience in a leadership role with teachers.
5. Minimum of 5 years successful classroom teaching experience.

**Critical Skills/Expertise** (Needed for this job specifically):

1. Uses exemplary instructional and motivational techniques.
2. Is respected by staff members.
3. Acts as a team player.
4. Has experience designing/providing professional learning.
5. Has skills and willingness to serve as a teacher model.

6. Possesses facilitation and coaching skills.
7. Has had successful experience leading peers and subordinates.
8. Is committed to standards-based education.
9. Understands and integrates technology into the curriculum.

## **BROOKS COUNTY SCHOOL SYSTEM**

**TITLE:** Transition Coach

**REPORTS TO:** High School Principal

**JOB LOCATION:** Brooks County High School

### **JOB OBJECTIVES:**

The Transition Coach will engage in a planning process for a transition from middle to high school with a focus on high achievement and success. The Transition Coach provides positive, high energy assistance to rising ninth graders and current ninth graders, individually and in groups, regarding secondary courses, schedules, attendance, post-secondary plans, and career choices. This position related to assistance with academics, activities, and plans involves working with students, school faculty and staff, parents/guardians, and community members to transform the culture of Brooks County High School to that of a high achieving, academically competitive learning environment.

### **ESSENTIAL JOB FUNCTIONS:**

In addition to the essential job objectives outlined above, the Transition Coach will perform the following job functions:

Generally, the high school Transition Coach will perform the following job functions:

1. Collaborate with feeder middle school(s) to develop transition plans for rising ninth grade students.
2. Meet with students throughout their high school career to monitor and revise their transition plan.
3. Establish community service project opportunities.
4. Conduct an analysis that focuses on data for individual students and subgroups such as:
  - State Standardized Tests: CRCT, GHSGT, and EOCT
  - National Standardized Tests: SAT and ACT
  - Local records: attendance records, behavior records, records of teacher conferences, SST meeting minutes, grade retention records, and record of credits earned.
5. Coordinate a transition program for ninth graders to successfully adapt to rigor of high school.
6. Coordinate a transition program for ninth grade students and their parents with programs such as Communities in Schools, Georgia College 411, as well as area Technical Colleges.
7. Develop an internal and external mentoring program with teachers, business partners, and individual students.
8. Track the progress of individual and subpopulations of students as they progress through high school.
9. Collaborate with the Graduation Coach to provide training to high school teachers on



support measures that work with youth identified as at risk of not graduating and the youth's parents/guardians.

10. Work with faculty and administrators to adapt curriculum and instruction to meet the needs of identified students.
11. Train high school teachers on the components of an effective "teachers as advisors" program.
12. Conduct quarterly vertical team meetings among faculty and staff to develop action steps to improve individual student and subgroup transition success rate.
13. Develop partnerships with community organizations to support the goals of the high school academic program and graduation initiative.
14. Conduct and analyze on-going formative and summative evaluation data of program effectiveness.
15. Promotes positive school culture of academic success and plans activities designed to promote academic excellence.
16. Performs other tasks and assumes other responsibilities as may be assigned.

**JOB STANDARDS:** (Minimum qualifications needed to perform essential job functions):

1. Possess a counseling/school social work/ leadership or related certificate offered by the Georgia Professional Standards Commission
2. At least five years successful experience working with students and/or classroom teaching experience.
3. Ability to communicate effectively with youth and adults.
4. Ability to analyze, develop, implement, and track plans and strategies
5. Knowledge of and the ability to analyze data, including that available from the Georgia Department of Education, the Governor's Office of Student Achievement, and from other sources.
6. An understanding of the multiplicity of social services available in the community to support students and families.
7. Knowledge of alternative education opportunities.



## **BROOKS COUNTY SCHOOL SYSTEM**

**TITLE:** ISS—Intervention Support Specialist

**REPORTS TO:** High School Principal

**JOB LOCATION:** Brooks County High School

### **JOB OBJECTIVES:**

The Intervention Support Specialist will provide intervention strategies for students requiring behavioral supports. Students will be provided time for academics assignments as well as a plan of action that will include strategies that will assist students to be successful when they return to class.

### **ESSENTIAL JOB FUNCTIONS:**

1. Establishes and maintains standards of pupil behavior to achieve an effective learning atmosphere.
2. Organizes time to provide a balanced program of instruction and a plan of action for positive behavior.
3. Uses current technology.
4. Provides academic assistance for students.
5. Communicates with stakeholders regarding student progress.
6. Maintains records.
7. Plans service learning projects for students.

### **JOB STANDARDS**

1. Effective communication skills, both written and verbal.
2. Good interpersonal skills and ability to work with others.
3. Valid Georgia professional certification.
4. Minimum of 5 years successful classroom experience.

### **CRITICAL SKILLS/EXPERTISE**

1. Desire to work with at-risk youth.
2. Excellent organizational skills.
3. Understands and incorporates technology.
4. Ability to work harmoniously with others.

## **BROOKS COUNTY SCHOOL SYSTEM**

**TITLE:** Credit Recovery Specialist

**REPORTS TO:** High School Principal

### **JOB OBJECTIVES:**

The Credit Recovery Specialist will support staff members and students in the design and implementation of an extensive credit recovery program for Brooks County High School. The focus of this position is to set up an effective program and work with staff members on placing students to ensure maximum results.

### **JOB FUNCTIONS:**

1. Coordinates and implements credit recovery program.
2. Collaborates with the Graduation Coach, Counselors, and Instructional personnel to place students in program.
3. Supports the system's and school's vision, mission, beliefs, and goals.
4. Complies with and upholds all federal, state, and local policies, procedures, and protocols.

### **SPECIFIC RESPONSIBILITIES:**

1. Facilitates student attendance and progress in assigned programs (s).
2. Utilizes technology to facilitate student learning.
3. Interprets student data to assist in identifying at-risk students and to assess student performance and learning once in the program.
4. Assigns students to the credit recovery programs as approved by the Assistant Principal or Principal.
5. Conducts instructional programs designed to implement research-based instructional best practices strategies that would serve to assist students assigned to credit recovery course(s).
6. Meet on a regular basis with instructional, administrative, and support personnel to assess student progress and program effectiveness.
7. Facilitates the development of program protocol and procedures that will best facilitate student achievement and attainment of needed credit.
8. Participates in meetings, workshops, trainings, and seminars for the purpose of conveying and/or gathering information required to perform functions of the position.
9. Prepares written material for the purpose of documenting activities, providing written reference, and/or conveying information as to student progress and program effectiveness.
10. Processes documents and materials for the purpose of disseminating information to school personnel.
11. Assists principal in collecting and analyzing data for improvement of student performance.
12. Attends after school meetings as needed.
13. Completes and carries out any additional tasks and/or responsibilities as assigned

by the principal.

**JOB STANDARDS:**

1. Valid Georgia professional certification
2. Minimum of 3 years successful classroom teaching experience

**CRITICAL SKILLS:**

1. Excellent interpersonal skills
2. Ability to work well with various stakeholder groups
3. Have proven computer skills
4. Strong verbal and written communication skills
5. Ability to manage multiple, ongoing projects
6. Strong organizational skills
7. Timely/prompt in responding to requests and turning in reports



## **BROOKS COUNTY SCHOOL SYSTEM**

**TITLE:** Data Entry Clerk

**REPORTS TO:** High School Principal

### **JOB OBJECTIVES**

Under general supervision, performs office or clerical duties that are moderately complex. Follows set procedures and may exercise some independent judgment in carrying out instructions. Examples of work performed may include preparing routine correspondence, compiling report data, verifying data, completing forms or reports, answering phones, distributing mail, or filing.

The employee is capable of working independently on a variety of data entry assignments. Operates computers and alphabetic and numeric machines in recording and verifying a variety of complex data; and performs related duties as required. Requires knowledge of technical material, prioritizes, and batches material for data entry.

### **ESSENTIAL JOB FUNCTIONS:**

**The Data Entry Clerk will support operations on site with the following duties:**

1. Enter data into a computer using alphabetic, numeric, or symbolic data from source documents using data entry device, such as keyboard, optical scanner, and following format displayed on screen.
2. Operate a variety of office machines, set up and prepare reports, letters, mailing labels, and other text material, prepare master copies and perform other clerical or administrative duties.
3. Compares data entered with source documents, or re-enters data in verification format on screen to detect errors, and deletes incorrectly entered data, and re-enters correct data; input lists of items, numbers, or other data, into computers or complete forms that appear on a computer screen.
4. May compile, sort, and verify accuracy of data to be entered and keep a record of work completed.
5. Reformat existing data, edit current information, or proofread new entries for accuracy.
6. Use scanners, electronically transmitted files, or other forms of character recognition systems.

### **JOB STANDARDS:**

1. **Minimum** high-school diploma or equivalency, and at least one (1) year of relevant work experience.
2. **Familiarity** with standard office equipment and procedures.
3. **Good** spelling, punctuation, and grammar skills.
4. **Preferred** experience with keyboarding, word processing, spreadsheets, and data base management services.



## **BROOKS COUNTY SCHOOL SYSTEM**

**TITLE:** Family Engagement Coordinator

**REPORTS TO:** School Improvement Site Coordinator/Principal

**JOB LOCATION:** Brooks County High School

### **JOB OBJECTIVES:**

The Family Engagement Coordinator will ensure effective involvement of parents in an effort to support a partnership among the school, parents, and the community to improve student academic achievement; build parents' capacity for becoming involved in improving their child's academic achievement; encourage parents to be actively involved in their child's education at school and are full partners in their child's education; and to explain parental choice and ensure parents have information to make well-informed decisions for their children.

### **ESSENTIAL JOB FUNCTIONS:**

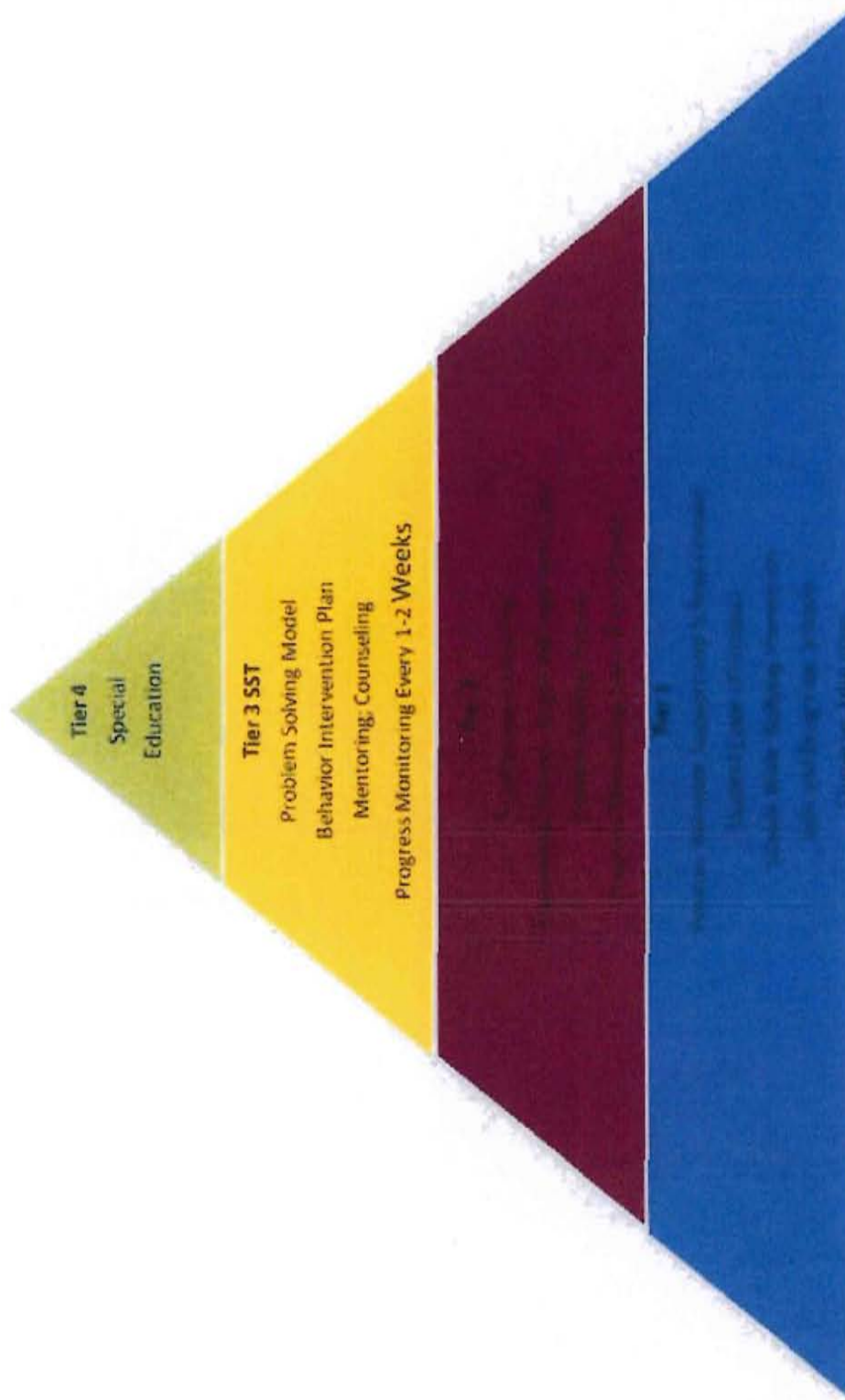
1. Engage parents and the community in regular, two-way, and meaningful communication involving student academic learning and other school activities.
2. Model and explain ways in which parents can be responsible for supporting their children's learning.
3. Explain the importance of communication between teachers and parents on an ongoing basis.
4. Explain general concepts regarding student academic assessments, proficiency levels and progress reports or refer parents to appropriate staff members for individual information.
5. Notify and explain to parents and the community the parental involvement policy.
6. Convene flexible meetings on different days and times to inform parents and help them make well-informed decisions.
7. Provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
8. Provide training for parents, staff, and the community to build capacity for strong parent involvement and increase student academic achievement.
9. Provide materials and training to help parents work with their children to improve their children's achievement including family literacy training, parenting skills, using technology to foster parental involvement and enhancing the involvement of other parents.
10. Educate the staff with the assistance of parents on how to work with parents as equal partners, the value and utility of the contributions of parents, how to implement and coordinate parent programs, build ties between parents and the school and how to reach out to, communicate with and work with parents.
11. Create avenues for parents to play an integral role in assisting their child's learning and be actively involved in their child's education at school.

12. Plan, evaluate, and improve parent involvement programs jointly with stakeholders to undertake the shared responsibility for improved student achievement.
13. Use scientifically-based research to plan and implement programs, activities, and procedures with meaningful consultation of parents.
14. Employ strategies to increase parental involvement.
15. Conduct parent surveys as required.
16. Track parent involvement effectiveness through qualitative and quantitative data collection and participate in data analysis review.
17. Coordinate and integrate parental involvement strategies under the School Improvement Grant with other programs and stakeholders.
18. Conduct outreach to parents of limited English proficient students and provide materials in and understanding format.
19. Coordinate the use of family resource centers to encourage and support parents in becoming more involved in their children's education.
20. Document parent involvement activities according to the School Improvement Grant guidelines.
21. Submit monthly documentation as outlined in the School Improvement Grant.
22. Perform other activities as determined by the guidelines in the School Improvement Grant.

#### **JOB STANDARDS:**

1. Effective communication skills, both written and verbal.
2. Good interpersonal skills and ability to work with others well.
3. Ability to manage multiple projects
4. Strong organizational skills.
5. Ability to analyze, develop, implement, and track plans and strategies.
6. Experience working with parent groups and other stakeholders.
7. Associate Degree or higher, and at least one year of relevant work experience.

# Brooks County High School Behavior Pyramid of Intervention





**Brooks County High School**  
**Behavioral Pyramid**  
**Tier 1 (All Students)**

Education	Roles and Procedures	Materials & Resources
<ul style="list-style-type: none"> <li>• School-wide behavior expectations and rules are taught to all students. Behaviors are positively rewarded and revised as needed by classroom teachers.</li> <li>• Classroom teachers will establish classroom procedures and routines with frequent rewards for positive behaviors.</li> <li>• School-wide expectations are communicated to parents and students and revisited as needed.</li> <li>• Classroom teachers inform parents of behavioral concerns at conferences or when a problem arises—prior to office referral.</li> <li>• Student progress toward behavior expectations are communicated to parents through parents contacts (e-mails, telephone calls, conferences, notes on report cards).</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teacher will use classroom practices that prevent problem behavior, support the engagement of all students and support the development of social skills.</li> <li>• Classroom teacher will review the system Code of Conduct for students and the school-wide expectations and rules.</li> <li>• Classroom teacher will model appropriate behavior and reward students in a variety of ways (verbally, nonverbally, tangible, and intangible)</li> <li>• Classroom teacher will implement effective classroom management using best practices. Examples: positive reinforcement, modeling, proximity, preferential seating, parent contact, good notes home, use of agendas, social skills lessons, character education, role playing.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff development on school-wide expectations, rules, and rewards.</li> <li>• Brooks County School System Student Code of Conduct (School Handbook)</li> <li>• Character Education activities</li> <li>• Behavioral Lesson Plans</li> <li>• Constant and consistent progress monitoring of behavior</li> </ul>



## Education

## Roles and Procedures

## Materials & Resources

- When students struggle with behavior progress in Tier 1, the classroom teacher will initiate small group instruction on appropriate behavior and monitor progress more frequently
- Classroom teacher will contact parents with concerns and informally gather information regarding student history
- **STANDARD PROTOCOL PROCESS:** Identify program for small group instruction to be implemented by the Classroom teacher or referral to school counselor for inclusion in appropriate groups (anger management; loss; social skills, etc)
- **PROBLEM SOLVING PROCESS:** Identify 1 to 2 target behaviors based on data collection; implement research based intervention for target behavior that is matched to individual needs
- Classroom teacher will document and review results by periodic date collection, observations, and student self-support
- Interventions will be implemented for an appropriate period of time to determine the student's response to the intervention based upon multiple data points
- Teacher will recommend moving the student to Tier 3 if the data reflects a slow rate of progress and behavior is continuing or intensifying. Interventions must be implemented a minimum of 6 weeks at Tier 2 with multiple data points gathered and graphed
- Academic information must be gathered with referral to tier 3 to indicate the educational impact.

- CT/school provides targeted group interventions for students who were not successful at Tier 1 as indicated by data analysis
- Tier 2 behavior interventions are more individualized than tier 1
- **Standard Protocol Process:** CT completes appropriate referral for group instruction and communicates concern to parent to gain permission for group involvement (e.g. referral to counseling groups)
- **Problem Solving Process:** CT conferences with student and sets up additional positive reinforcement opportunities for particular behavior (identify 1-2 behaviors only)
- CT may informally gather ABC (antecedent, behavior, consequence) data for a period of time (recommend 10 school days) to assist in determining the Function of the Behavior (FBA)
- CT consults with interventionists: counselor, social worker, administrator, EBIS team, classroom teachers, SLP, etc. for research based interventions
- CT implements appropriate research based interventions in general education setting; documents in student portfolio and progress monitors every 2-6 weeks
- CT communicates student progress to parents and (if appropriate) possible SST referral

- Tier 1 Materials & Resources
- Behavior Intervention Manual
- Inventory of school resources, i.e. counseling groups available, character education programs, social skill programs, etc.
- SST Manual
- RTI Manual



### Tier 3 (All Students)

## Education

## Roles and Procedures

## Materials & Resources

### Tier 3: Student Support Team: Problem Solving Model

- CT analyzes tier 2 results and completes referral to SST (academic data must be included)
- **Problem Solving Process:** more individualized strategies/interventions implemented in addition to tiers 1 & 2 with fidelity and integrity – SST may request formal FBA to determine the function and implement appropriate intervention for 1-2 target behaviors
- More frequent data collection and visual graphing to determine student's response
- Documentation of interventions with data collection for an appropriate period of time (6-12 weeks) to determine student's response to the intervention based upon multiple data points.
- **Poor or negative Response:** SST consults with appropriate personnel (behavior specialist, school psychologist, school counselor, social worker, administrator, special education lead teacher) for data analysis and appropriate research based interventions.
- SST may revise intervention plan (revise, intensify, change) based on data collection with visual graph of response; and set time frame for progress to be reviewed (3-9 weeks)
- After sufficient time (minimum of one grading period) of interventions at tier 3 with a poor response, the SST may recommend referral to special education if data reflects no significant decrease in duration, frequency and intensity of the target behavior

- CT completes referral to SST including all formative and progress monitoring data, tier 1 & 2 interventions, and summative data
- Coordinator schedules first meeting with parent invited – minimum 3 members present (comprised of CT, grade level teachers, counselor; or other appropriate personnel)
- **At the first meeting:** Tier 1 & 2 interventions are reviewed and generally assesses teacher/parent concerns
- SST gains permission for V/H screening
- SST requests parent complete background information form
- **Plan of Action – Problem Solving:** SST develops classroom intervention plan with specific concerns to be addressed, goals for student and next meeting date (4-8) weeks
- CT implements tier 3 classroom intervention plan (Interventions are in addition to tiers 1 & 2)
- CT progress monitors every 1-2 weeks (must be weekly prior to special education referral)
- SST meets frequently (minimum each semester; preferably every grading period) to review student progress, analyze data, and determine student's response to intervention
- SST adjusts intervention plan based on multiple data points (4 minimum) as needed (revise, intensify, change)
- Upon referral to special education – CT completes SST checklist; forwards file to SST Lead for review and is forwarded to CO for review by SST/RTI Coordinator
- **Recommendation:** Behavior Specialists may be consulted prior to referral to special education to complete a formal FBA and implement an appropriate BIP for a minimum of 3 weeks and 2 SST meetings. SST Lead has appropriate referral forms which may include minutes from most recent SST meeting(s), documentation of implementation of interventions with multiple data points graphed.

- Tier 2 Materials & Resources
- School Inventory of Resources
- SST Manual
- RTI Manual

**Brooks County High School**  
**Behavioral Rules Matrix**

Expectations	Classroom Rules	Hallway Rules	Cafeteria Rules	Gymnasium (PE) Rules	Bus Area Rules	Restroom Rules
Be Respectful	<ol style="list-style-type: none"> <li>1. Report to class on time.</li> <li>2. Obey posted classroom rules.</li> <li>3. Be mindful of other's desire to learn.</li> <li>4. Respect teacher's authority.</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintain a low noise level while in hallways.</li> <li>2. Keep hands and feet to yourself.</li> <li>3. Maintain a steady flow of traffic.</li> <li>4. Avoid horseplay in the hallways.</li> <li>5. Avoid congregating the hallways.</li> </ol>	<ol style="list-style-type: none"> <li>1. Wait patiently in line</li> <li>2. Clean your eating area before leaving.</li> <li>3. Push chairs under the table.</li> <li>4. Place trays in the proper area when leaving.</li> <li>5. Maintain a low noise level while in cafeteria.</li> </ol>	<ol style="list-style-type: none"> <li>1. Respect other's property and space.</li> <li>2. Report to class on time.</li> <li>3. Dress completely in and out in the specified time given.</li> <li>4. Food and drinks should not be consumed in the gym.</li> <li>5. Cell phones should not be utilized in the gym.</li> </ol>	<ol style="list-style-type: none"> <li>1. Obey school rules for conduct.</li> <li>2. Board buses in an orderly manner.</li> <li>3. Follow bus procedures.</li> </ol>	<ol style="list-style-type: none"> <li>1. Flush toilets after usage.</li> <li>2. Place trash in the trash cans.</li> <li>3. Wash hands before leaving.</li> <li>4. Be mindful of the hall passes rule.</li> </ol>
Be Prepared	<ol style="list-style-type: none"> <li>1. Bring all necessary supplies to class.</li> </ol>	<ol style="list-style-type: none"> <li>1. Enter and exit the hallways in a timely manner.</li> </ol>	<ol style="list-style-type: none"> <li>1. Report to the cafeteria at your designated time.</li> <li>2. Remain in line until you are served.</li> </ol>	<ol style="list-style-type: none"> <li>1. Report to class on time.</li> <li>2. Bring the appropriate attire for Physical education (PE) class.</li> </ol>		
Obey Dress Code	<ol style="list-style-type: none"> <li>1. Dress according to school dress code.</li> </ol>	<ol style="list-style-type: none"> <li>1. Dress according to school dress code.</li> </ol>	<ol style="list-style-type: none"> <li>1. Dress according to school dress code.</li> </ol>	<ol style="list-style-type: none"> <li>1. Adhere to the school and P.E. dress Code.</li> <li>2. Upon leaving the gym, adhere to the school dress code.</li> </ol>		





Georgia Department of Education

**CLASS Keys Self-Assessment**

<b>Total Percentages (minus Fine Arts/Health/PE)</b>	<b>Date: May 2010</b>
<b>Subject: ELA, Math, SS, Sci, CTAE</b>	
<b>School: Brooks County High School</b>	<b>District: Brooks County</b>

**Mark your performance for each element based on the CLASS Keys rubrics and collected evidence.**

CLASS Key Element	NE	EM	PR	EX
CP 1.1 Plans with deep knowledge of content and delivery techniques.		34	53	13
CP 1.2 Demonstrates clear understanding of the curriculum.		31	53	16
CP 1.3 Plans interdisciplinary instruction with real world connections.	6	34	44	16
CP 2.1 Uses the required curriculum to plan instruction and assessment.		34	44	22
CP 2.2 Uses an organizing framework to plan instruction.		34	56	9
CP 2.3 Plans assessment to measure mastery of the curriculum.		53	44	3
SBI 1.1 Demonstrates research-based practices for student engagement.		44	56	
SBI 1.2 Engages students in higher order thinking skills.		34	53	13
SBI 1.3 Uses appropriate differentiation.	3	59	31	6
SBI 1.4 Uses flexible grouping based on assessment.	3	47	47	3
SBI 1.5 Uses accessible technology to enhance learning.		34	59	6
SBI 2.1 Demonstrates high expectations with students playing roles in learning.		47	47	6
SBI 2.2 Communicates clearly the learning expectations.		38	47	13
SBI 2.3 Provides effective feedback/commentary on student performances.	3	63	34	
AL 1.1 Uses diagnostic assessment strategies to inform instruction.		66	34	
AL 1.2 Uses formative assessment strategies to adjust instruction.		50	44	6
AL 1.3 Uses a variety of summative strategies to evaluate mastery of curriculum.		41	53	3
AL 2.1 Uses data to design appropriate, timely interventions.	3	50	44	3
P 1.1 Maintains a positive learning environment through rules and procedures.		28	56	16
P 1.2 Maximizes instructional time.		38	56	6
P 1.3 Fosters a sense of community and belonging.		41	47	13
P 1.4 Helps students take responsibility for behavior and learning.		38	56	6
P 2.1 Establishes relationships with families and the community.	3	53	38	6
P 3.1 Grows professionally through job-embedded learning.	3	47	44	3
P 3.2 Enhances knowledge and skills through professional learning.		38	56	6
P 4.1 Actively supports the school improvement plan.		50	47	3

(NE = Not Evident EM = Emerging PR=Proficient EX=Exemplary)



### CLASS Keys Self-Assessment

<b>Total Responses 32 (7 from Fine Arts/Health/PE not counted)</b>	<b>Date: May 2010</b>
<b>Subjects: Math, ELA, SS, Sci, CTAE</b>	
<b>School: BCHS</b>	<b>District: Brooks</b>

**Based on your self-assessment, reflect on your strengths and growth areas.**

*STRENGTHS: AKA Standards marked as "Proficient or Exemplary"*

Planning and curriculum related elements all in 60% range (with the exception of CP2.3)

Engaging students in HOTS (66%)

Using accessible technology (65%)

Communicating the learning expectations (60%)

Maintaining a positive learning environment through rules and procedures (72%)

Fostering a sense of community (60%)

Helping students take responsibility for behavior and learning (62%)

Enhancing knowledge and skills through professional learning (62%)

*GROWTH: AKA Standards marked as "Not Proficient or Exemplary"*

Planning assessment to measure mastery of the curriculum (53%)

Using differentiation (62%)

Using flexible grouping (50%)

Providing feedback/commentary on student performances against the standards (66%)

Using diagnostic assessment strategies to inform instruction (66%)

Using formative assessments to adjust instruction (50%)

Using data to design appropriate, timely interventions (53%)

Establishing relationships with families and the community (56%)

Growing professionally through job-embedded professional learning (50%)

Actively supporting the school improvement plan (50%)



**CLASS Keys Self-Assessment**

<b>Total Numbers out of 6 responses</b>	<b>Date: May 2010</b>
<b>Subject: ELA</b>	
<b>School: Brooks County High School</b>	<b>District: Brooks County</b>

**Mark your performance for each element based on the CLASS Keys rubrics and collected evidence.**

CLASS Key Element	NE	EM	PR	EX
CP 1.1 Plans with deep knowledge of content and delivery techniques.			5	1
CP 1.2 Demonstrates clear understanding of the curriculum.		1	4	1
CP 1.3 Plans interdisciplinary instruction with real world connections.		3	1	2
CP 2.1 Uses the required curriculum to plan instruction and assessment.		3	3	
CP 2.2 Uses an organizing framework to plan instruction.		3	3	
CP 2.3 Plans assessment to measure mastery of the curriculum.		3	3	
SBI 1.1 Demonstrates research-based practices for student engagement.		4	2	
SBI 1.2 Engages students in higher order thinking skills.		1	4	1
SBI 1.3 Uses appropriate differentiation.	1	2	1	2
SBI 1.4 Uses flexible grouping based on assessment.	1	2	3	
SBI 1.5 Uses accessible technology to enhance learning.		3	3	
SBI 2.1 Demonstrates high expectations with students playing roles in learning.	1	4	1	
SBI 2.2 Communicates clearly the learning expectations.		3	3	
SBI 2.3 Provides effective feedback/commentary on student performances.	1	3	2	
AL 1.1 Uses diagnostic assessment strategies to inform instruction.	1	4	1	
AL 1.2 Uses formative assessment strategies to adjust instruction.		3	3	
AL 1.3 Uses a variety of summative strategies to evaluate mastery of curriculum.		3	2	1
AL 2.1 Uses data to design appropriate, timely interventions.	1	2	3	
P 1.1 Maintains a positive learning environment through rules and procedures.		2	2	2
P 1.2 Maximizes instructional time.		5	1	
P 1.3 Fosters a sense of community and belonging.			4	2
P 1.4 Helps students take responsibility for behavior and learning.		2	3	1
P 2.1 Establishes relationships with families and the community.		4	1	1
P 3.1 Grows professionally through job-embedded learning.	1	4	1	
P 3.2 Enhances knowledge and skills through professional learning.		5	1	
P 4.1 Actively supports the school improvement plan.		6		

(NE = Not Evident EM = Emerging PR=Proficient EX=Exemplary)



### CLASS Keys Self-Assessment

<b>Total Number of Responses: 6</b>	<b>Date: May 2010</b>
<b>Grade/Subject: ELA</b>	
<b>School: BCHS</b>	<b>District: Brooks</b>

**Based on your self-assessment, reflect on your strengths and growth areas.**

#### CLASS Key 1: Demonstrates clear understanding of curriculum

**Plans with deep knowledge of content and delivery techniques (100%)**

**Demonstrates clear understanding of the curriculum (83%)**

**Engages students in HOTS (83%)**

**Fosters a sense of community and belonging. (100%)**

#### CLASS Key 2: Uses research-based practices to foster student learning

**Demonstrates research-based practices for student engagement (67%)**

**Provides effective feedback/commentary on student performances (67%)**

**Uses diagnostic assessment strategies to inform instruction (83%)**

**Maximizes instructional time (83%)**

**Establishes relationships with families and the community (67%)**

**Grows professionally through job-embedded learning (83%)**

**Enhances knowledge and skills through professional learning (83%)**

**Actively supports the school improvement plan (100%)**



Georgia Department of Education

**CLASS Keys Self-Assessment**

<b>Total Numbers out of 6 responses</b>	<b>Date: May 2010</b>
<b>Subject: Math</b>	
<b>School: Brooks County High School</b>	<b>District: Brooks County</b>

**Mark your performance for each element based on the CLASS Keys rubrics and collected evidence.**

CLASS Key Element	NE	EM	PR	EX
CP 1.1 Plans with deep knowledge of content and delivery techniques.		4	2	
CP 1.2 Demonstrates clear understanding of the curriculum.		1	4	1
CP 1.3 Plans interdisciplinary instruction with real world connections.		5	1	
CP 2.1 Uses the required curriculum to plan instruction and assessment.		3	2	1
CP 2.2 Uses an organizing framework to plan instruction.		3	2	1
CP 2.3 Plans assessment to measure mastery of the curriculum.		3	3	
SBI 1.1 Demonstrates research-based practices for student engagement.		4	2	
SBI 1.2 Engages students in higher order thinking skills.		4	1	1
SBI 1.3 Uses appropriate differentiation.		4	2	
SBI 1.4 Uses flexible grouping based on assessment.		1	4	1
SBI 1.5 Uses accessible technology to enhance learning.		2	4	
SBI 2.1 Demonstrates high expectations with students playing roles in learning.		4	2	
SBI 2.2 Communicates clearly the learning expectations.		4	1	1
SBI 2.3 Provides effective feedback/commentary on student performances.		3	3	
AL 1.1 Uses diagnostic assessment strategies to inform instruction.		4	2	
AL 1.2 Uses formative assessment strategies to adjust instruction.		4	1	1
AL 1.3 Uses a variety of summative strategies to evaluate mastery of curriculum.		3	2	1
AL 2.1 Uses data to design appropriate, timely interventions.		2	4	
P 1.1 Maintains a positive learning environment through rules and procedures.		3	2	1
P 1.2 Maximizes instructional time.		3	2	1
P 1.3 Fosters a sense of community and belonging.		5	1	
P 1.4 Helps students take responsibility for behavior and learning.		3	3	
P 2.1 Establishes relationships with families and the community.		5	1	
P 3.1 Grows professionally through job-embedded learning.		4	1	1
P 3.2 Enhances knowledge and skills through professional learning.		1	4	1
P 4.1 Actively supports the school improvement plan.		4	2	

(NE = Not Evident EM = Emerging PR=Proficient EX=Exemplary)



### CLASS Keys Self-Assessment

<b>Total Number of Responses: 6</b>	<b>Date: May 2010</b>
<b>Grade/Subject: Math</b>	
<b>School: BCHS</b>	<b>District: Brooks</b>

<b>Based on your self-assessment, reflect on your strengths and growth areas.</b>
<i>STANDARDS for Mathematical Practices (83%)</i>
<b>Demonstrates clear understanding of the curriculum (83%)</b>  <b>Uses flexible grouping based on assessment (83%)</b>  <b>Enhances knowledge and skills through professional learning (83%)</b>
<i>CRAGWELL Standards for Learning (83% Emerging)</i>
<b>Plans interdisciplinary instruction with real world connections (83% Emerging)</b>  <b>Fosters a sense of community and belonging (83% Emerging)</b>  <b>Establishes relationships with families and the community (83% Emerging)</b>



**CLASS Keys Self-Assessment**

<b>Total Numbers out of 5 responses</b>	<b>Date: May 2010</b>
<b>Subject: Science</b>	
<b>School: Brooks County High School</b>	<b>District: Brooks County</b>

Mark your performance for each element based on the CLASS Keys rubrics and collected evidence.				
CLASS Key Element	NE	EM	PR	EX
CP 1.1 Plans with deep knowledge of content and delivery techniques.		1	3	1
CP 1.2 Demonstrates clear understanding of the curriculum.			3	2
CP 1.3 Plans interdisciplinary instruction with real world connections.	1	1	1	2
CP 2.1 Uses the required curriculum to plan instruction and assessment.			3	2
CP 2.2 Uses an organizing framework to plan instruction.		1	2	2
CP 2.3 Plans assessment to measure mastery of the curriculum.		2	2	1
SBI 1.1 Demonstrates research-based practices for student engagement.		1	4	
SBI 1.2 Engages students in higher order thinking skills.		2	2	1
SBI 1.3 Uses appropriate differentiation.		4	1	
SBI 1.4 Uses flexible grouping based on assessment.		4	1	
SBI 1.5 Uses accessible technology to enhance learning.		1	3	1
SBI 2.1 Demonstrates high expectations with students playing roles in learning.		2	2	1
SBI 2.2 Communicates clearly the learning expectations.		1	3	1
SBI 2.3 Provides effective feedback/commentary on student performances.		4	1	
AL 1.1 Uses diagnostic assessment strategies to inform instruction.		2	3	
AL 1.2 Uses formative assessment strategies to adjust instruction.		2	3	
AL 1.3 Uses a variety of summative strategies to evaluate mastery of curriculum.		1	4	
AL 2.1 Uses data to design appropriate, timely interventions.		3	1	1
P 1.1 Maintains a positive learning environment through rules and procedures.		2	2	1
P 1.2 Maximizes instructional time.		1	3	1
P 1.3 Fosters a sense of community and belonging.		2	2	1
P 1.4 Helps students take responsibility for behavior and learning.		2	2	1
P 2.1 Establishes relationships with families and the community.		3	1	1
P 3.1 Grows professionally through job-embedded learning.		1	3	1
P 3.2 Enhances knowledge and skills through professional learning.		1	3	1
P 4.1 Actively supports the school improvement plan.		1	3	1

(NE = Not Evident EM = Emerging PR=Proficient EX=Exemplary)

### CLASS Keys Self-Assessment

<b>Total Number of Responses: 5</b>	<b>Date: May 2010</b>
<b>Grade/Subject: Science</b>	
<b>School: BCHS</b>	<b>District: Brooks</b>

<b>Based on your self-assessment, reflect on your strengths and growth areas.</b>
<i>STRENGTHS (Areas of Strength or Proficiency)</i>
<p><b>Demonstrates clear understanding of the curriculum (100%)</b></p> <p><b>Uses the required curriculum to plan instruction and assessment (100%)</b></p> <p><b>Most other areas were around 80%...except for the ones listed below</b></p>
<i>GROWTH AREAS (Areas needing additional work)</i>
<p><b>Uses appropriate differentiation (80% Emerging)</b></p> <p><b>Uses flexible grouping based on assessment (80% Emerging)</b></p> <p><b>Provides effective feedback/commentary on student performances (80%)</b></p>





Georgia Department of Education

**CLASS Keys Self-Assessment**

<b>Total Numbers out of 5 responses</b>	<b>Date: May 2010</b>
<b>Subject: Social Studies</b>	
<b>School: Brooks County High School</b>	<b>District: Brooks County</b>

**Mark your performance for each element based on the CLASS Keys rubrics and collected evidence.**

CLASS Key Elements	NE	EM	PR	EX
CP 1.1 Plans with deep knowledge of content and delivery techniques.			4	1
CP 1.2 Demonstrates clear understanding of the curriculum.		1	3	1
CP 1.3 Plans interdisciplinary instruction with real world connections.	1	1	3	
CP 2.1 Uses the required curriculum to plan instruction and assessment.			2	3
CP 2.2 Uses an organizing framework to plan instruction.			5	
CP 2.3 Plans assessment to measure mastery of the curriculum.		1	4	
SBI 1.1 Demonstrates research-based practices for student engagement.			5	
SBI 1.2 Engages students in higher order thinking skills.		1	4	
SBI 1.3 Uses appropriate differentiation.		2	3	
SBI 1.4 Uses flexible grouping based on assessment.		3	2	
SBI 1.5 Uses accessible technology to enhance learning.		2	3	
SBI 2.1 Demonstrates high expectations with students playing roles in learning.		1	3	1
SBI 2.2 Communicates clearly the learning expectations.			4	1
SBI 2.3 Provides effective feedback/commentary on student performances.		3	2	
AL 1.1 Uses diagnostic assessment strategies to inform instruction.		3	2	
AL 1.2 Uses formative assessment strategies to adjust instruction.		1	4	
AL 1.3 Uses a variety of summative strategies to evaluate mastery of curriculum.			5	
AL 2.1 Uses data to design appropriate, timely interventions.		4	1	
P 1.1 Maintains a positive learning environment through rules and procedures.		1	3	1
P 1.2 Maximizes instructional time.			5	
P 1.3 Fosters a sense of community and belonging.		2	2	1
P 1.4 Helps students take responsibility for behavior and learning.		1	4	
P 2.1 Establishes relationships with families and the community.		4	1	
P 3.1 Grows professionally through job-embedded learning.		1	4	
P 3.2 Enhances knowledge and skills through professional learning.		1	4	
P 4.1 Actively supports the school improvement plan.		1	4	

(NE = Not Evident EM = Emerging PR=Proficient EX=Exemplary)



### CLASS Keys Self-Assessment

<b>Total Number of Responses:</b> 5	<b>Date:</b> May 2010
<b>Grade/Subject:</b> Social Studies	
<b>School:</b> BCHS	<b>District:</b> Brooks

**Based on your self-assessment, reflect on your strengths and growth areas.**

#### STRENGTHS (Elements marked as Proficient or Exemplary)

**100% on the following elements:**

- Plans with deep knowledge of content and delivery techniques
- Uses the required curriculum to plan instruction and assessment
- Uses an organizing framework to plan instruction
- Demonstrates research-based practices for student engagement
- Communicates clearly the learning expectations
- Uses a variety of summative strategies to evaluate mastery of the curriculum
- Maximizes instructional time

#### GROWTH AREAS (Elements marked as Not Proficient or Emerging)

- Uses data to design appropriate, timely interventions (80% Emerging)
- Establishes relationships with families and the community (80% Emerging)
- Uses flexible grouping based on assessment (60% Emerging)
- Provides effective feedback/commentary on student performances (60% Emerging)
- Uses diagnostic assessment strategies to inform instruction (60% Emerging)



Georgia Department of Education

**CLASS Keys Self-Assessment**

<b>Total Numbers out of 10 responses</b>	<b>Date: May 2010</b>
<b>Subject: CTAE</b>	
<b>School: Brooks County High School</b>	<b>District: Brooks County</b>

**Mark your performance for each element based on the CLASS Keys rubrics and collected evidence.**

CLASS Key Element	NE	EM	PR	EX
CP 1.1 Plans with deep knowledge of content and delivery techniques.		6	3	1
CP 1.2 Demonstrates clear understanding of the curriculum.		7	3	
CP 1.3 Plans interdisciplinary instruction with real world connections.		1	8	1
CP 2.1 Uses the required curriculum to plan instruction and assessment.		5	4	1
CP 2.2 Uses an organizing framework to plan instruction.		4	6	
CP 2.3 Plans assessment to measure mastery of the curriculum.		8	2	
SBI 1.1 Demonstrates research-based practices for student engagement.		5	5	
SBI 1.2 Engages students in higher order thinking skills.		3	6	1
SBI 1.3 Uses appropriate differentiation.		7	3	
SBI 1.4 Uses flexible grouping based on assessment.		5	5	
SBI 1.5 Uses accessible technology to enhance learning.		3	6	1
SBI 2.1 Demonstrates high expectations with students playing roles in learning.		5	5	
SBI 2.2 Communicates clearly the learning expectations.		4	5	1
SBI 2.3 Provides effective feedback/commentary on student performances.		6	4	
AL 1.1 Uses diagnostic assessment strategies to inform instruction.		9	1	
AL 1.2 Uses formative assessment strategies to adjust instruction.		6	4	
AL 1.3 Uses a variety of summative strategies to evaluate mastery of curriculum.		7	3	
AL 2.1 Uses data to design appropriate, timely interventions.		5	5	
P 1.1 Maintains a positive learning environment through rules and procedures.		1	9	
P 1.2 Maximizes instructional time.		3	7	
P 1.3 Fosters a sense of community and belonging.		4	6	
P 1.4 Helps students take responsibility for behavior and learning.		4	6	
P 2.1 Establishes relationships with families and the community.	1	1	8	
P 3.1 Grows professionally through job-embedded learning.		5	5	
P 3.2 Enhances knowledge and skills through professional learning.		4	6	
P 4.1 Actively supports the school improvement plan.		4	6	

(NE = Not Evident EM = Emerging PR=Proficient EX=Exemplary)



### CLASS Keys Self-Assessment

<b>CTAE totals (10 responses)</b>	<b>Date:</b>
<b>Grade/Subject:</b>	
<b>School:</b>	<b>District:</b>

**Based on your self-assessment, reflect on your strengths and growth areas.**

*Strong Instruction (Instructional Leadership) (Professional Development)*

**Plans interdisciplinary instruction with real world connections (90%)**

**Maintains a positive learning environment through rules and procedures (90%)**

**Establishes relationships with families and the community (80%)**

*Strong Instruction (Instructional Leadership) (Professional Development)*

**Demonstrates clear understanding of the curriculum (70%)**

**Plans assessment to measure mastery of the curriculum (80%)**

**Uses diagnostic assessment strategies to inform instruction (90%)**



### CLASS Keys Self-Assessment

Total Numbers out of 7 responses	Date: May 2010
Subject: Fine Arts/Health/PE	
School: Brooks County High School	District: Brooks County

Mark your performance for each element based on the CLASS Keys rubrics and collected evidence.

CLASS Key Element	NE	EM	PR	EX
CP 1.1 Plans with deep knowledge of content and delivery techniques.	1		3	3
CP 1.2 Demonstrates clear understanding of the curriculum.			4	3
CP 1.3 Plans interdisciplinary instruction with real world connections.		2	3	2
CP 2.1 Uses the required curriculum to plan instruction and assessment.			1	6
CP 2.2 Uses an organizing framework to plan instruction.			2	5
CP 2.3 Plans assessment to measure mastery of the curriculum.			3	4
SBI 1.1 Demonstrates research-based practices for student engagement.		1	5	1
SBI 1.2 Engages students in higher order thinking skills.			4	3
SBI 1.3 Uses appropriate differentiation.		1	1	5
SBI 1.4 Uses flexible grouping based on assessment.		1	3	3
SBI 1.5 Uses accessible technology to enhance learning.	1		3	3
SBI 2.1 Demonstrates high expectations with students playing roles in learning.		1	1	5
SBI 2.2 Communicates clearly the learning expectations.		1	1	5
SBI 2.3 Provides effective feedback/commentary on student performances.		1	2	4
AL 1.1 Uses diagnostic assessment strategies to inform instruction.			6	1
AL 1.2 Uses formative assessment strategies to adjust instruction.			3	4
AL 1.3 Uses a variety of summative strategies to evaluate mastery of curriculum.			5	2
AL 2.1 Uses data to design appropriate, timely interventions.		2	5	
P 1.1 Maintains a positive learning environment through rules and procedures.		1	1	5
P 1.2 Maximizes instructional time.	1		1	5
P 1.3 Fosters a sense of community and belonging.	1	1		5
P 1.4 Helps students take responsibility for behavior and learning.			3	4
P 2.1 Establishes relationships with families and the community.			2	5
P 3.1 Grows professionally through job-embedded learning.		1	2	4
P 3.2 Enhances knowledge and skills through professional learning.		1	2	4
P 4.1 Actively supports the school improvement plan.			2	5

(NE = Not Evident EM = Emerging PR=Proficient EX=Exemplary)



### CLASS Keys Self-Assessment

<b>Total Number of Responses:</b> 7	<b>Date:</b> May 2010
<b>Grade/Subject:</b> Fine Arts/Health/PE	
<b>School:</b> BCHS	<b>District:</b> Brooks

**Based on your self-assessment, reflect on your strengths and growth areas.**

*STRONG KEY ASSESSMENT (Met or Exceeded Expectations)*

**Demonstrates clear understanding of the curriculum.**

**Uses the required curriculum to plan instruction and assessment.**

*GROWING KEY ASSESSMENT (Met or Not Met or Emerging)*

**Uses data to design appropriate, timely interventions.**

**Plans interdisciplinary instruction with real world connections.**