

Part II: LEA Application 2011
Cover Page

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Superintendent (Printed Name): Dr. Thomas B. Lockamy, Jr.	Telephone: 912-395-5585
Signature of Superintendent: X <u><i>Thomas B. Lockamy Jr.</i></u>	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: **Savannah-Chatham County Public School System**

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
Robert W. Groves High School			X		X			

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LEA Name: **Savannah-Chatham County Public School System (SCCPSS)**

School Name: **Robert W. Groves High School**

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

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

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

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

The purpose of this application is to communicate the process of monitoring, measuring and achieving academic performance using the Turnaround Intervention Model for Robert W. Groves High School under the School Improvement Grant (SIG) 1003(g). To this end, a School Improvement Steering Committee was created to develop a comprehensive three-year (2011-2014) strategic plan to meet the needs of Groves High School. The plan was based on an extensive analysis of AYP data (math, ELA, graduation rate), SAT, ACT and the 2010-2011 Georgia Assessment of Performance on School Standards (GAPSS) summary report (*See Appendix G., p.106*) for implementation beginning in the fall of the 2011-2012 school year. The GAPSS was the formal process which assesses a school’s implementation of the Georgia School Standards as defined in the eight strands for effective schools: curriculum; assessment; instruction; planning and organization; student, parent and community involvement; professional learning; leadership; and school culture.

Robert W. Groves High School’s commitment to continuous improvement is highly evident and reflected in its SIG application, based on the Plan, Do, Study, and Act (PDSA) model and input from various stakeholder groups, including district level leadership, First District RESA, AASU Educational Technology

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Training Center (ETTC), Georgia Association of Educators (GAE), Professional Association of Georgia Educators (PAGE), Savannah Federation of Teachers (SFT), American Federation of Teachers (AFT), Robert W. Groves High School Alumni Association, parents, community members, business partners, and students. Annual goals were developed and translated into teacher/student-specific benchmarks in order to track progress/growth towards meeting those goals using a Balanced Score Card (BSC). The Balanced Score Card will measure the plan's objectives that were created to serve students, staff, and community equally. Stakeholders will be kept abreast of the school's progress in a multitude of ways including a monthly newsletter, a school website, and a School Advisory Board.

The Balanced Score Card will include the school's testing data and will be shared with all teachers at the beginning of each school year. The BSC will be used by all teachers and departments for honing curriculum and instruction, identifying academically at-risk students, and improving end-of-year assessment scores in all tested areas. Each department will use GHSGT and EOCT scores to set goals and create action plans. Although reading and math are the focus of the national and state testing programs, emphasis will also be placed on the other core subjects as identified in the No Child Left Behind Act (NCLB), as well as CTAE career pathways in order to produce well-rounded young adults who are prepared for college and/or a career after high school. The end result will demonstrate continuous and longitudinal improvement across the school over the three-year grant period.

Robert W. Groves High School is a community of diverse learners composed of students, faculty, parents and community members committed to achieving high standards for all. Built in 1958 in the middle of farmland, Groves has changed from a rural school to a semi-urban school. The demographic data for Groves High School is as follows:

- 64% Black, 23% White, 8% Hispanic, 3% Asian, and 2% Multiracial
- 50% male and 50% female
- 71% free or reduced lunch

These demographics played a key role in Groves High School's attempts to make its AYP goals each year. The AYP benchmarks require that schools meet criteria in three areas: Test Participation (for both Mathematics and Reading/English Language Arts), Academic Performance (for both Mathematics and Reading/English Language Arts), and a Second Indicator (Graduation Rate).

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A review of Groves High School's AYP data for the past three years reveals the following results and trends:

Groves High School Comprehensive AYP Proficiency: 2008 - 2010									
	ELA			Math			Graduation Rate		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
All	85.4%	91.8%	85.7%	60.2%	73.8%	48.6%	56.9%	69.6%	75.5%
Black	82.8%	91.7%	87.6%	50.7%	70.8%	41.4%	55.8%	72.2%	74.7%
Hispanic*		94.4%	66.7%		72.2%	38.9%	41.2%	46.4%	94.4%
Multiracial*		100.0%			90.0%	50.0%			63.6%
White	89.8%	96.0%	87.7%	76.8%	76.0%	69.4%	59.2%	68.3%	75.0%
SWD*	34.8%	58.8%	52.9%	9.1%	52.9%	32.4%	21.9%	33.3%	45.0%
ELL		71.4%	50.0%		61.5%	41.7%	55.6%	32.0%	68.8%
ED	80.0%	90.2%	88.5%	53.2%	74.6%	47.3%	47.5%	69.8%	79.1%

*10 or more students reported, but below minimum subgroup size

☐ Not reported; <10 students

Key Points – Groves High School Comprehensive AYP Proficiency 2008-2010

- Groves High School consistently met the AYP criteria for Test Participation (Attachment 1c, p. 22).
- Groves High school met the AYP criteria for Academic Performance in 2009, but not in 2008 or 2010.
- Groves High School met the AYP criteria for the Second Indicator (Graduation Rate) in 2009, but not in 2008 or 2010.
- Groves High School's ELA and math scores increased significantly from 2008 to 2009, but dropped in 2010.
- Groves High School's graduation rate increased by over 18 points from 2008 to 2010; however, the gains were not enough to make AYP in 2010 based on the established targets.
- The average graduation rate based on three-year trend data is 67.3%.
- The average retention rate (grades 9-12) over a three-year period is 18%.

Schools that do not meet AYP in the same subject for two or more consecutive years are placed in Needs Improvement status with escalating consequences for each successive year. Same subject is defined as two years of not obtaining the Annual Measureable Objectives (AMOs) in Reading/English Language Arts in

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either participation or academic performance **or** two years of not making the AMOs in Mathematics in either participation or academic performance **or** two years of not making Second Indicator (Graduation Rate).

- Groves High School is currently in Needs Improvement Year Five (NI-5) or Greater.
- Groves High School must offer both Public School Choice and Supplemental Education Services (tutoring).
- Groves High School is currently in State-Directed Status.
- Groves High School is the district location for the high school English Language Learners (ELL) program.
- Further review of Groves' 2010 AYP math data found that 62.3 % of the students who scored below proficient were on free or reduced (F/R) lunch (economically disadvantaged). In addition, 11.7% of F/R lunch students were also classified as students with disabilities (SWD).

A review of Groves High School's SAT data for the past three years reveals the following results and trends:

Average SAT Score	Critical Reading			Mathematics			Writing		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
Nation	502	501	501	515	515	516	494	493	492
State	491	490	488	493	491	490	482	479	475
Groves High School	419	422	412	410	428	422	416	410	403

Key Points – Groves High School SAT Proficiency 2008-2010

- Groves High School's SAT scores averaged about 70 points below the state average and nearly 90 points below the national average in all subject areas for the past three years.
- Groves High School increased its SAT Reading and Math scores from 2008 to 2009; however, from 2009 to 2010 its Critical Reading score decreased by 10 points, and its Math score decreased by 6 points. In addition, Groves' SAT Writing scores have consistently decreased over the past three years, dropping by 13 points from 2008 to 2010.

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A review of Groves High School's ACT data for the past three years reveals the following results and trends:

Average ACT Score	Reading				English		
	2008	2009	2010		2008	2009	2010
Nation	21.4	21.4	21.3		20.6	20.6	20.5
State	20.9	20.9	20.9		20.1	20.1	20.1
Groves High School	16.8	15.3	16.8		16.6	15.0	15.8

Average ACT Score	Mathematics				Science		
	2008	2009	2010		2008	2009	2010
Nation	21.0	21.0	21.0		20.8	20.9	20.9
State	20.6	20.6	20.7		20.3	20.3	20.5
Groves High School	17.6	16.3	17.2		16.8	16.5	18.3

Average ACT Score	Composite		
	2008	2009	2010
Nation	21.1	21.1	21.0
State	20.6	20.6	20.7
Groves High School	17.1	15.9	17.2

Key Points – Groves High School ACT Proficiency 2008-201

- From 2008 to 2009, Groves High School's average ACT score dropped in all subjects. In the following year, some subject areas recovered while others did not. Compared to 2008, in 2010 the

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average English score decreased by 0.8; average Mathematics scores decreased by 0.4; average Reading scores remained the same; average Science scores increased by 1.5; and the Composite score increased by 0.1.

- Groves High School's ACT scores remained significantly below those of the state and nation. Across all subject areas, Groves High School's ACT scores average 4.3 points below the nation and 3.9 points below the state for the past three years.

A review of the Georgia Assessment of Performance on School Standards (GAPSS) analysis for 2010-2011 revealed that although Groves High School has made gains over the past three years, challenges faced the school that were identified as opportunities for improvement. These opportunities for improvement included, but were not limited to, the following:

- **Academic Rigor.** Provide a rigorous curriculum which challenges all learners to demonstrate an in-depth mastery of knowledge through reflection, discovery, processing, and reasoning thus enabling the learners with the tools to set their own goals as well as equipping them with the skills to solve real-world problems.
- **Assessment.** Utilize a multifaceted approach to assessment that includes consistent use of diagnostic, formative, and summative assessments in order to monitor learner progress, provide feedback, and to adjust instruction.
- **Curriculum.** Ensure that the curriculum is rigorous, relevant, and aligned to the state standards and includes differentiated instructional strategies that are designed to meet the needs of all learners.
- **Professional Learning.** Provide training opportunities for staff that includes, but is not limited to, Class Keys, co-teaching models, classroom management, technology integration, school leadership, and differentiation in order to guide and improve instruction.
- **Technology.** Secure and integrate modern technology such as Student Response Systems and Promethean Boards into the classrooms to support teaching and provide diagnostic assessment which will improve and adjust instruction to meet the needs of modern learners.
- **Discipline.** Develop high expectations for student behavior through the utilization of a unified approach that consistently enforces the school-wide discipline plan that includes targeted interventions to specifically address tardiness, absenteeism, and skipping.
- **School Culture.** Incorporate teachers into instructional leadership roles in order to develop future leaders and to enhance the school as a professional learning community. Expand and provide opportunities for frequently celebrating the accomplishments of both students and staff.
- **Family and Community Involvement.** Develop a plan to recruit and train family and community

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members as partners with the school. Furthermore, the school should enable family and community partners with needed skills so they can take a more active and direct role in the education of all learners at Groves High School.

The school recognized and acknowledged that the GAPSS analysis is just one source of needs assessment data; therefore, Groves High School is committed to further identify and analyze additional opportunities for improvement using Parent/Student/Teacher School Climate Surveys to determine stakeholder perceptions of the school's learning environment.

SCCPSS Climate Surveys 2010: Groves High School Teacher Survey

		Groves High					SCCPSS High Schools				
		SY	SY	SY	Change		SY	SY	SY	Change	
		2007-08	2008-09	2009-10	1yr	3yr	2007-08	2008-09	2009-10	1yr	3yr
Communication & Relationships	Admin. supportive	75%	69%	71%	2	-4	73%	84%	82%	-2	9
	Admin. treats me w. respect	68%	67%	71%	4	3	74%	83%	82%	-1	8
	I respect admin.	84%	75%	73%	-2	-11	79%	87%	87%	0	8
	I have input	53%	54%	63%	9	10	54%	64%	61%	-3	7
	Admin. keeps me Informed	76%	71%	68%	-3	-8	66%	79%	77%	-2	11
	Admin. gives me feedback	59%	63%	61%	-2	2	63%	76%	76%	0	13
	C & R Average	69%	67%	68%	1	-1	68%	79%	78%	-2	9
School Safety	I feel safe	69%	85%	79%	-6	10	73%	90%	89%	-1	16
	Discipline mgd per CoC	39%	48%	55%	7	16	49%	71%	71%	0	22
	Maintain class control	82%	77%	75%	-2	-7	77%	83%	78%	-5	1
	Address bullying	58%	63%	68%	5	10	68%	84%	78%	-6	10
	School Safety Average	62%	68%	69%	1	7	67%	82%	79%	-3	12
Instructional Effectiveness	Envrnmnt conducive to learning	61%	58%	73%	15	12	66%	82%	79%	-3	13
	Materials & resources I need	37%	44%	36%	-8	-1	58%	72%	59%	-13	1
	Adequate prof. dev.	82%	75%	75%	0	-7	79%	86%	81%	-5	2
	IE Average	60%	59%	61%	2	1	68%	80%	73%	-7	5

Key Points – Groves High School Teacher Survey 2007-2010

- Among its teachers, Groves High School has not met the benchmark goals set for SCCPSS in the areas of Communication and Relationships, School Safety, or Instructional Effectiveness. The school made overall gains in the area of School Safety and on individual items within the other survey areas. Teacher ratings of the school are typically below those of the district average for high schools.
- The greatest gap between the district average and Groves was between teachers' perceptions of having adequate materials and resources.
- Although 75% of Groves' teachers indicated perception of adequate professional development, the recent GAPSS report indicated a need for more professional training on the application of GPS in

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the individual content areas and classrooms.

SCCPSS Climate Surveys 2010: Groves High School Student Survey

Number of Respondents = 231		Groves High				SCCPSS High Schools			
		SY	SY	SY	Change	SY	SY	SY	Change
		2007-08	2008-09	2009-10		2007-08	2008-09	2009-10	
Communication & Relationships	Teachers care		84%	84%	0		83%	83%	0
	Teachers help me		82%	84%	2		87%	84%	-3
	Expect all students to learn		79%	82%	3		84%	84%	0
	Give me feedback		64%	72%	8		69%	71%	2
	Treat me w. respect		75%	77%	2		79%	79%	0
	Trust		61%	59%	-2		65%	66%	1
	C & R Average		74%	76%	2		78%	78%	0
School Safety	Safe		54%	59%	5		69%	72%	3
	Discipline mgd per CoC		54%	65%	11		69%	70%	1
	Make sure students follow rules		65%	68%	3		73%	73%	0
	Address bullying		47%	53%	6		64%	62%	-2
	School Safety Average		55%	61%	6		69%	69%	0
Instructional Effectiveness	Materials & resources		71%	74%	3		79%	75%	-4
	Teach in ways I understand		65%	69%	4		72%	74%	2
	IE Average		68%	72%	4		76%	75%	-2

Key Points – Groves High School Student Survey 2007-2010

- Among the student population, Groves High School had not met benchmark goals set for SCCPSS in the areas of Communication and Relationships, School Safety, or Instructional Effectiveness. However, in the areas of teacher caring and feedback about learning progress, the students gave GHS higher ratings than overall district ratings.
- Although Groves High School's student ratings were typically below the district average for high schools, Groves' ratings have typically improved at a rate greater than district ratings, particularly on the item related to managing discipline per the Code of Conduct.
- A review of Groves' parent and student climate surveys, in addition to school and district discipline data, reflected that discipline was a major concern for students, parents, and staff. During the current school year 209 referrals and/or incidents led to out of school suspension. AYP data reflected an increase in graduation rate over the last three years, the AMO for school year 2010-2011 is 85%. The high rate of students with out-of-school and in-school-suspensions (OSS/ISS) was therefore a concern, as it impacts direct student learning and graduation rates. According to the research conducted by French and Gerstle (1991) *Structuring School for Student Success: A focus on discipline and attendance*, there is a substantial correlation between reducing disciplinary problems,

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especially truancy and suspension rate, and reducing achievement gaps. Groves High School's GAPSS trend data reflected an achievement gap of 20 points or higher between SWD and the overall population.

Federal law calls for a serious and systemic intervention by a school district in any of its schools that are chronically unable to meet established achievement targets (also known as adequate yearly progress, or AYP). Schools that do not make AYP for five consecutive years must, under the direction of their school district, engage in restructuring that is consistent with existing state law; thus the reason for the progressive steps in the SIG application are in order to increase learning outcomes for students attending Groves High School through the implementation of the Turnaround Intervention Model.

d) Provide rationale for the intervention model selected.

School turnaround literature not only builds on effective school improvement practices but also focuses on how to accelerate and increase the impact of these practices. The Savannah-Chatham County School District is committed to a *"By Any Means Necessary"* approach to ensure that students attending Groves High School receive a high-quality education program. Effective school reform strategies remove barriers that inhibit effective teaching and learning. The Turnaround Model allows the school district to replace the principal, and it grants the new principal operational flexibility including, but not limited to, staffing, school calendars, extended learning time, and budgeting.

The Savannah Chatham County Board of Education approved a resolution (May 2011) to provide operational flexibility to the principal of Robert W. Groves High School in the following areas: staffing, student code of conduct, district/local assessments, professional development, daily school schedule, and school calendar (*See Appendix J, p.111*). These options provide opportunities for the principal to fully implement a comprehensive approach to substantially improve student achievement outcomes, increase graduation rates and erase the stigma of Groves High School's low academic achievement and its failure to achieve AYP. In addition, the Turnaround Model eliminates the school choice transfer option from Groves High School through the *Elementary and Secondary Education Act*.

Competencies and habitual patterns of behaving and thinking are key predictors of work performance. Perception data based upon select competency questions from *School Turnaround Teacher Competencies for Success* by the Chicago Public Education Fund (2008) (*See Appendix E, p. 100*), was used during the interview process to predict the effectiveness of staff who can work within the turnaround environment and identify professional learning needs of the staff.

The plan uses strategies such as financial incentives (*See Appendix K, p.112*), increased opportunities for professional growth, and more flexible work conditions. These strategies are designed to recruit, place, and

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retain staff with the skills necessary to meet the needs of the students in the turnaround school environment. The staff will participate in ongoing, high-quality, job-embedded professional learning that is based on school performance data that is aligned with the school's comprehensive instructional program (*See Appendix H ., p. 109*).

Groves High School, as one of Savannah-Chatham County Public School System's lowest-achieving high schools, needed fundamental changes to eliminate achievement gaps to meet or exceed state academic standards. The restructuring option chosen was to reconstitute Groves High School using the Turnaround Model. The following comprehensive plan outlines the school improvement strategies to be implemented over the three-year period of the grant.

- 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 Savannah-Chatham County Public School System (SCCPSS) has the documented capacity to use school improvement funds to provide supplemental resources and support to Groves High School in order to fully and effectively implement the requirements of the Turnaround Model. This capacity was documented as follows:

- Organize a strong district restructuring team willing and capable of taking extreme action in failing schools, supporting restructured schools and providing capable leaders with flexibility and freedom to implement change. In 2005, comprehensive reform efforts were initiated in the areas of high school transformation, career/technical redesign and comprehensive school district improvement. In 2008, a comprehensive K-12 reorganization initiative entitled Passport to Excellence (P2E) was finalized by district staff with input from internal and external stakeholders and was later approved by the Board of Education. This innovative and ambitious plan included the restructuring of schools, development of attractive specialty programs, expanded career/technical pathways, increased postsecondary options for students and enhanced curriculum offerings such as Advanced Placement (AP), Advancement Via Individual Determination (AVID) and International Baccalaureate (IB) programs. With the development and implementation of P2E, as well as reform in high schools and other areas, the district has established a sound record for implementing change despite political and practical barriers and has demonstrated the capacity to take courageous action in order to improve education for all students. Additionally, the district demonstrated the capacity to organize a team with strong leadership skills, proven records in challenging school environments, and a thorough

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understanding of the importance of data-driven decision making.

- Recruit a turnaround principal using attractive incentives, established performance competencies and the provisions of a documented resolution from the Board of Education providing all necessary flexibility in school operations. The Savannah-Chatham County Public Schools System provides a competitive salary schedule for administrators, offers support through the Leadership Academy in partnership with Georgia Southern University, provides mentors for new administrators and supports principals through experienced central School Governance staff. In 2009-2010, the district successfully piloted the Leader Keys instrument in multiple sites including Groves High School. This instrument outlined performance-based leadership expectations and formed the basis for competencies that were used in selecting and evaluating the new Groves High School principal.
- Develop a strong School Advisory Board that will enhance the new governance structure through authentic engagement in school decisions, monitoring and advisement on school accountability requirements, analyzing data for continuous improvement and seeking expanded business and community partners to support the Turnaround Model strategies. The Savannah-Chatham County Public School System operates highly successful school councils in all schools and utilizes the support of an external consultant to train and provide guidance to school councils. These resources are available to the newly formed School Advisory Board to ensure the success of the new governance structure and operate in full accordance with the requirements for School Councils under Georgia Law (*.C.G.A. 20-2-85 - Establishment of school councils*). The General Assembly recognizes the need to improve communication and participation of parents and the community in the management and operation of local schools. The General Assembly believes that parent and community support is critical to the success of students and schools. If we strengthen the relationship with Groves' school council to help develop and nurture a sense of community, it will also bring parents and the community together with teachers and school administrators to create a better understanding of and mutual respect for each other's concerns, and share ideas for school improvement. School councils shall be reflective of the school community. The management and control of public schools shall be the responsibility of local boards of education, and the school leader shall be the principal. School councils shall provide advice, recommendations, and assistance and represent the community of parents and businesses. Each member of the council, as a community representative, shall be accorded the respect and attention deserving of such election.
- Recruit and retain teachers based on rigorous, performance-based competencies. Rivkin and Hanushek (2004) found that students who were taught by successful teachers for several consecutive years in a row experienced significant gains in achievement. Traditionally, excellent teachers have

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worked in pockets of isolation within low-performing schools and systems. Often such high-performing teachers burn out or move to a school where excellence is valued. Simply recruiting more highly-skilled teachers will not, in and of itself, effectively turn around low-performing schools. The Savannah-Chatham County Public School System has a highly successful recruitment and retention plan which is monitored through the Board Accountability Plan and is supported by both the Human Resources Department and the Division of Academic Affairs. The addition of performance-based competencies for the hiring of staff at Groves High School further enhances existing capacity. Teachers and staff have the opportunity to earn signing bonuses and performance-based incentives (based on meeting pre-established benchmarks) for improving student achievement.

- Provide ongoing, high quality, job-embedded professional development aligned with the Georgia Common Core Standards to ensure that teachers and support staff are equipped to successfully implement reform strategies. It is important to note that retaining excellence in teaching will also require improving working conditions, having supportive administrators in place, and providing opportunities for teacher leadership and high-quality professional development. The Savannah-Chatham County Public School System operates a highly successful new teacher support program, Turning High-Energy Resolve Into Vibrant Education (THRIVE) for teachers in the induction period of their careers and uses Title IIA funding, as well as state professional development funding, to support the needs of all teachers. In addition, Groves High School has received funding to hire a math and graduate coach through the Race to the Top (RT3) Grant.
- Local teacher organization leaders have served as stakeholders in the development of structures and strategies for the Turnaround Model and support its implementation at Groves High School. The Chatham Association of Educators, Savannah Federation of Teachers and the Professional Association of Georgia Educators provide free professional development, guidance, resources and support for all teachers.
- Secure the support of community businesses, agencies and postsecondary institutions for the Turnaround Model. Existing coalitions such as the Superintendent's Guiding Coalition, District Career Advisory Council, Professional Senate, and partnerships with Savannah State University, Armstrong Atlantic State University, 100 Black Men of Savannah, Gulfstream Aerospace, Flight Safety, Groves High School Young Alumni Association, and Savannah Technical College are evidence of the LEA's ability to involve all community stakeholders in educational improvement. The Educational Technology Training Center (ETTC), First District RESA and other support agencies will also be utilized in support of Groves High School's implementation of the Turnaround Model.

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- Increase flexibility for the administration and the new governance structure by eliminating barriers that may impede the successful implementation of the Turnaround Model. The superintendent demonstrated commitment to the Turnaround Model through a Board resolution granting comprehensive flexibility in school operations (*See Appendix B., p. 96*), to the new principal.
- Utilize funds appropriately to support Groves High School in the implementation of the Turnaround Model. In addition to school improvement funds, Groves High School is supported by local, state and federal funding from a variety of resources. These include, but are not limited to, Perkins Funds, Race to the Top (RT3), Small Learning Communities (SLC) grant, Title IIA, Education Special Purpose Local Option Sales Tax (ESPLOST) and other federal, state, and local funding sources.
- Implement initial elements of the Turnaround Intervention Model prior to the start of the 2011-2012 school year. The currently Groves High School principal was replaced in January 2011 and a comprehensive plan for replacing staff in accordance with the Turnaround Intervention Model was initiated in April 2011. The Savannah-Chatham County Public School System will conduct professional learning activities, formally authorize flexibility in school operations, provide funding support to the implementation of the Turnaround Intervention Model as well as establish a School Advisory Board prior to the beginning of the 2011-2012 school year.

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.

(NOT APPLICABLE)

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<p>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:</p> <ul style="list-style-type: none">a. Design and implement the interventions consistent with the final requirements of the model selected for each school.b. Recruit, screen, and select external providers, if applicable, to ensure their quality.c. Align other resources with the interventions.d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.e. Sustain the reforms after the funding period ends.
<p>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.</p>
<p>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.</p>

<p>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.</p> <p>(NOT APPLICABLE)</p>
<p>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.</p> <p>Groves High School has a rich and diverse history in the Savannah-Chatham County Public School System. A myriad of stakeholders are committed to working to ensure improved student achievement at Groves High School. An opportunity for input by stakeholders regarding the Groves High School SIG application was posted on the district website. In order to facilitate a collaborative process regarding the application and development of the plans for implementation of the Turnaround Intervention Model, stakeholders had the opportunity to provide input regarding strategies that would aid in increasing student</p>

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achievement through the establishment of high expectations as well as increased parental involvement:

- School Council
- Parent Teacher Association (PTA)
- Groves High School Young Alumni Association
- National Education Association (NEA)
- Professional Association of Georgia Educators (PAGE)
- Chatham Association of Educators (CAE), Savannah Federation of Teachers (SFT)
- Title I Department
- Division of Academic Affairs
- First District RESA
- Professional Learning Department
- Human Resources Department
- Curriculum and Instruction Department
- Superintendent's Cabinet
- Savannah-Chatham Board of Education

Stakeholders were provided with an opportunity to discuss and recommend research-based strategies that would aid Groves High School in attaining its goals of increased student achievement. Each group was then provided a mechanism for submitting written suggestions and strategies to be included in the grant application. These suggestions were cross referenced with the 2011 Groves High School GAPSS Report and incorporated into the SIG. Stakeholder recommendations included, but were not limited to, the following strategies:

- Recruitment and retention of highly qualified staff
- Student online learning opportunities
- Parental Leadership Academy
- Establishment of high academic and behavioral expectations for students
- Individual instruction to support struggling students
- Increase communication with parents

Stakeholders' suggestions and feedback were incorporated into the SIG, and additional follow up meetings will be held to review and discuss the final school improvement plan components with the organizations.

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***SUSTAINABILITY:** The Savannah-Chatham Count Public School System has hired a teacher recruitment specialist. The Robert W. Groves High School faculty and administration capitalized on the collective strengths and talents of the Robert W. Groves Young Alumni Association, parents and business partners to recruit qualified staff, create career internships and assign mentors to students. The school continues to consider some aspects of the Turnaround Model in the hiring and instructional practices of the school (i.e., continue to consider the Turnaround Competencies, continue job-embedded professional learning, continue to use data to identify and implement an instructional program that is research-based; promote the continuous use of student data to inform and differentiate instruction; establish schedules and implement strategies that provide increased learning time and provide appropriate social, emotional, and community-oriented support).*

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

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

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

The following activities were carried out during the pre-implementation period of the Groves High School SIG:

- | | |
|---|--------------------------------|
| • SIG meeting Callaway Gardens | March 11, 2011 |
| • SIG/Application GAPSS Summary/Data Review | March 18, 2011 |
| • Present Groves Staff Interviews for 2011-2012 | March 29, 31, April 4, 5, 2011 |
| • SIG Writing Team | March 30, April 7-14, 2011 |
| • Stakeholders Meeting | April 4, 2011 |

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

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

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

An LEA’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 over three years.

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

The LEA must assure that it will:

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

(See Appendix G., p. 106).

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: Savannah-Chatham County Public School System

School Name: Robert W. Groves High School

Grades: 9-12

School Enrollment Total: 1310

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	Did Not Meet AYP			
AYP targets the school met	EDFacts	EDFacts	EDFacts	Participation; Academic Performance in ELA			
AYP targets the school missed	EDFacts	EDFacts	EDFacts	Academic Performance in Math; Grad Rate			
School improvement status	EDFacts	EDFacts	EDFacts	NI-5 or greater			
Number of days within the school year	180	180	180	177			
Number of minutes within the school day	405	405	405	420			
Number of minutes within the school year	72900	72900	72900	74340			

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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	EDFacts	EDFacts	24%			
Graduation rate (percentage)	EDFacts	EDFacts	EDFacts	75.5%			
Dropout rate (percentage)	EDFacts	EDFacts	EDFacts	0.8%			
Student attendance rate (percentage)	EDFacts	EDFacts	EDFacts	20.6% abs more than 15 days			
Number of students completing advanced coursework (AP)	31	61	64	139			
Percentage of students completing advanced coursework (AP)	3%	5%	7%	11%			
Number of students completing advanced coursework (IB)	27	0	0	0			
Percentage of students completing advanced coursework (IB)	2%	0	0	0			
Number of students completing advanced coursework (early-college high schools)	0	35	48	60			
Percentage of students completing advanced coursework (early-college high schools)	0	2%	3%	4%			

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Attachment 1c - High School Profile

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of students completing advanced coursework (dual enrollment classes)	NA	NA	NA	NA			
Percentage of students completing advanced coursework (dual enrollment classes)	NA	NA	NA	NA			
College enrollment rate	NA	NA	47%	NA			
Number of discipline incidents coded as 900 as reported to state	EDFacts	EDFacts	EDFacts	EDFacts			
Number of truants	EDFacts	EDFacts	EDFacts	148			
Teacher attendance rate	96.55%	96.37%	95.94%	95.43%			

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Attachment 1c - High School Profile

Distribution of Certified Staff by Performance Level as Designated on the LEA's Certified Staff Evaluation System							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of certified staff	131	130	115	105	101		
Number of teachers evaluated	128	125	109	100	99		
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory	99.22%	93.60%	93.58%	96.25%	100%		
Percentage rated Unsatisfactory	.78%	6.40%	6.42%	3.75%	0%		
Percentage non-renewed	0%	1.5%	1.7%	1.9%	0%		

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Attachment 1c - High School Profile

GHS GT Spring First-time 11th Grade Test-Takers English Language Arts Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010*	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores	204	87.4	85.4	91.8	85.7			
Percentage Black	122	89.4	82.8	91.7	87.6			
Percentage White	59	85.7	89.8	96	87.7			
Percentage Hispanic	14	NA	NA	94.4	66.7			
Percentage Asian	NA	NA	NA	NA	NA			
Percentage American Indian	NA	NA	NA	NA	NA			
Percentage Multiracial	NA	NA	NA	100	NA			
Percentage Students with Disabilities	19	60	34.8	58.8	52.9			
Percentage Economically Disadvantaged	117	85.8	80	90.2	88.5			

*2009-10 data includes all students testing for the first time during fall, winter, spring, or summer, regardless of grade level. Prior years' data includes only 11th graders testing for the first time during the spring.

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Attachment 1c - High School Profile

GHS GT Spring First-time 11th Grade Test-Takers English Language Arts Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black	99	99.4	99.3	99.3			
Percentage White	95	100	98.2	100			
Percentage Hispanic	NA	NA	100	100			
Percentage Asian	NA	NA	NA	NA			
Percentage American Indian	NA	NA	NA	NA			
Percentage Multiracial	NA	NA	NA	NA			
Percentage Students with Disabilities	100	100	100	95.5			
Percentage Economically Disadvantaged	97	100	99.2	99.2			

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Attachment 1c - High School Profile

GHSGT Spring First-time 11 th Grade Test-Takers English Language Arts																												
Average Scale Score																												
	2006-2007				2007-2008				2008-2009				2009-2010*				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores	520	538	543		210	223	239		214	231	249		204	223	242		NA	NA	NA		NA	NA	NA		NA	NA	NA	
Black	520	538	543		203	220	235		212.5	228	244		204	220	241		NA	NA	NA		NA	NA	NA		NA	NA	NA	
White	522.5	540	547		223	235	249		222.5	244	260		214.75	230	245		NA	NA	NA		NA	NA	NA		NA	NA	NA	
Hispanic	NA	NA	NA		NA	NA	NA		217.75	228	246.5		190.25	229	245		NA	NA	NA		NA	NA	NA		NA	NA	NA	
Asian	NA	NA	NA		NA	NA	NA		NA	NA	NA		NA	NA	NA		NA	NA	NA		NA	NA	NA		NA	NA	NA	
American Indian	NA	NA	NA		NA	NA	NA		NA	NA	NA		NA	NA	NA		NA	NA	NA		NA	NA	NA		NA	NA	NA	
Multiracial	NA	NA	NA		NA	NA	NA		221	231.5	240		NA	NA	NA		NA	NA	NA		NA	NA	NA		NA	NA	NA	
Students with Disabilities	NA	NA	NA		143.5	177.5	217.5		185.25	202	224.5		170	188	214		NA	NA	NA		NA	NA	NA		NA	NA	NA	
Economically Disadvantaged	518	538	543		201.5	220	233		214	228	249		204	223	241		NA	NA	NA		NA	NA	NA		NA	NA	NA	

*2009-10 data includes all students testing for the first time during fall, winter, spring, or summer, regardless of grade level. Prior years' data includes only 11th graders testing for the first time during the spring.

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Attachment 1c - High School Profile

GHS GT Spring First-time 11th Grade Test-Takers Mathematics Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010*	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores	204	62.2	60.2	73.8	48.6			
Percentage Black	121	57.5	50.7	70.8	41.4			
Percentage White	59	77.1	76.8	76	69.4			
Percentage Hispanic	14	NA	NA	72.2	38.9			
Percentage Asian	NA	NA	NA	NA	NA			
Percentage American Indian	NA	NA	NA	NA	NA			
Percentage Multiracial	NA	NA	NA	90	NA			
Percentage Students with Disabilities	19	40	9.1	52.9	32.4			
Percentage Economically Disadvantaged	117	56	53.2	74.6	47.3			

*2009-10 data includes all students testing for the first time during fall, winter, spring, or summer, regardless of grade level. Prior years' data includes only 11th graders testing for the first time during the spring.

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

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Attachment 1c - High School Profile

GHS GT Spring First-time 11th Grade Test-Takers Mathematics Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011***	2011-2012	2012-2013
Percentage Black	99	99.4	99.3	98.5			
Percentage White	95	98.4	98.2	100			
Percentage Hispanic	NA	NA	100	100			
Percentage Asian	NA	NA	NA	NA			
Percentage American Indian	NA	NA	NA	NA			
Percentage Multiracial	NA	NA	NA	NA			
Percentage Students with Disabilities	94	96	100	95.5			
Percentage Economically Disadvantaged	96	99.2	99.2	98.5			

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GHSGT Spring First-time 11 th Grade Test-Takers Mathematics																												
Average Scale Score																												
	2006-2007				2007-2008				2008-2009				2009-2010*				2010-2011***				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores	508	521	536		509	522	536		515	524	535		504.5	514	525		NA	NA	NA		NA	NA	NA		NA	NA	NA	
Black	507	519	530		506.5	515.5	531		513	523	535		503	512	523		NA	NA	NA		NA	NA	NA		NA	NA	NA	
White	517.5	530	546		520	536	551		515.75	524	541		510	523	536		NA	NA	NA		NA	NA	NA		NA	NA	NA	
Hispanic	NA	NA	NA		NA	NA	NA		513.5	527	537.25		500.25	513	531		NA	NA	NA		NA	NA	NA		NA	NA	NA	
Asian	NA	NA	NA		NA	NA	NA		NA	NA	NA		NA	NA	NA		NA	NA	NA		NA	NA	NA		NA	NA	NA	
American Indian	NA	NA	NA		NA	NA	NA		NA	NA	NA		NA	NA	NA		NA	NA	NA		NA	NA	NA		NA	NA	NA	
Multiracial	NA	NA	NA		NA	NA	NA		526.5	535	538.75		NA	NA	NA		NA	NA	NA		NA	NA	NA		NA	NA	NA	
Students with Disabilities	NA	NA	NA		474	490	504		480	514.5	525.5		480	494	510		NA	NA	NA		NA	NA	NA		NA	NA	NA	
Economically Disadvantaged	507	519	530		505	516	535		515	524	535		505.25	514	523		NA	NA	NA		NA	NA	NA		NA	NA	NA	

*2009-10 data includes all students testing for the first time during fall, winter, spring, or summer, regardless of grade level. Prior years' data includes only 11th graders testing for the first time during the spring.

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

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Attachment 1c - High School Profile

Mathematics I: Algebra/Geometry/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	NA	NA	NA	63%	NA	NA	NA
Percentage passed EOCT	NA	NA	NA	44%	NA	NA	NA

Mathematics II: Geometry/Algebra II/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	NA	NA	NA	81%	NA	NA	NA
Percentage passed EOCT	NA	NA	NA	24%	NA	NA	NA

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

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English Language Arts: Ninth Grade Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	EDFacts	EDFacts	EDFacts	84%	NA	NA	NA
Percentage passed EOCT	EDFacts	EDFacts	EDFacts	77%	NA	NA	NA

English Language Arts: American Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	EDFacts	EDFacts	EDFacts	87%	NA	NA	NA
Percentage passed EOCT	EDFacts	EDFacts	EDFacts	80%	NA	NA	NA

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Attachment 2a - Turnaround Model

LEA Name: **Savannah-Chatham County Public School System**

School Name: **Robert W. Groves High School**

The LEA must:

A1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.		
Actions:	Timeline:	Budget:
<p>The principal at Groves High School was removed and a comprehensive search was conducted in order to secure a new principal with proven leadership abilities in a turnaround school environment. A set of rigorous competencies and the <i>Georgia School Keys</i> were utilized in selecting the school leader to ensure that the new principal had the capacity and experiences required to address the needs of Groves High School based on the achievement data (quantitative), parent/community surveys (qualitative) and the targeted areas identified in the March 2011 GAPSS Summary Report (<i>See Appendix G., 106</i>).</p> <p>The superintendent presented the Board of Education with a resolution granting comprehensive flexibility and support to the new principal in a multitude of areas including, but not limited to, staffing, budget, school calendar, school day start and end times, student discipline, professional development and all school operational procedures. The purpose of operational flexibility (<i>See Appendix B., p.96</i>), is to ensure the removal of barriers in the implementation of a comprehensive and substantive approach to ensuring improved student achievement outcomes and increased high school graduation rates for Groves High School students.</p>	<p>January 3, 2011</p> <p>February 1, 2011</p> <p>May 4, 2011</p>	<p>\$ 10,000 <i>One-time signing bonus for principal (SIG funded)</i></p>

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Sustainability: The Human Resources department has hired a district recruiter to identify and hire Highly Qualified (HQ) teachers.

A3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.

*\$167,500
Signing
bonuses for
ELA, math,
ELL, social
studies, Special
Education, and
science
teachers as well
as assistant
principals and
a School and
Community
Relations
Specialist)*

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<p>bonuses, annual accountability incentives, flexible work conditions, and opportunities for career growth through comprehensive professional development.</p> <ul style="list-style-type: none"> • Principal will receive a one-time signing bonus of \$10,000. • Assistant Principals will receive a one-time signing bonus of \$2,500. • One-time signing bonuses of \$2000 will also be provided for ELA, Math, Science, Social Studies, ELL, and Special Education teachers with a clear-renewable certificate (<i>three-year commitment to Groves High School is required</i>). • Annual Accountability Incentives were designed for teachers and staff who meet defined benchmarks. • Current Federal Loan Forgiveness tied to teachers working in a high needs school for five consecutive years (\$5,000 for core subjects or \$17,500 for Math, Science and Special Education). • All staff will be allowed to have their children attend any school in the district. Note: If requesting placement into a Specialty Program, admission requirements must be met. • Leadership staff will have an opportunity to participate with the Human Resources staff on targeted recruitment trips to universities with potential graduates necessary to the critical needs instructional areas (as defined by this grant). • Teacher Leaders will be encouraged to enter the Educational Leadership certification program at Georgia Southern or other institutions with an Educational Leadership program recognized by the Georgia Professional Standards Commission. <p>The following definitions explain the difference between bonuses and incentives:</p> <p><u>Signing Bonus</u> – used to identify a one-time payment for ELA, math, ELL, social studies, science, and special education teachers that make a three-year commitment to teach at Groves High School. In addition, a</p>		<p><i>\$10,000 signing bonus for the principal</i></p>
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<p>one-time signing bonus will be paid to the principal and assistant principals.</p> <p><u>Instructional School Supply Bonus</u> - refers to the supply money each teacher receives at the start of the year to buy additional classroom supplies to support student learning.</p> <p><u>Annual Accountability Incentives</u> - a monetary payment based on a tiered-system that focuses on student achievement specifically for growth on defined benchmarks. Annual Accountability Incentives will be provided to all Groves High School staff based on job performance benchmarks. (See Appendix K., p.112).</p> <p>SUSTAINABILITY: <i>The Savannah-Chatham Board of Education developed a compensation packet to attract teachers in the areas of math, ELA, social studies, ELL, science and special education. After the funds end, the school will continue to provide recognition for turnaround staff through non-monetary means.</i></p>		
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<p>A4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>		
<p>Actions:</p> <p><u>REQUIRED: Summer Leadership Academy</u>- The four-day Summer Leadership Academy is sponsored by School Improvement/Georgia Department of Education. The purpose of the academy is to engage school teams in the school improvement planning process. Additionally, all training sessions will provide the school team with the opportunity to use school-specific data and plans to apply to the learning process. The school team is comprised of the principal and other administrators, selected teachers and instructional coaches, as well as system and feeder school personnel, and others working directly with the schools.</p>	<p>Timeline:</p> <p>June 21-24, 2011</p>	<p>Budget:</p> <p>\$20,000 <i>per year registration, travel and lodging</i></p>

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<p>improvement, specifically in the targeted content areas of math, literacy, and special education in the following ways:</p> <ul style="list-style-type: none"> • Building capacity for managing data and data teams • Building relationships and facilitating conversations about data with teams of teachers and leaders from feeder schools • Analyzing relevant data (AYP, GHSGT, EOCT, CRCT, perception data from surveys) from previous years and from feeder schools in order to identify trends and ascertain the strengths and weaknesses • Focusing on interrelationships between data and student learning • Helping participants become better observers and researchers, collecting and using professional practices data, parent and community data, and programs and structure data with the constant focus on student achievement and behavior data. <p>These strategies will be used in order to develop improvement plans for the year with targeted goals, which center on students, by describing the action strategies and evaluation processes to increase academic achievement. The training will also include strategies to help teachers create a sustainability plan for on-going analysis of data after the SIG funds are exhausted.</p>	<p>July 2012</p>	
<p><u>Thinking Maps</u> - Thinking Maps are visual patterns that are linked to thinking processes or cognitive skills. Research indicates that Thinking Maps allow students to consciously identify the thinking pattern and map it out in order to remember, analyze, and synthesize information into meaningful understandings. Groves High School is committed to providing a common visual language in order to promote continuity of the standards-based curriculum. All certified teachers will be trained in Thinking Maps. In addition, a team of teachers will attend Thinking Maps train-the-trainers workshop in order to build capacity, provide refresher workshops, and train new hires through PLCs.</p>	<p>July 2011 - ongoing</p>	<p><i>Thinking Maps</i> \$13,500</p>

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<p><u>Instructional Coaches</u> - Groves High School is the recipient of the <i>Race to the Top Grant (RT3)</i> which requires that funds be used to hire math, ELA, and graduation coaches. The math coach will provide support to teachers through focused high quality, job-embedded professional learning to improve teaching and learning. The math coach will serve as an advocate for teachers to promote collaborative learning, planning and professional development. The graduation coach will support the school's efforts to increase the graduation rate using the Graduation Coach Work Management System (WMS) to identify students at risk for dropping out of school.</p>	<p>August 2011- <i>ongoing</i></p>	<p>Funded through <i>Race to the Top (RT3)</i></p>
<p><u>Math Focused Strategies</u> – Math was identified as a targeted area of concern; therefore, research-based intervention programs such as Math Navigator, TransMath or VMath will be available to students under the supervision of a mathematics teacher, before, during, or after the school day. Math I Support and Math II Support teachers will be trained to utilize the on-line component of the intervention program. The program will be available to students and parents at home and/or during specified times during the instructional day. In addition, teachers will receive training in the Common Core Standards and the Georgia Performance Standards (GPS) in Mathematics. Outside raters indicated a high level of alignment between the GPS Mathematics Frameworks and identified the GPS as an approved rigorous curriculum.</p>	<p>Aug. 2011 - <i>ongoing</i></p>	<p>Math Focused Strategies \$18,000</p>
<p>The leadership team and the academic and math coaches will develop a systematic plan for monitoring to ensure that math teachers adhere to the GPS and to the GPS Common Core as it is implemented in years thereafter. The monitoring plan will include classroom observations using the “Teaching and Learning in the Mathematics Classroom –Math Addendum to the Standards Based Rubric” or a similar instrument.</p> <p><u>Depth of Knowledge</u> - As student-centered, standard-based instruction is implemented, the mathematics faculty will address various levels of</p>	<p>July 2011 - <i>ongoing</i></p>	<p>Depth of Knowledge \$5000</p>

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<p>depth of knowledge. Administrators and faculty will attend a one-day training on depth of knowledge (Norman Webb or equivalent) prior to the start of school in year one of the grant period.</p> <p>The mathematics coach will facilitate the math department meetings to plan common assessments with various levels of depth of knowledge for at least one unit of study in each course during the fall semester of the first year, at least two in the spring semester and the remaining units prior to the units being taught in the second year. The math team will collaboratively develop or adopt test items that address each level of depth of knowledge and align with the standards for the course. After the common assessment is given, the team will analyze the results using an agreed-upon protocol for analyzing student work. In addition to the common assessments mentioned above, a variety of formative assessments will be used to adjust instruction within the classroom in both formal and informal ways. As teachers move towards more standards-based teaching and learning, standards-based assessments will also be implemented. Rick Wormeli, a leader in the field of assessment states that formative assessments are much more important than summative assessments and that learning does not take place without the feedback on formative assessments.</p> <p><u>Support for Instructional Technology</u> - The Educational Technology Training Center (ETTC) located on the campus of Armstrong Atlantic State University, will conduct a series of job-embedded, curriculum-focused technology integration workshops to the Groves High School staff. The lack of technology was identified by the February 2011 GAPPS summary as a major concern. Surveys of the staff in the core content areas indicated both a desire and a need for in-depth training on the use of current instructional technology, such as graphing calculators, Promethean Boards, and Student Response Systems. USA Test Prep will also be purchased in all core content areas to support students on the EOTC and GHSGT. The ETTC will provide Professional Learning hours for the Groves High staff and administrators in the following ways:</p>	<p>July 2011 – <i>ongoing</i></p>	<p>Support for Instructional Technology \$10,000</p> <p>USA Test Prep Software \$11,000</p>
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<ul style="list-style-type: none"> • Providing support and resources to Groves High School teachers; • Establishing empowerment and confidence in teaching literacy skills and integrating technology as a teaching tool; • Providing teachers with the requisite knowledge and skills in critical competency areas so that they will be successful in the classroom and positively impact student learning outcomes; • Providing opportunities to collaborate among teachers and university educators; • Mentoring will be provided each year in the teachers' classrooms. <p>Groves High School will increase the number of students taking upper level mathematics courses by implementing the safety nets discussed below so fewer students will have a need to repeat math courses in grades 10 and 11. The SCCPSS has implemented an accelerated curriculum allowing 8th grade students who are capable to earn high school credit for Math I in middle school. Groves High School's mathematics department and administrators will meet with the math departments and administrators of the feeder schools three times per year to ensure a seamless transition between the math departments and develop strategies to move those capable students through the accelerated mathematics programs in high school.</p> <p>In order to ensure all learners achieve their highest potential and to address learners who struggle, teachers will be trained and will systematically implement the following safety nets and interventions to include, but not limited to, the following:</p>	<p>July 2011 – <i>ongoing</i></p>	
<p><u>Response to Intervention (RTI)</u> – Groves is committed to taking a “pro-active” approach for student success by early identification of students displaying deficits in academic, behavioral/social, or communication areas. This includes progress monitoring for learners who are falling behind in any academic area, receiving multiple office referrals and/or ISS/OSS, or experiencing communication difficulties that interfere with his/her learning. The district RTI specialist will</p>	<p>July 2011 - <i>ongoing</i></p>	
	<p>October 2011</p>	

provide staff development on each step of the process, and the school-based RTI coordinator will monitor teacher implementation utilizing district developed forms and processes (*See Appendix N, p. 125*).

Co-Teaching Models – Groves is committed to establishing teacher partnerships that work together creatively to overcome the inevitable classroom challenges for the purpose of sharing responsibility for teaching all students assigned to a classroom. Co-teaching involves the distribution of responsibility among people for planning, instruction, and evaluation for all learners utilizing an array of researched-based strategies. Staff will participate in on-going training in order to improve co-teaching practices.

Positive Behavior Interventions and Supports (PBIS) – Groves is committed to utilizing positive intervention strategies in order to reduce disciplinary incidents and create a positive school climate of greater productivity, safety and learning. PBIS is a proven, evidence-based, multi-tiered approach to prevention using disciplinary data and the principles of behavior analysis to develop school-wide, targeted, and individualized interventions and supports, which will improve school climate for all students (OSEP Technical Assistance Center on Positive Behavior Interventions and Supports, 2009). A PBIS coach will be identified to ensure fidelity of PBIS implementation at the school. A team of teachers will be trained by PBS Georgia to redeliver to school Staff.

MindSet – Groves is committed to managing and de-escalating aggressive behavior for all learners. MindSet is a research-based program that promotes choice and trust, seeks pro-active choices over reactive choices, and equips staff with strategies for avoiding power struggles. Groves will implement a train-the-trainer model in order to redeliver MindSet curriculum to all staff in Part 1. Select staff members will also be trained in Part 2, which includes safeguards and physical containment. *This model will also provide Groves High School with*

PBIS/Mindset	\$10,000
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<p><i>sustainability after SIG funds have been exhausted.</i></p> <p><u>Advancement Via Individual Determination (AVID)</u> – AVID is a targeted program designed to help underperforming high school students prepare for college by offering a rigorous program of instruction in academic survival skills with a focus on managing time, study habits, reading for content, and Cornell note-taking. Six selected staff members will be trained in the AVID in order to ensure implementation during the 2011-2012 school year.</p> <p><i>SUSTAINABILITY</i> <i>The school will continue to consider aspects of the Turnaround Model in the hiring and instructional practices of the school (i.e., continue to consider the Turnaround Competencies, continue job-embedded professional learning, continue to use data to identify and implement an instructional program that is research-based; promote the continuous use of student data to inform and differentiate instruction; establish schedules and implement strategies that provide increased learning time; and provide appropriate social-emotional and community-oriented services and supports for students).</i></p>	<p>June 2011</p>	<p>AVID \$15,000</p>
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Attachment 2a - Turnaround Model

<p>A5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.</p>		
<p>Actions:</p> <p>The Savannah-Chatham County Public School System adopted a new governance structure for Groves High School, which will include the selection of a new principal with the operational flexibility to staff the school using a set of locally adopted teacher performance competencies in the hiring process. The district’s support of school improvement will be provided in the areas of data analysis, effective school change strategies and leadership development by the professional learning department and the Executive Director of High Schools and Compensatory Programs who reports to the Chief Academic Officer who reports to the Superintendent.</p> <p>A resolution was presented to the Savannah-Chatham Board of Education for approval outlining the comprehensive flexibility granted to the new principal of Groves High School along with the newly structured governance model (<i>See Appendix A., 94</i>). Upon approval, this resolution provided the principal with the operational flexibility to change the school calendar/schedule in order to comply with the extended day requirement outlined in the SIG guidance.</p>	<p>Timeline:</p> <p>February 2011- <i>Resolution will go before the Board in May 12, 2012.</i></p> <p>May 2011</p>	<p>Budget:</p>

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<p>A School Advisory Board (SAB) will be established to provide support and advise the principal on matters relating to the monitoring of achievement data and other areas which support school improvement. The School Advisory Board will consist of parents, students, and teacher organizations, community partners from key businesses and stakeholder groups, and representatives of postsecondary institutions. In addition, the principal will seek the input of the School Advisory Board in budget development, curriculum changes/design (where applicable) and developing reports to submit to the district and/or the Georgia Department of Education.</p>	<p>June-July 2011</p>	
<p>School leadership will meet monthly with the School Advisory Board. Minutes of the meetings will be made available to stakeholders using a variety of methods to include, but are not limited to, newsletter, community meeting, open house, family night and the school/district website. The school district will provide the services of a trainer/consultant to work with the School Advisory Board in the development of by-laws for their effective operation.</p>	<p>July 2011</p>	<p><i>\$6,000 (funds for materials for parents meeting).</i></p>

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A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.		
<p>Actions:</p> <p>In 2010, Georgia adopted the Common Core State Standards (CCSS) developed under the guidance of the National Governors Association and the Council of Chief State School Officers with the assistance of Achieve, ACT, and the College Board. Groves High School, along with all other Georgia schools has implemented the newly aligned GPS-CCSS curriculum. Georgia received a grade of B+ for the alignment of the Georgia Performance Standards to the Common Core State Standards.</p> <p>The school improvement goals, strategies, and allocation of resources outlined in this School Improvement Grant application ensure that Groves High School has the capacity to implement the Turnaround Intervention Model with fidelity. Monitoring the implementation of best practices and data-driven instruction to support teaching and learning occurs through formal and informal observations conducted by school administrators, department chairpersons, district-level curriculum and instruction personnel and academic coaches with a focus on mathematics.</p> <p>School administrators and staff will participate in job embedded professional development through PLCs, data</p>	<p>Timeline:</p> <p>July 2011- <i>ongoing</i></p>	<p>Budget:</p> <p>\$8,000</p>

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<p>teams and Data Retreat Workshops. Additionally, school leadership will review, disaggregate and discuss data with teachers and other stakeholders in order to identify root causes and/or barriers which impede student achievement while increasing sustainability after the grant period.</p> <p>Groves High School will utilize the state assessments while working collaboratively to develop pre-assessments, weekly benchmarks, common formative assessments, and tiered activities which are foundational to ensuring the differentiation of instruction. Formative assessments allow teachers to plan and adjust instruction and determine teacher effectiveness. Scoring rubrics and written commentary will also be used to establish clear expectations for learning.</p> <p>Annual benchmarks are based on the summative data provided by the GHSGT and/or EOCT assessments. This data will be used to schedule students at-risk for academic failure into support classes and develop individualized academic plans.</p> <p><i>SUSTAINABILITY:</i> <i>The school's instructional coaches and leadership team will establish a protocol to ensure the use of formal and informal assessment processes and tasks throughout a unit or course of study to monitor student progress, elicit evidence of learning gaps and strengths, and provide feedback to students so that they can adjust their learning process (GaDOE School Keys). The team will also establish a protocol for use of the data during daily collaborative planning meetings.</i></p>		
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A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.		
<p>Actions:</p> <p>The purpose of this application is to communicate the process of monitoring, measuring and achieving academic performance using the Turnaround Model for Groves High School under the School Improvement Grant (SIG) 1003(g). Therefore, a School Improvement Steering Committee was created to develop a comprehensive three-year (2012-2014) strategic plan to meet the needs of Groves High School. The plan was based on an extensive analysis of AYP data (math, ELA, graduation rate), SAT, ACT and the 2010-2011 Georgia Assessment of Performance on School Standards (GAPSS) summary report (<i>See Appendix G., 106</i>) for implementation beginning in the fall of the 2011-2012 school year. The GAPSS is the formal process which assesses a school's implementation of the Georgia School Standards as defined in the eight strands for effective schools: curriculum; assessment; instruction; planning and organization; student, parent and community involvement; professional learning; leadership; and school culture.</p> <p>The commitment to continuous improvement will be highly evident and reflected in Groves High School's SIG application, based on the Plan, Do, Study, and Act (PDSA) model and input</p>	<p>Timeline:</p>	<p>Budget:</p>

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<p>from various stakeholder groups.</p> <p>Groves High School will implement data-driven instruction based on formative and summative assessments. The curriculum is aligned with Georgia Performance Standards as well as Core Curriculum State Standards recently adopted by the State of Georgia. Assessments will be aligned with statewide tests including End Of Course Tests (EOCTs) and the Georgia High School Graduation Test (GHS GT). Most importantly, instruction will be differentiated based on the formative and summative assessments. Teachers will employ research-based strategies which have proven effective in schools with demographics similar to Groves High School.</p> <p>Research indicates that struggling readers need to read materials that are interesting and instructionally appropriate. The amount of time reading often separates successful readers from unsuccessful readers. Their reading should be extensive and varied, and they should have the opportunity to choose books from genres that are most interesting to them. Students reading below grade level are more apt to want to read a book if it is not only at their reading level but also at their interest level.</p> <p>Some struggling readers need special attention. They need systematic, explicit instruction as well as interesting, relevant topics for reading. High-interest/low readability books focus on topics at the reader's interest level but are written at a lower</p>	<p>August 2011 <i>and ongoing</i></p> <p>July 2011</p>	<p>High-interest/low readability books \$25,000</p>
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<p>reading level to encourage reading. Books of this nature are essential to capture interest and accelerate learning.</p> <p>Because struggling readers exist in every school, helping these readers to read, comprehend, and enjoy print should be an essential task for media specialists and teachers in all subject areas. Since reading involves such a wide variety of materials (such as fiction, information books, illustrated books, magazines, and newspapers), media specialists play an essential role in helping struggling students to become proficient readers. With their specialized body of knowledge regarding books and reading, media specialists are in a position to significantly influence a struggling reader's interest in books and assist with his/her selection of appropriate materials.</p> <p>Materials which provide teachers, administrators, and staff developers with the best research-based practices on the literacy learning and teaching of low-achieving intermediate students are essential when working with struggling readers. Professional resources for strategies and tips to use with high school remedial readers, teaching strategies to build basic reading skills, suggestions for effective teaching methods, current theories of comprehension instruction, and assessment tools to determine students' reading abilities will assist teachers in planning for instruction.</p> <p>The goal of creating an interconnected feedback system is to</p>		
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<p>ensure that key decisions about learning are informed by data and that data are aggregated and made accessible at all levels of the education system for continuous improvement. Data from student assessments will enable teachers to become more effective by giving them evidence regarding the effectiveness of their own classroom instruction.</p> <p>Student response systems will be used by teachers for formative assessments and frequent progress monitoring in order to promote data-driven, differentiated instruction that meets the learning needs of each student. With the instantaneous results from student response interactive polling questions, teachers can quickly adapt their teaching on-the-spot to meet their students' needs. They can see which concepts are understood and can be built upon and which concepts need further explanation.</p>	<p>August 2011</p>	<p>\$18,000 for Student response systems</p>
<p>Groves High School offers a strong academic program that includes AP and Honors level science, mathematics and technology courses. All courses will now be taught in a project-based, high technology learning environment in which students apply their knowledge and skills. Partnerships with business and industry, higher education, and community-based organizations will provide engaging and relevant learning opportunities.</p>	<p>August 2011</p>	<p>\$23,000 for science materials and supplies.</p>
<p>Technology plays a major role in twenty-first century education and the integration of technology into education will help prepare students for a constantly changing world. Bringing</p>	<p>July 2011</p>	<p>Student Computer labs \$120,000</p>

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<p>technology into education will not only get the students more involved in learning, but also put teachers in their most effective role: facilitators of learning. By integrating many different types of computer activities into the curriculum, students are given a hands-on approach to learning, and the academic atmosphere is enhanced.</p> <p>With a computer for each student and using computers for writing instruction, the teacher can circulate through the lab and provide composition instruction as students write on the screen. On-screen writing is subject to instant teacher intervention, since teachers can sit with students and have them read their text aloud, they can conference more effectively with students, and they can teach grammar and research skills in context.</p> <p>The increased use of technology in the curriculum means that computers are on demand throughout the school day. By purchasing computers for multiple computer labs in the school the potential for transforming writing instruction is enhanced, as well as other academic areas of the curriculum.</p> <p>Groves High School is the recipient of the Race to the Top Grant (RT3) which requires that funds be used to hire a math, an ELA, and a graduation coach. The math and the ELA coaches will provide support to teachers through focused high quality, job-embedded professional learning to improve teaching and learning. These coaches will also serve as advocates for</p>		
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<p>teachers to promote collaborative learning and planning.</p> <p>The graduation coach will support the school's efforts to increase the graduation rate using the Graduation Coach Work Management System (WMS) to identify students at risk for dropping out of school.</p>		
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A8. Establish schedules and implement strategies that provide increased learning time (as defined in this notice).		
<p>Actions:</p> <p>Research indicates that high school improvement initiatives support effective teaching, learning and personalization through physical and operational changes, such as the following:</p> <ul style="list-style-type: none"> • Incorporate alternative time/scheduling approaches, such as innovative scheduling, year-round schooling, and double-dosing, especially in core academic courses • Provide increased opportunities to learn, such as virtual courses, dual enrollment opportunities, and work-based internships <p>The most obvious and consistent finding concerning effective teaching is that learning improves as direct instructional time increases. Therefore, the organizational structure to increase learning time at Groves High School will occur through the use of innovative scheduling models and strategies which will extend the school day and year.</p>	<p>Timeline:</p> <p>July 2011-ongoing</p>	<p>Budget:</p> <p>\$557,000-<i>salaries and benefits for teachers and support staff to work 11 extra days per year.</i></p> <p>\$120,000 <i>for transportation</i></p>

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<p>Scheduling and strategies have been implemented to significantly increase the total number of school hours in core academic areas as well as small learning community activities which will enhance the total school experience for students, bring relevance to learning, and provide opportunities for increased personalization through strengthened relationships between students and adults. Increased learning time strategies will be available to all students enrolled at Groves High School (<i>See Appendix I, J, pp. 110-111</i>).</p> <p>Specific actions for increasing learning time will include, but are not limited to, before/after school tutorials, a seven-period day with an embedded intervention period, and a Twilight High School Program utilizing the A+ Virtual Learning Program and the Georgia Virtual School. The embedded intervention period will provide a time for trained teachers to work closely with students on both academic and social/emotional needs. For example, math teachers will identify students at risk for academic failure.</p> <p>The Twilight High School Program, funded by Race To The Top, offers credit recovery options as well as options for first time credit offerings for students who wish to accelerate learning. Hours of operation are Monday through Thursday from 4 p.m. to 7 p.m. A referral process will be established to include several researched indicators that serve as predictors of dropping out. Transportation will be provided for students to ensure that this will not be a barrier to attendance. To provide for family-focused services and outreach that engage parents and family members in programs and services, the Twilight High School Program supports family literacy by establishing adult education classes for family members who may want to complete their</p>	<p>March 2011-ongoing</p>	
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<p>high school education.</p> <p>The 9th grade year is a “make-it-or-break-it” year that offers students a crucial chance for a fresh start. Groves High School is committed to developing intervention strategies in order to help students be successful and to increase 9th grade promotion rates by creating a smaller community of learners. Groves will create a culture of acceptance where each student is known, respected and valued, and implement a rigorous academic program of high expectations and <i>relevant</i> learning experiences to ensure academic success. Research indicates that all high school students need guidance and support which addresses their physical and socio-emotional needs as they make the transition into and out of high school.</p> <p>In order to engage the interests, needs, skills, and resources of its multiple stakeholders, all students are required to complete a minimum of twenty community service hours by the end of their junior year. Seniors participate in Senior Service Learning Projects which involve them in the community after school hours and on weekends. Work-based learning options are provided to all students through career/technical pathways within small learning communities focused on college and career readiness.</p> <p>The school’s master schedule allows for common planning time to support the development of weekly collaborative assessments for core subjects/courses and continuation of data development and oversight through the effective implementation of data teams. In addition, the calendar will provide time for all staff to collaborate, plan and engage in job-embedded professional development by implementing sixteen half-day instructional days which leave the staff’s afternoons allotted for intensive hands-on</p>	<p>August 2011- <i>ongoing</i></p>	
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<p>instruction in the various areas of student need in order to enhance their performance and impact student achievement. These afternoons will also be used to implement small group intensive Recovery and Reiteration (R & R) sessions for those students who are performing below standard levels in core content areas.</p> <p>Both the School Accountability Plan and the School Improvement Grant (SIG) are aligned to the District Accountability System (DAS). Program effectiveness will be monitored, evaluated and shared with students, parents, business partners and the greater Groves High School community. Multiple communication strategies include items such as webpage, emails, newsletters, surveys, print media, etc.</p>		
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A9. Provide appropriate social-emotional and community-oriented services and supports for students.		
<p>Actions:</p> <p>If parents have a central role in influencing their children's progress in school, research has shown that schools in turn have an important part to play in determining levels of parent involvement (Epstein, 2001). Three action steps promote effective involvement of parents and community:</p> <ul style="list-style-type: none"> • Action Step 1: Establish vehicles for communication between schools and parents and the community. • Action Step 2: Establish multiple ways for parents and community to be involved in the day-to-day running of the school. • Action Step 3: Establish governance vehicles that allow for the involvement of participants and community members (Marzano, 2003). <p>Increasing family and community engagement is essential to</p>	<p>Timeline:</p>	<p>Budget:</p> <p>Year 1</p> <p>\$61,616 <i>Salary – benefits</i></p> <p>\$1,000 <i>Stipends for content area teachers to provide parent workshops</i></p> <p>\$1,000.00 <i>Professional Services for parent workshops</i></p> <p>\$14,500 <i>books, supplies, postage,</i></p>

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<p>parent and community engagement. The team members will work closely with the community to assess family needs and strengths. Monthly parent meetings will be scheduled not only on the high school campus, but at locations throughout the community. Topics will include, but are not limited to: “How to Ensure Your Students’ Success in High School”, “Applying for Financial Aid”, “Dealing with the Teenager in Your Life”, “Bullying”, and Crossing the Communication Bridge”.</p> <ul style="list-style-type: none"> • Provide periodic information/advisory meetings scheduled with students and their parents. During these meetings, which will be held twice yearly at the end of each semester, parents and their children will review progress toward graduation and update course plans to ensure high school completion. • Develop and implement a Parent Policy, Student, Parent & Teacher School Compact and a Parent/Community Action Plan. • Coordinate a Mentor/Apprenticeship Program involving community, alumni, parent volunteers, and business partners in order to build relationships with students (target at-risk students). • Organize, facilitate and/or conduct all parent and community trainings, workshops and activities • Organize, facilitate, and/or conduct Open House and Family Night Activities relating to all core content areas • Serve on School Advisory Board and School Council • Collaborate with the PTA, Parent University, and other parent organizations • Educate staff in assisting, reaching out, and communicating with parents • Establish a Parent Resource Center and recruit volunteers to operate it 	<p><i>events</i></p> <p>August 2011 - <i>ongoing</i></p> <p>August 2011 - <i>Establish Mentor/ Apprenticeship</i></p> <p><i>Program Sustainability: Use the Parent Action Community Team and committee partners to sustain the program</i></p>	<p><i>printing</i></p>
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<ul style="list-style-type: none"> • Establish a Student/Parent Incentive Program • Provide Parent Training opportunities • Conduct and/or facilitate workshops for parents of all juniors and seniors who have not passed or have not taken the Georgia High School Graduation Test (GHS GT) <p>A parent resource center will be established to bridge home and school. Parents will be provided the opportunity to work more effectively with their children at home by utilizing the resources provided through the parent resource center.</p> <p><u>Strive to Excel Inc.:</u> For many low-income youth, the transition from high school to "the real world" is a pivotal point where dreams are either followed or abandoned. The Strive to Excel Program at Groves High School will seek to improve life chances for young people by providing the academic enrichment, preparation and access they need to succeed beyond high school. Research shows that only 47 percent of low-income high school students immediately enroll in college or other postsecondary programs, compared to 82 percent of high-income students.</p> <p>Strive to Excel is committed to serving as an educational facilitation system to enhance self esteem, provide academic enrichment, and develop social skills in a diverse setting that will prepare students and their families to make informed decisions about post-secondary life and career choices.</p> <ul style="list-style-type: none"> • College Tours – field trips to in-state and out-of-state educational institutions, providing exposure and creating excitement for future goals and plans. • Educational Speaker Series – taking advantage of the wealth of community and national resources to interact and teach our youth. • Mentoring sessions – weekly mentoring sessions with 	<p>August 2011 - <i>Establish Parent Center</i></p> <p>July 2011-2013</p>	
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<p>qualified adult mentors who enable and focus on small group interaction in a positive learning environment.</p> <ul style="list-style-type: none"> • Community Outreach/Volunteer – teaching our students/members the need and responsibility to “give back” to their community. Students will participate in Special Olympics events, as well as community fundraising events. <p>Through the Strive to Excel Program and the 21st Century Learning Community Centers Grant, we support efforts that make it possible for young men and women to make the most of their time in high school and achieve their life and career goals.</p>		<p><i>Approximate cost is \$45,000 per year/3 years in partnership with the 21st century Learning Community Grant.</i></p>
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Attachment 2a - Turnaround Model

B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality.

Actions:

Do not complete this section. This item does not apply to the turnaround model.

Timeline:

Budget:

B-1. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Actions:

Groves HS School Improvement Grant (SIG) Application Timeline

Friday, March 11, 2011: Tier II Schools SIG meeting at Calloway Gardens, Pine Mountain, Georgia.

Persons in attendance were Dr. Ellis Duncan (Principal Groves HS), Dr. Michelle Hartzell (Assistant Principal), Sharon Sand (Chief Academic Officer), Aretha Rhone-Bush (Executive Director of High Schools and Compensatory Programs), Linda Olson (Senior Director of Curriculum and Instruction) and Lori Brady (School Board Member).

Friday, March 18, 2011:

SIG Overview/GAPSS Summary/Data Review with grant writing team at Whitney Complex Building A- Room 2 at 9:00am.

Agenda

- Purpose of Meeting-SI Grant Overview
- Grant Application Components
- Review of History Data/Analysis
- Root Cause Analysis
- Development of the Needs Assessment
- Understanding the Turnaround Model

Grant writing team members were Dr. Ellis Duncan (Principal Groves HS), Dr. Michelle Hartzell (Assistant Principal), Kelly Duren (ELA Teacher), Angelina Muskin

Timeline:

Budget:

Funded by Race to the Top \$6,000 for travel, lodging and registration

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<p><i>(Social Studies Teacher), Holly Anderson (Fine Arts Teacher), Aretha Rhone-Bush (Executive Director of High Schools and Compensatory Programs), Kaye Aikens (Senior Director of Professional Learning), Rose Harper (Title I Program Manager), Judy Sturgess (Title I Program Manager), Dr. Shelia Garcia (GaDOE School Improvement Specialist), and Shelly Smith (Executive Director of First District RESA).</i></p> <p>Wednesday, March, 30, 2011: SIG writing team at Whitney Complex Building A- Room 2 at 9:00a.m.</p> <p>Monday, April 4, 2011: Stakeholders' meeting (Groves HS at 6:00pm) held to solicit input/ideas for increasing parent/ community involvement (SIG requirement). Input was also solicited from the three teacher association representatives.</p> <p>Thursday, April 7, 2011: MEETING 3.</p> <p>SIG writing team at Whitney Complex Building A- Room 2 at 9:00a.m.</p> <p>Saturday, April 9, 2011: 1st DRAFT due to the Superintendent's Cabinet for feedback</p> <p>Tuesday, April 8-14, 2011: SIG writing team at Whitney Complex Building A- Room 2 at 12:00p.m.</p> <p>Wednesday, April 13, 2011: FINAL DRAFT due to the Superintendent's Cabinet for feedback</p> <p>Friday, April 15, 2011: SIG APPLICATION DEADLINE- three hard copies due to the GaDOE.</p>		
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C. Align additional resources with the interventions.		
<p>Actions:</p> <p>The following is a list of additional resources that will be used to support the turnaround model.</p> <ul style="list-style-type: none"> • FTE Allocation • Race to the Top Grant (RT3) • Title IIA • 21st Century Learning Center Grant • ESPLOST • Small Learning Community (SLC) Grant • Perkins Grant/CTAE • Title IV/IDEA • Advanced Placement Grant • McKinney-Vento Grant • Community/Business Partners 	<p>Timeline:</p> <p>July 2010-ongoing</p>	<p>Budget:</p> <p>\$ 5,600,000.00</p> <p>\$2,100,000.00</p> <p>\$20,000.00</p> <p>\$175,000.00</p> <p>\$50,000.00</p> <p>\$84,000.00</p> <p>4400,000.00</p> <p>2,000,000.00</p> <p>\$4500.00</p> <p>\$5,000.00</p> <p>\$10,000.00</p>

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.		
<p>Actions:</p> <ul style="list-style-type: none"> • Adopt locally developed teacher competencies when hiring staff • District Voluntary Transfer process (three-year commitment to Groves HS) • School Calendar/Daily Schedule/Bell Times • Exempted for non-State Mandated Testing/Assessments • Board Resolution granting operational flexibility 	<p>Timeline:</p> <p>January - July 2011</p>	<p>Budget:</p>

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<ul style="list-style-type: none"> • Code of Conduct • School Advisory Board • Annual benchmark incentives (all staff) <p>In 2011-12, Groves High School will implement a seven- period schedule allowing for extended learning time. The schedule will enable students identified as struggling in math and language arts the ability to have support classes to build skills necessary for them to succeed. The schedule will also allow 16 half-days for teachers to participate in professional activities. The schedule will also allow students with good attendance and behavior to be rewarded with shorter days or allow students to take advantage of individualized, small-group instruction.</p>	<p>June, 2011 – May, 2013 (Year 2-3): <i>Continue to refine and implement flexible schedule.</i></p>	
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E. Sustain the reform after the funding period ends.

<p>Actions:</p> <p>The primary focus of the School Improvement Grant is to develop the capacity of the Groves High School staff to assure the sustainability of effective instructional practices. The Savannah-Chatham County Public School System (SCCPSS) is confident in its ability to sustain the initiatives used to support the Turnaround Model at Groves High School. The sustainability of Groves' Turnaround Model will be ensured through a multi-faceted approach: creation of a Leadership Instructional Team, commitment to data-</p>	<p>Timeline:</p>	<p>Budget:</p>
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<p>based decision making, and the creation and implementation of a shared set of goals directed at reducing the achievement gap and increasing learners' success. Only comprehensive, multi-faceted, integrated, and coherent designs offer hope of success. Interventions herein have been selected and designed based on Groves' data and cultural climate. The Turnaround Model will be supported by the school district, while the creation of a Community Relations Specialist will build parental and community support. In essence, the Turnaround Model will be "integrated into the daily lives of the school community". (Datnow & Stringfield, 200).</p> <p>Extended Time: The extension of instructional time and professional development that are included in the SIG plan will be provided in subsequent years utilizing available Title I, Title II and/or general fund expenditures at the end of the grant period.</p> <p>Job-Embedded Professional development: Professional development will be ongoing as effective and experienced teachers will be paired with novice teachers. It is through these efforts that Groves High School will serve as a center for active research. As teachers become proficient and build professional competencies, the need for coaching and support will transfer from outside consultants to the professional learning community of the site in terms of sustainability.</p>		
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<p>Professional Learning Communities and vertical and horizontal instructional teams will take place within the school day as students are participating in safety net interventions to allow for continuous data collection and development of smart goals.</p> <p>Train-the-Trainer model: This model will provide professional training to the staff at Groves High School for unpacking and aligning CCSS to the Georgia Performance Standards (GPS) for implementation. Utilization of the train-the-trainer model, in addition to consistent and constant monitoring of implementation with fidelity, will ensure that the highly-qualified staff at Groves High School become experts and are able to redeliver the necessary skills and knowledge to assist new staff with implementation of the programs. Additionally, this model will build capacity within the district by providing a core group of quality teachers able to redeliver training to other teachers/professionals regarding the use of best practices that positively impact student achievement. The train-the-trainer model will provide “inside experts” who will replicate strategies and procedures for new hires and sustain the capacity for all staff.</p> <p>Implementation: The administration at Groves will continuously monitor teachers ensuring the fidelity of implementation of improvement initiatives; allocate and</p>		
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<p>protect time for planning and professional learning to expand the capacity of all personnel; and encourage collaboration among teachers to find solutions to common problems and focus on areas in need of improvement.</p> <p>Budgeting: The LEA will use a comprehensive budgeting process to coordinate funding sources, enabling the school to purchase high-priority needs and to ensure that funds are spent on scientifically and evidence-based practices, products, or programs.</p> <p>Data Collection: Data teams will ensure the collection, evaluation, and distribution of district, state, and norm-referenced data. Progress monitoring will take place on a day-to-day basis as teachers closely monitor student progress. Data will be an ongoing topic of discussion in PLC conversations. Data walls will help to promote transparency and will help to make the invisible results and issues visible.</p> <p>Leadership Team and Instructional Coaching Staff: The school's leadership team and Instructional Coaching Staff will continue to meet to analyze formative assessment data, to ensure the maximum use of all educational resources (computer software, assessments, intervention, etc.), to ensure the use of technology to enhance instruction (i.e., graphing calculators, Promethean Boards, computers, etc.),</p>		
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<p>and to ensure the use of professional learning strategies in instruction. The Instructional Coaches (and consultants if funds are available) will continue to provide professional learning (i.e., coaching and modeling content, etc.). Teachers will continue to meet to develop plans, assessments, and strategies for instruction (i.e., before a unit, for teaching the unit as a team). After the grant period, depending upon teacher allocation, the coaching positions may be able to be locally funded, or the coach may fill a teaching position in the area in which the teacher is highly qualified.</p> <p>The Turnaround Model proposed herein includes strategies to create and establish various partnerships in the community such as business partners, service organizations, school alumni. It also provides strategies for increasing the involvement of the Parent Teacher Association. These are other ways to sustain reform efforts.</p>		
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**Georgia Department of Education
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Attachment 2a - Turnaround Model**

LEA Name: **Savannah-Chatham County Public School System**

School Name: **Robert W. Groves High School**

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

Reading/English Language Arts

2011-2012 School Year

5% - 10% increase in the number of students passing the ELA GHSGT (or an EOCT equivalent) over the previous year

2012-2013 School Year

5% - 10% increase in the number of students passing the ELA GHSGT (or an EOCT equivalent) over the previous year

2013-2014 School Year

5% - 10% increase in the number of students passing the ELA GHSGT (or an EOCT equivalent) over the previous year

Mathematics

2011-2012 School Year

10% increase in the number of students passing the Math GHSGT (or an EOCT equivalent) over the previous year

2012-2013 School Year

10% increase in the number of students passing the Math GHSGT (or an EOCT equivalent) over the previous year

2013-2014 School Year

10% increase in the number of students passing the Math GHSGT (or an EOCT equivalent) over the previous year

Graduation Rate

2011-2012 School Year

5% - 10% increase in the graduation rate over the previous year

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2012-2013 School Year
5% - 10% increase in the graduation rate over the previous year
2013-2014 School Year
5% - 10% increase in the graduation rate over the previous year

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Attachment 4 – Year 1

Budget Detail

LEA Name: Savannah-Chatham County Public School System

School Served: Robert W. Groves High School

Intervention Model: Turnaround

Tier Level: II

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

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

Object Class		Item Description	Costs	
100	Personnel Services (Salaries)	Extended day for 140 Groves HS staff members	\$ 470,400	
		1 Principal Supplement/Signing Bonus (ONE TIME)	\$ 10,000	
		3 Assistant Principals Supplement/Signing Bonus @ \$2,500 each (ONE TIME)	\$ 7,500	
		Teacher Signing Bonus 80 @ \$2,000 (ELA, Math, Science, Social Studies, ESOL and Special Education)	\$ 160,000	
		Annual Accountability Incentives for teachers: 92 @ \$1,800 each	\$ 165,600	
		Annual Accountability Incentives for 4 Administration @ \$1,500 each	\$ 6,000	
		Annual Accountability Incentives for 12 Non-certified staff @ \$1,000 each	\$ 12,000	
		Annual Accountability Incentives for 37 Classified Staff @ \$800 each	\$ 29,600	
		School & Community Relations Specialist	\$ 45,000	
		Stipends – for Math, ELA and Science teachers (pre-planning)	\$ 17,000	
		Stipends - for parent workshop presenters (Evening/weekends)	\$ 1,000	
		Teacher Subs for Professional Learning activities and training in teachers' absences	\$ 15,000	
		Resource Officers (overtime) to provide security for evening parent workshops	\$ 700	
				Object Total
				\$ 939,800
200	Benefits	Medical	\$ 8,303	
		Medicare	\$ 13,628	
		Teacher Retirement	\$ 4,626	
		Unemployment Compensation	\$ 32	
		Workers Compensation	\$ 4,418	
		FICA	\$ 58,268	
				Object Total
				\$ 89,275
300	Purchased Professional & Technical Services	Required GADOE Summer Leadership Academy training for the Groves HS Leadership team	\$ 20,000	
		Required SIG State meetings/trainings	\$ 8,000	
		Thinking Maps for all certified staff	\$ 13,500	
		Thinking Maps Train-the-Trainer for 6 teachers	\$ 10,000	
		Math focused strategies/intervention programs	\$ 18,000	
		Professional learning for co-teaching training	\$ 5,000	
		Professional learning and the coach for PBIS and MindSet	\$ 10,000	

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		Professional learning-- AVID	\$ 15,000	
		Professional learning focused on Depth of Knowledge	\$ 5,000	
		Professional learning for Standards-Based Classroom	\$ 23,200	
		Data Retreat Workshop	\$ 5,600	
		Travel for Instructional, Technology, Reading and Math trainings/workshops, Required SIG State meetings/trainings and Required Summer Leadership	\$ 10,000	
		Strive to Excel Program: Provide support to students in their academic careers, developing their social skills, and providing college and career exposure, with continual involvement of the parent(s).	\$20,000	
				Object Total
		Professional Services for parent workshops	\$ 1,000	\$ 164,300
500	Other Purchased Services	Transportation - Extended Year	\$ 120,000	
				Object Total
				\$ 120,000
600	Supplies	Instructional School Supply Bonus for Teachers- 117@ 500	\$ 58,500	
		Science materials, equipment, & graphing calculators	\$ 30,000	
		Computer labs (ELA/Writing)	\$ 120,000	
		Promethean Boards/Smart Boards (ELA/Math)	\$ 15,000	
		Student Response Systems (Formative/Summative Assessment)	\$ 18,000	
		Software (USA Test Prep) to support core instruction for EOCT & GHGT	\$ 11,000	
		Parental Involvement books, supplies, furniture, computers, postage and printing for Parent Resource Center	\$ 14,500	
		Other books – High-Interest/ Low Readability Content Books	\$ 25,000	
		Other books - Differentiated learning resource books	\$ 5,000	
				Object Total
		Supplemental Books (ONLY) - Library/Media Center & reference books	\$ 10,000	\$ 307,000
700	Property (Capitalized Equipment)	Indirect Cost to provide accounting, budgeting, and technical support for the SIG based on 2.16%	\$ 40,551	
				Object Total
				\$ 40,551
800	Other Objects			
				Object Total
				\$ -
				Object Total
				\$ -

Function Total \$ 1,660,926

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LEA Application 2011

Attachment 4 – Year 2

Budget Detail

LEA Name: Savannah-Chatham County Public School System

School Served: Robert W. Groves High School

Intervention Model: Turnaround

Tier Level: II

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

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

Object Class		Item Description	Costs	
100	Personnel Services (Salaries)	Extended day for 140 Groves HS staff members	\$ 470,400	
		Teacher Signing Bonus 15 @ \$2,000 (ELA, Math, Science, Social Studies, ESOL and Special Education)	\$ 30,000	
		Annual Accountability Incentives for teachers: 92 @ \$1,800 each	\$ 165,600	
		Annual Accountability Incentives for 4 Administration @ \$1,500 each	\$ 6,000	
		Annual Accountability Incentives for 12 Non-certified staff @ \$1,000 each	\$ 12,000	
		Annual Accountability Incentives for 37 Classified Staff @ \$800 each	\$ 29,600	
		School & Community Relations Specialist	\$ 45,000	
		Stipends - for Math, ELA and Science teachers (pre-planning)	\$ 17,000	
		Stipends - for parent workshop presenters (Evening/weekends)	\$ 500	
		Teacher Subs for Professional Learning activities and training in teachers' absence	\$ 15,000	Object Total
		Resource Officers (overtime) provide security evening parent workshops	\$ 700	\$ 791,800
200	Benefits	Medical	\$ 8,303	
		Medicare	\$ 11,482	
		Teacher Retirement	\$ 4,626	
		Unemployment Compensation	\$ 32	
		Workers Compensation	\$ 3,722	Object Total
		FICA	\$ 49,092	\$ 77,257
300	Purchased Professional & Technical Services	Required GADOE Summer Leadership Academy training for the Groves HS Leadership team	\$ 20,000	
		Required SIG State meetings/trainings	\$ 8,000	
		Thinking Maps for all certified staff	\$ 13,500	
		Thinking Maps Train the Trainer for 6 teachers	\$ 10,000	
		Math focus strategies/intervention programs	\$ 18,000	
		Professional learning for co-teaching training	\$ 5,000	
		Professional learning and the coach for PBIS, and MindSet	\$ 10,000	
		Professional learning AVID	\$ 15,000	
		Professional learning focused on Depth of Knowledge	\$ 5,000	
		Professional learning for Standards-Based Classroom	\$ 23,200	
		Data Retreat Workshop	\$ 5,600	

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		Travel for Instructional, Technology, Reading and Math trainings/workshops, Required SIG State meetings/trainings and Required Summer Leadership	\$ 10,000	Object Total
		Professional Services for parent workshops	\$ 500	
		Strive to Excel Program: Provide support to students in their academic careers, developing their social skills, and providing college and career exposure, with continual involvement of the parent(s).	\$ 20,000	
				\$ 163,800
500	Other Purchased Services	Transportation - Extended Year	\$ 120,000	
				Object Total
				\$ 120,000
600	Supplies	Instructional School Supply Bonus for Teachers- 117@ 500	\$ 58,500	
		Promethean Boards/Smart Boards (ELA/Math)	\$ 15,000	
		Software (USA Test Prep) to support core instruction for EOCT & GHGT	\$ 11,000	
		Parental Involvement books, supplies, furniture, computers, postage and printing for Parent Resource Center	\$ 6,000	Object Total
				\$ 90,500
700	Property (Capitalized Equipment)	Indirect Cost to provide accounting, budget and technical support for the SIG based on 2.16% (Projected)	\$ 31,260	
				Object Total
				\$ 31,260
800	Other Objects			
				Object Total
				\$ -
900	Other Uses			
				Object Total
				\$ -

Function Total \$ 1,274,617

Georgia Department of Education
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LEA Application 2011 **Attachment 4 – Year 3**

Budget Detail

LEA Name: Savannah-Chatham County Public School System

School Served: Robert W. Groves High School

Intervention Model: Turnaround

Tier Level: II

Fiscal Year: July 1, 2013 through June 30, 2014

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

Object Class		Item Description	Costs	
100	Personnel Services (Salaries)	Extended day for 140 Groves HS staff members	\$ 470,400	
		Teacher Signing Bonus 15 @ \$2,000 (ELA, Math, Science, Social Studies, ESOL and Special Education)	\$ 30,000	
		Annual Accountability Incentives for teachers: 92 @ \$1,800 each	\$ 165,600	
		Annual Accountability Incentives for 4 Administration @ \$1,500 each	\$ 6,000	
		Annual Accountability Incentives for 12 Non-certified staff @ \$1,000 each	\$ 12,000	
		Annual Accountability Incentives for 37 Classified Staff @ \$800 each	\$ 29,600	
		School & Community Relations Specialist	\$ 45,000	
		Stipends - for Math, ELA and Science teachers (pre-planning)	\$ 17,000	
		Stipends - for parent workshop presenters (Evening/weekends)	\$ 500	
		Teacher Subs for Professional Learning activities and training in teachers' absence	\$ 15,000	Object Total
		Resource Officers (overtime) provide security evening parent workshops	\$ 700	\$ 791,800
200	Benefits	Medical	\$ 8,303	
		Medicare	\$ 11,482	
		Teacher Retirement	\$ 4,626	
		Unemployment Compensation	\$ 32	
		Workers Compensation	\$ 3,722	Object Total
		FICA	\$ 49,092	\$ 77,257
300	Purchased Professional & Technical Services	Required GADOE Summer Leadership Academy training for the Groves HS Leadership team	\$ 20,000	
		Required SIG State meetings/trainings	\$ 8,000	
		Thinking Maps for all certified staff	\$ 13,500	
		Thinking Maps Train the Trainer for 6 teachers	\$ 10,000	
		Math focus strategies/intervention programs	\$ 18,000	
		Professional learning for co-teaching training	\$ 5,000	
		Professional learning and the coach for PBIS, and MindSet	\$ 10,000	
		Professional learning AVID	\$ 15,000	
		Professional learning focused on Depth of Knowledge	\$ 5,000	
		Professional learning for Standards-Based Classroom	\$ 23,200	
		Data Retreat Workshop	\$ 5,600	

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		Travel for Instructional, Technology, Reading and Math trainings/workshops, Required SIG State meetings/trainings and Required Summer Leadership	\$ 10,000	Object Total
		Professional Services for parent workshops	\$ 500	
		Strive to Excel Program: Provide support to students in their academic careers, developing their social skills, and providing college and career exposure, with continual involvement of the parent(s).	\$ 20,000	
				\$ 163,800
500	Other Purchased Services	Transportation - Extended Year	\$ 120,000	
				Object Total
				\$ 120,000
600	Supplies	Instructional School Supply Bonus for Teachers- 117@ 500	\$ 58,500	
		Promethean Boards/Smart Boards (ELA/Math)	\$ 15,000	
		Software (USA Test Prep) to support core instruction for EOCT & GHGT	\$ 11,000	
		Parental Involvement books, supplies, furniture, computers, postage and printing for Parent Resource Center	\$ 6,000	Object Total
				\$ 90,500
700	Property (Capitalized Equipment)	Indirect Cost to provide accounting, budget and technical support for the SIG based on 2.16% (Projected)	\$ 31,260	
				Object Total
				\$ 31,260
800	Other Objects			
				Object Total
				\$ -
900	Other Uses			
				Object Total
				\$ -

Function Total \$ 1,274,617

**Georgia Department of Education
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Attachment 4a - Budget Template**

LEA Savannah-Chatham County Public School System BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Year 1–Full Implementation			
School Name	Grant writing, stakeholders meetings, development of local competencies, operational flexibility, board resolution, interview current Groves HS and hire up to 50%	Robert W. Groves High School	<i>See Year 2 Budget</i>	<i>See Year 3 Budget</i>	
School Name					
School Name					
LEA-level Activities	Job embedded professional development workshops/training, GaDOE summer leadership, AVID, signing bonus (ELA, math, science , ELL, social studies, purchase computers for computer ELA/ELL labs, Class Keys/Leader Keys, extended learning time, formative/summative assessments and graphing calculators/software (math/science)		<i>See Year 2 Budget</i>	<i>See Year 3 Budget</i>	
Total Budget	\$1,660,926		\$1,247,617	\$1,274,617	\$4,210,160

Attachment 5 – Checklist

Brad Bryant, State Superintendent of Schools
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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.	<input type="checkbox"/>
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.).	<input type="checkbox"/> <input type="checkbox"/>

B-1. Pre-Implementation Activities and Budget

✓	Pre-implementation activities are described.	<input type="checkbox"/>
✓	A proposed budget is included.	<input type="checkbox"/>

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.	<input type="checkbox"/>
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Section D. ASSURANCES

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

✓	The superintendent agrees to the waivers included in the School Improvement Grant.	<input type="checkbox"/>
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Attachment 6 - Rubric

CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Rationale	There is no evidence to support that data was analyzed to determine school needs and select the most appropriate intervention model.	Data has been collected; however, there is limited evidence that the data collected has been sufficiently analyzed to determine school needs resulting in the selection of an appropriate intervention model.	Sufficient data, including student achievement, process, demographic, and perception data, has been collected and analyzed to support the selection of the intervention model. The rationale clearly justifies the selection of the intervention model based on data analysis and school needs.
Capacity	There is no evidence in the application that indicates the LEA has the capacity to provide adequate resources and support to fully and effectively implement the intervention model selected.	Actions described in the application lack the detail necessary to ensure the LEA is prepared and committed to fully and effectively implement the selected intervention model. More specific information regarding resources, support, and commitment is needed.	<p>Actions described in the application indicate that the LEA is prepared and committed to provide the necessary resources and support to implement the selected intervention model fully and effectively. In addition, the application indicates the LEA is prepared and committed to provide the school sufficient operational flexibility to fully implement a comprehensive approach to substantially improve student achievement outcomes.</p> <p>To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for:</p> <ul style="list-style-type: none"> • Demonstrating capacity to devote staff, facilities, funding, services, and other resources exclusively to the management contracting function. • Demonstrating flexibility in removing barriers for the contract schools. • Ensuring that the LEA's central office staff will support successful implementation of the contract.

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

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

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

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CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Allocation of Funds	There is no evidence that sufficient funds are allocated to support implementation of the intervention model, and the actions and strategies funded do not align with the final requirements of the intervention model selected.	Funds are allocated to support the implementation of the intervention model; however, the actions and strategies funded are not consistently aligned to improving student achievement and/or the final requirements of the intervention model.	The actions and strategies funded directly support improving student achievement and are aligned to the final requirements of the intervention model. Funds allocated are sufficient to support implementation of the intervention model selected.
Sustainability	There is no evidence in the application that indicates actions will be taken to maintain implementation of the processes and strategies that positively impact student achievement.	An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies required for the intervention model selected; however, the plan does not describe the specific actions the LEA will take after the funding period ends.	<p>An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies that positively impact student achievement. The plan identifies preliminary steps that will be taken to retain human, material, and financial resources after the funding period ends. In addition, the plan addresses LEA support (e.g., policies, professional learning opportunities, protected time, etc.) for the actions and strategies that positively impact student achievement.</p> <p>To ensure that reforms are sustained after the funding period ends, the SEA will review the LEA process for:</p> <ul style="list-style-type: none"> • Developing a plan with a timeline for continued implementation of the intervention strategies. • Measuring progress and adjusting strategies that have not proven to be effective. • Aligning funds to continue supporting successful intervention efforts and progress. • Providing continued professional learning opportunities that link to the intervention strategies and annual goals for student achievement.

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Attachment 7a - Capacity Factor Chart

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

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

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Attachment 7b - Restructuring Team Checklist

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

- | | |
|---|----------------------------|
| • School Board Members | |
| • Superintendent | Dr. Thomas B. Lockamy, Jr. |
| • Chief Academic Officer | Sharon Sand |
| • Executive Director of High Schools | Aretha Rhone-Bush |
| • Principal | Dr. Ellis Duncan |
| • Chief Operations Officer | Otis Brock |
| • Chief Financial Officer | Rebecca McClain |
| • Director of Finance | Larry Jackson |
| • Department of Curriculum and Instruction | |
| • Department of Human Resources/Professional Learning | |
| • Robert W. Groves High School Teachers and Support Staff | |
| • Parents | |
| • Students | |

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

Qualifications to consider for your total working team include people with

- Conception
 - Flexibility (embrace change)
 - Initiative /Will
 - Teamwork
 - Influence
 - Commitment
-
- **A Drive for Results**
A record of implementing change despite political and practical barriers.
An unyielding belief that all children-no matter how disadvantaged-can learn.
Organizing and planning skills to keep the decision process and implementation for each failing school on track.
 - **Relationship and Influence Skills**
Good relationships with a wide range of district staff, parents, and community organizations.
Willingness and ability to disagree with others politely; a “thick skin.”
Teamwork skills to complete tasks responsibly and support team members.
Strong influence skills.

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- **Readiness for Change**

An open mind about ways to improve student learning.

Willingness to learn about what kinds of big changes work under differing circumstances.

Willingness to try new restructuring strategies.

No political agenda that may interfere with student learning-centered decisions.

- **Knowledge to do What Works** (or willingness to acquire it quickly)

Knowledge of the formal and informal decision-making processes in your district.

Knowledge of past efforts to change and improve schools in your LEA.

Knowledge of education management, effective schools research with a focus on what has been proven to produce student learning results with disadvantaged children.

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

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Attachment 7c - Selecting Turnaround Leaders

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

Summarize your findings here:

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

We ☒ can ☐ cannot recruit additional turnaround leaders.

Possible turnaround candidates within the LEA:

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

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

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APPENDIX A.

SAVANNAH-CHATHAM EXECUTIVE SUMMARY

SCHOOL IMPROVEMENT GRANT (SIG) ROBERT W. GROVES HIGH SCHOOL

The Turnaround Model will be implemented at Robert W. Groves High School, and has the advantage of allowing the school to start over with a clean slate in the Adequate Yearly Progress (AYP) process. As a result, the No Child Left Behind school choice transfer option, and supplemental educational services (tutoring provided by an outside provider) option will not be offered at Robert W. Groves High School.

When applying for a SIG, the school district must adhere to the following guidelines:

- develop a school improvement plan based on a comprehensive needs assessment and a school profile which will address the identified needs of the students in the school and improve student achievement. The March, 2011 GAPSS analysis and School Profile were utilized;
- demonstrate the capacity to implement the selected intervention model successfully;
- propose a budget that covers the full period of the grant;
- monitor the progress of schools that are being funded by SIGs;
- establish annual goals for student achievement in reading and math, in addition to meeting AYP;
- demonstrate sustainability to support the achievements of reform efforts after the grant period;
- measure the progress of these schools on leading indicators such as dropout rate, attendance, discipline, test participation, and achievement of specified academic outcomes.

Savannah-Chatham County School System understands and assures that any conflicts between the School Improvement Grant and Race to the Top will be resolved to reflect Race to the Top conditions.

Turnaround Intervention Model Key Components

New Governance Structure

1. Replace the principal and hire a new principal through a rigorous application and screening process based on locally determined competencies (*Georgia Leader Keys and School Keys*) which ensure the selection of a principal capable of successfully building a high performance team, implementing the school improvement plan, and achieving the district's established outcomes, including the attainment of Adequate Yearly Progress. A signing bonus will be included.
2. Grant the principal operational flexibility to implement the reform model in order to substantially improve student achievement and improve graduation rates. The superintendent will present to the Board of Education for approval (May 2011), a resolution granting this flexibility in areas such as staffing, budget, scheduling, school calendar, discipline, professional development, and other school operations.
3. Remove the staff and rehire, through a screening process based on locally determined competencies (*CLASS Keys, School Turnaround Teacher Competencies*), to ensure the selection of high-performing staff members capable of meeting established accountability measures leading to the attainment of Adequate Yearly Progress.
4. Provide financial and other career incentives such as signing bonuses for ELA, math, science, and Special education teachers, as well as annual performance-based incentives for all staff (not administrators) based on the attainment of student achievement benchmarks.

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5. Provide district level support (Executive Director of High Schools and Compensatory Programs) to monitor and supervise the principal, while providing accountability for the school improvement process. The Executive Director of High Schools and Compensatory Programs reports to the school's Academic Officer.

NOTE: A Turnaround Leader is not required for Tier II (non-Title I)

6. Establish a School Advisory Board including parents, students, community members, and other key stakeholders for the purpose of advising leaders regarding school improvement and student achievement.
7. Continue state supports which include the services of a School Improvement State Director, (consultative only) and a Math Implementation Specialist.

Additional Student Support Systems

1. Provide extended day and extended year learning opportunities for all students at Robert W. Groves High School to include, but not limited to, a seven period day, an extended school year, before/after school tutoring, a Twilight High School Program (Race to the Top), an expanded District Virtual Learning Program, and Georgia Virtual School.
2. Analyze feeder school student achievement, initiate opportunities for collaboration, planning, and professional learning with feeder schools, and develop early warning systems and transition programs for students entering Robert W. Groves High School.
3. Provide social-emotional and community-oriented services to support students which include: implementing a Positive Behavior Support (PBS) system; increasing parental and community involvement by providing training and workshops for parents; establishing a parent center which serves as a resource for parents in order to support student achievement by breaking down barriers to home-school collaboration and communication.

Instructional and Support Strategies

1. Develop and implement a comprehensive, job-embedded professional learning plan (math, instructional technology, co-teaching, reading, formative and summative assessment, etc.) for all staff, focused on identified and documented needs for improving teaching and learning.
2. Use data to identify and implement research-based instructional programming aligned with state standards, Common Core Standards, and the School Improvement Grant (SIG) requirements.
3. Ensure the continuous use of student diagnostic data in a formative and summative manner in order to inform, as well as differentiate instruction in order to meet academic growth needs of students by using common weekly benchmarks.

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APPENDIX B.

Savannah-Chatham Board of Education

Robert W. Groves High School Operational Flexibility

Turnaround Reform model strategies remove barriers that inhibit school improvement and fail to support effective teaching and learning. The Turnaround Reform model will be implemented at Robert W. Groves High School for the purpose of improving the academic achievement of students through an innovative instructional program and new governance structure. In order to meet the requirements of the School Improvement Grant (SIG) and ensure its success, the new principal will need operational flexibility in multiple areas of leadership and operations.

WHEREAS, comprehensive operational flexibility will ensure the removal of barriers in the implementation of a comprehensive approach to substantially improved student achievement outcomes, as well as increased high school graduation rates for Robert W. Groves High School students;

WHEREAS, comprehensive operational flexibility includes, but is not limited to, the areas of budget, staffing, recruitment and retention incentives for high performing staff, scheduling, calendar and bell time options, disciplinary rubrics, assessment, credit recovery and professional learning, as well as other operational procedures which may be considered through the governance structure of the Turnaround Reform model;

WHEREAS, comprehensive operational flexibility demonstrates a significant commitment on behalf of the Superintendent and Board of Education to support change and reform at Robert W. Groves High School, and provides an avenue of opportunity for continued collaboration and engagement of all stakeholders in the Robert W. Groves High School community.

THUS,

BE IT RESOLVED, upon the recommendation of the Superintendent, that the principal of Robert W. Groves High School be granted the comprehensive operational flexibility necessary to ensure the successful implementation of the Turnaround Reform model as outlined in the School Improvement Grant (SIG), and the attainment of the student academic outcomes therein, including the attainment of Adequate Yearly Progress.

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APPENDIX C.

**Robert W. Groves High School
Program Specific Assurances**

April 14, 2011

The superintendent certifies that each of the statements below concerning the use of funds allocated through the School Improvement Grants (1003g) for FY12 is true and correct.

1. All funds will be used in accordance with the guidance requirements of the School Improvement Grant (1003g). ***Savannah-Chatham County Public School System will use funds in accordance with the guidance requirements of the SIG (10003)g.***
2. Tier I schools are to be school-wide and not targeted assistance. ***Robert W. Groves High School will operate under the school-wide Tier II model.***
3. All teachers will be highly qualified. ***All teachers at Robert W. Groves High School will be highly qualified.***
4. There will be no reduction in state funding to SIG schools. ***There will be no reduction in state funding as it relates to Robert W. Groves High School.***
5. Any conflicts that arise between Race to the Top and the School Improvement Grants will reflect Race to the Top guidelines.
6. If a district is participating in Race to the Top, the following requirements will be in place:
 - The district will put in place the common statewide evaluation system that will ensure consistency and comparability across districts (based on a common definition of teacher/principal effectiveness). The district will work with the State to develop a single Teacher Effectiveness Measure (TEM) for each teacher and a single Leader Effectiveness Measure (LEM) for each school leader.
 - The evaluation system (TEM/LEM) will include several components: (a) a qualitative measure of effectiveness (rubrics-based evaluation tool); (b) a quantitative measure of effectiveness focused on student achievement and student growth outcomes; and (c) other quantitative measures of student engagement and achievement, to be researched and validated by the state in partnership with the district. The quantitative measures focused on student growth will constitute 50% of the total evaluation system for teachers of tested subjects. Clear expectations will be set for teachers and principals in terms of performance, and effective supports will be provided to teachers and principals to help them meet performance requirements. TEM (LEM) will be used to inform talent management decisions such as promotion, recertification, professional development supports, interventions, and differentiated compensation.

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- The district will compensate, promote, and retain teachers and principals, including by providing opportunities for highly effective teachers and principals to obtain additional compensation and be given additional responsibilities. The district will tie step increases for teachers to teachers' performance on the qualitative rubrics-based evaluation tool; tie annual salary increases for principals to each principal's LEM; and work with the State to develop career ladder opportunities for teachers that allow teachers to take on additional responsibilities for additional pay, while remaining in the classroom.

Robert W. Groves High School
Savannah-Chatham County Public School System
School Improvement Grant

Turnaround Intervention Model
“By Any Means Necessary”

School Governance	Academic Rigor and Relevance	School Culture and Climate	Family and Community Engagement
Operational Flexibility	Job Embedded Professional Development	9 th Grade Summer Bridge Program	Advisory Board
Extended Learning	Standards Based Instruction	9 th Grade Academy	School Council
Recruitment/Retention of Highly Qualified Teachers	Diagnostic, Formative and Summative Assessments	Student Advisement	PTA
Hiring Bonuses	Graduation Coach	PBIS	Open House/Family Night
Performance Pay Incentives	Mathematics Coach	Code of Conduct	Parent Resource Center
Georgia Leader Keys	RTI		Community and School Relations Specialist
Georgia CLASS Keys	AVID		
Electronic Instructional Focused Observations	Advanced Placement		
	Dual Enrollment		
	21st Century Instructional Technology		

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APPENDIX E.

Achievement

Candidate Name:_____ **Date:**_____

Interviewer:_____

Question: Think about a time when you felt very successful and proud of something you accomplished at work and tell us the story.

Circle the zone and level according to the response given.

Zone	Level	General Description	Specific Behaviors
Red Flag Zone	1	Low Concern for Work or Quality	Shows little concern for quality of work. Or preoccupied by non-work matters (sports, friends, hobbies etc)
	2		Expresses desire to do the job well but does not make measureable improvements or have a clear standard of excellence.
Neutral Zone		Wishes to Do Job Well	
Threshold	3 TH	Moderate Concern for Work and Quality	Works to do tasks and meet standards required by the principal/management, or makes voluntary improvements, but <input type="checkbox"/> With not specific goal in mind or, <input type="checkbox"/> Only to meet easy/modest goals
	4	Strong Concern for Work Goals and Quality Improvement	Sets challenging work goals (difficult but not unrealistic) for self and students (or other adults) and acts to meet them, or sets challenging goals for self and students and monitors progress.
Superior	5 S	Prioritizes Goals and Tasks based on Impact relative to Effort	Carefully chooses challenging goals and actions towards goals (for self and students) based on cost-benefit analysis: time, money, and other resources needed versus speed and magnitude of results.
	6	Pursuit of High-Risk Goals and Improvement	Commits significant resources and time (without being sure of success) to reach a very challenging goal; And takes multiple actions to minimize risk and ensure success (e.g. conducts research, anticipates barriers, plans carefully ahead, engages others to help).

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Teamwork Leadership

Candidate Name:_____ **Date:**_____

Interviewer:_____

Question: Think about a time when you participated in a group or team of people to accomplish work that was satisfying to you and tell me the story.

Circle the zone and level according to the response given.

Zone	Level	General Description	Specific Behaviors
Red Flag Zone	1	Does not Lead	Provides no direction, goals, roles, or meeting clarity when needed or asked, or has not engaged in any roles, in work or volunteering, that require leadership of a team.
	2	Manages Logistics	Communicates agendas, time constraints and work tasks.
Neutral Zone	3	Keeps People Informed	Tells people affected by decisions or events what is happening, ensuring that people have information they need.
	4	Manages Team Fairly	Uses formal authority fairly, treats people on team with respect and fairness.
Threshold	5 TH	Acts to Make Team Effective	Promotes team morale and enhances performance by taking actions that affect how people feel about the team and how well they perform on it. May include how work is assigned, who is hired and fired on team, and expressions of how these actions affect remaining team members performance and morale.
	6	Ensures Team Opportunity to Perform	Obtains resources and people that the group needs to perform, and protects the group from outside influences that might prevent performance.
	7	Leads Team to Results	“Sells” the team mission, goals, and actions to its members, and then follows up to ensure that the team’s work in done well.
Superior	8 S	Communicates a Compelling Vision to Motivate Discretionary effort	Motivates the team – and stakeholders who affect the team’s work – with charismatic communications of the vision for the organization, resulting in excitement and large contribution of people’s discretionary effort.

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Monitoring and Directiveness

Candidate Name:_____ **Date:**_____

Interviewer:_____

Question: Think about a time when you set a standard for someone else's work and held that person accountable for adhering to that standard, and tell me the story.

Circle the zone and level according to the response given.

Zone	Level	General Description	Specific Behaviors
Red Flag Zone	1	Avoiding Direction	Gives in to others, even when this conflicts with work objectives, or does not give directions or communicate expectations. (May justify by expressing concern with others liking them or hurting people's feelings.)
Neutral Zone	2	Routine Directions	Gives directions about routine work, or provides some direction that is not very explicit or detailed.
Threshold	3 TH	Detailed Directions	Gives detailed directions that communicate to others what needs to be done to accomplish work tasks.
	4	Asserts Needs	Says "no" to requests that are obviously unreasonable or sets limits on others' behavior, or structures situations so that others must comply.
Superior	5 S	Asserts High Standard for Compliance	Sets high standard explicitly up front, repeats this high expectation, and monitors/ communicates performance versus standard. Or repeatedly insists in a demanding way that others comply with high standard.
	6	Confronts Others about Performance Problems	Confronts students (or others) about performance problems, or threatens consequences for performance shortfalls.

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Managing and Measuring Work

Candidate Name:_____ **Date:**_____

Interviewer:_____


Question: Please provide one or two examples of how you've used quantitative and qualitative measures to monitor achievement of goals and objectives. What measures did you set and how did you monitor them? Was there a time when you needed to provide feedback? What was the result?

Circle the zone and level according to the response given.

Zone	Level	General Description	Specific Behaviors
Red Flag Zone	1	Does not understand the utilization of data.	Shows little concern for using data in setting goals and no examples are given. Or does not appear to know how to use data for measuring achievement.
Neutral Zone	2	Utilizes data by application and authentic monitoring	Uses data in very basic terms, i.e. at grade level or over all school results. Little indication of how data would be monitored.
Threshold	3 TH	Utilizes data by application and authentic monitoring.	Using known methods provides tow examples that identify what is most important and how the data is related. Or applies past knowledge of similarities, differences, gaps and trends to categorize new data and how it was monitored and shared feedback to stakeholders.
	4	Implements data to set and monitor achievement goals.	Uses data in a competent, consistent manner that effectively analyzes specific strands of strands of students and monitors their achievement throughout the year. Two specific examples are provided.
Superior	5 S	Data is used to its fullest potential to monitor achievement and set specific goals and objectives for all subgroups of students	Staff is involved in identifying and analyzing the data. Implementation of specific strategies of address strengths and weaknesses are shared and more than two examples are provided to illustrate the monitoring and feedback of the data.

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APPENDIX F.

	<h1 style="margin: 0;">JOB DESCRIPTION</h1>	
Number:	Title:	School and Community Relations Specialist
Nature of Position	The School and Community Relations Specialist is responsible for ensuring effective three-way communication between the school, families and community served	
Reports To	Title: Principal	
Education	Required	<ul style="list-style-type: none"> Master's degree in school counseling
	Preferred	<ul style="list-style-type: none"> Specialist or doctorate degree
Experience, Skill, and Certification	Required	<ul style="list-style-type: none"> Certified Guidance Counselor-High School Excellent oral and written communication skills Ability to coordinate activities and plan events
	Preferred	<ul style="list-style-type: none"> Three years of successful teaching experience.
Duties and Responsibilities	<ol style="list-style-type: none"> Serve as a public relations person to promote the school in the community in building and maintaining positive relationships that support efforts to increase student achievement . Establish a Parent Action Community Team to develop, execute and assess a strategic plan for parental involvement. Work with parents and community to develop and implement a Parent Policy, Parent/Community Action Plan and a Student, Parent, Teacher, School Compact. Establish and operate a Parent Resource Center. Provide staff development in understanding effective methods for working with parents. Provide periodic information/advisory meetings with students and their parents. Coordinate a Mentor/Apprenticeship Program. Coordinate a school volunteer program. Organize, facilitate, and/or conduct monthly parent and community trainings, workshops, and activities that support parent and/or student needs. 	

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	<p>10. Establish a Student/Parent Incentive Program.</p> <p>11. Maintain and disseminates current information to students and parents relating to self-exploration, career exploration, postsecondary education information, occupational information, and community resources.</p> <p>12. Collaborate with PTA and other parent organizations.</p> <p>13. Utilize professional resources of the school and community to assist students and parents.</p> <p>14. Consults with parents, teachers, other educators, and community agencies regarding behavior change strategies for resolving student problems.</p> <p>15. Collect, analyze, and disseminate data related to the effectiveness of parental involvement initiatives.</p> <p>16. Performs other duties as necessary for the effectiveness of the organization with the expectation that a flexible schedule may be necessary to best address the needs of parents.</p> <p>17. Attends in-service programs as required.</p> <p>18. Performs other duties as assigned.</p>
Terms of Employment	<p>Incumbents will be considered "at will." Salary and work year will be in accordance with the approved salary schedule and calendar appropriate to the position held.</p>

APPENDIX G.

Target Areas for Improvement

Robert W. Groves High School GAPSS Analysis Review

March 1, 2, and 3, 2011

Correlated to Georgia School Keys and Implementation Resource Guide

Curriculum	Assessment	Instruction	Professional Learning
<p>Ensure that all students are actively engaged in the curriculum by providing instruction that requires depth of understanding and rigor (explanation, interpretation, application, and analysis). Address all depth of knowledge levels in student assignments; construct authentic learning tasks for students; consistently use higher order questioning in daily instruction; and design assessments with depth of knowledge questions (levels 2 and 3). Monitor for use of language of the standards throughout the lesson by teachers and students. C-1.3; I-1; I-2.2; I</p> <p>Explore options to increase the availability and use of modern technology for teachers and students to enhance student learning. Seek ways to increase assistive technology (e.g. large key computers, specialized software to read text and view projected information) to help improved classroom instruction to ensure students are meeting the needs of the standards and their Individual Educational Plan (IEP) goals. I 2.7</p> <p>Communicate clear, high expectations and establish necessary support (e.g. safety nets) to ensure success for all learners. I 3.1; I 3.3</p> <p>Develop a systematic, ongoing process for monitoring and evaluating curriculum implementation across all contents and grade levels including consistent implementation of the instructional framework. C-3.1; C-3.2</p>			<p>Analyze disaggregated student learning, demographic, and perception data to develop and implement a comprehensive, focused, long-term (two to three years) plan for professional learning aligned with the school improvement plan. Clearly communicate the purpose, intended results and implementation expectations including expected changes in classroom practices so that teachers are able to use the new strategies routinely. Conduct ongoing monitoring and evaluation (both formative and summative over a multi-year period) of its impact on specific teacher practices and student achievement. Provide consistent, timely feedback and coaching to all teachers. PL-1.4; PL-2.1; PL-2.2; PL-2.4; PL-2.5</p> <p>Ensure that professional development is differentiated to reflect adult learning needs, career stages, and interests (e.g., mentoring, leading learning teams, coaching, utilizing technology, and curriculum development) in order to build capacity and deepen understanding of organizational change processes. PL 2.6</p> <p>Promote the sustained development of teachers' deep understanding of content knowledge, research-based instructional and assessment strategies, as well as the knowledge and skills to communicate high expectations for all students. Consider differentiated professional learning that specifically addresses the following areas:</p> <ul style="list-style-type: none"> differentiated instruction including understanding the difference between modifications and differentiation and data-based flexible grouping; deeper knowledge of subject-area content, particularly for mathematics and special education teachers; collaborative analysis of student work by teacher teams including teacher commentary with language of the standards; co-teaching models using appropriate accommodations for students with disabilities [regular and special education teachers should participate together]; use of technology/assistive technology to engage students and enhance their learning. <p>Monitor teachers' progress in implementing these research-based practices and provide feedback and</p>

	coaching.PL-2.7, PL-3.1, PL-3.2, PL-3.	
Planning and Organization		Leadership
<p>Utilize short term action plans in order to:</p> <ul style="list-style-type: none"> involve the leadership team in routinely monitoring instruction and assessment; guide the day-to-day operations of all teachers and staff; identify a manageable number of research-based instructional strategies to address with a timeline for implementation; and closely monitor and evaluate the continuous improvement process on a regular basis. PO-2.1; PO-2.2; PO-2.3 <p>Ensure effective selection and use of all resources including human, material, and technological by:</p> <ul style="list-style-type: none"> defining responsibilities for special education teachers working in a co-teaching model; exploring options to provide collaborative planning time for co-teaching teams; limiting special education teachers to one content area wherever possible; reviewing class sizes; increasing use of assistive technology for students with disabilities; and ensuring that all technology is maintained and repaired in a timely manner in order to increase effective teacher and student use of technology. PO-3.2 <p>Maximize instructional time throughout the school day by reviewing/improving the following practices:</p> <ul style="list-style-type: none"> promoting student engagement by ensuring that students remain on task throughout the class period in rigorous, performance-based learning activities; finding alternatives to sending disruptive students to the hallways during class time; beginning and ending instruction on time (bell-to-bell instruction); implementing effective co-teaching model(s); monitoring of students during transition between classes; reducing disruption of learning activities caused by classroom management issues; and eliminating external disruption of learning activities. PO-4.1; PO-4.2 		<p>A priority of the principal and the leadership team should be to monitor the school improvement plan and short-term action plans. The team's work will be enhanced by gathering and displaying a variety of current, relevant data. Analyzing this data to discern trends and patterns in student achievement and organizational productivity issues will impact the continuous improvement process. Consider disseminating minutes of the leadership team meetings to all teachers and staff via e-mail. Use the High-Impact Practice Implementation Rubric: Leadership Team (<i>Implementation Resource</i>) to evaluate and refine practices and processes. L-4.1; L-4.2; L-4.3</p>

School Culture	Student, Family, and Community Involvement and Support
<p>Identify students and target specific interventions to address their individual academic, social, emotional, and / or relational needs. Involve the leadership team in analyzing root causes of issues such as class tardiness, absenteeism, skipping class, dress code violations, and dismissal from class. <i>Use the Operational Descriptors in Standard 1 in the CLASS Keys summary report as a resource.</i> SC-1.1; SC 1.2; SC 1.3; SC1.4; L 4.3</p> <p>Expand the opportunities for frequently celebrating the accomplishments of both individuals and groups of students as well as staff, including unusual or outlier achievements by individuals and groups. This will build and reinforce positive relationships and interactions between and among students and staff. SC-2.4</p>	<p>Consider determining parenting skills program needs through the use of data (e.g., surveys, focus groups, etc.) and use those data to develop and implement a parenting skills training plan that will encourage parents to assume a more direct role in promoting their students' achievement. SFC-1.2; SFC-1.3</p>

APPENDIX H.

Robert W. Groves High School

Job-Embedded Professional Development Implementation Timeline

Activity	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014
CLASS Keys			X		X			X		
Content-Specific/ Technology-related Professional Development	X	X	X	X	X	X	X	X	X	X
Weekly Diagnostic Assessments Implemented		X	X	X	X	X	X	X	X	X
PLCs/Data Teams		X			X			X		
Advancement Via Individual Determination (AVID)	X						X			X
Co-teaching Training		X		X			X			X
Positive Behavior System/Mindset	X			X			X			
Thinking Maps				X						
GaDOE Summer Leadership Academy	X			X						X

“X” denotes the time frame in which training will occur. *Note: Implementation of researched-based best practices is ongoing. Monitoring will be done through informal observations and walkthroughs by district personnel, school administration and the school turnaround leader. Administration will also conduct formal observations utilizing the CLASS Keys.*

Robert W. Groves High School

2011-2012 Proposed Class/Bell Schedule

6 periods @ 50 minutes each + one 90-minute block x 191 days Total

Instructional seat time per unit: 159 hrs (144 hrs for block)

Total 8 Carnegie units per year

1. 7:30-8:20
2. 8:25-9:15
3. 9:20-10:10
4. 10:15-11:05
5. 11:10-1:05 (lunch block)
6. 1:10-2:00
7. 2:05-2:55

APPENDIX J.

School Year Range: August 8 - June 8

SAVANNAH-CHATHAM COUNTY PUBLIC SCHOOLS Groves 2011-2012 SCHOOL CALENDAR

JULY 2011 S M T W T F S 1 2 3 ☺ 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24/31 25 26 27 28 29 30	AUGUST 2011 S M T W T F S ♥ ♥ ♥ ♥ ♥ 6 7 ■ 9 10 11 12 13 14 15 16 17 18 ♦ 20 21 22 23 24 25 26 27 28 29 30 31	SEPTEMBER 2011 S M T W T F S 1 ♦ 3 4 ☺ 6 7 8 ★ 10 11 12 13 14 15 16 17 18 19 20 21 22 ♦ 24 25 26 27 28 29 30
OCTOBER 2011 S M T W T F S 1 2 3 4 5 6 ♦ 8 9 10 11 12 13 ● 15 16 ☉ 18 19 20 21 22 23/30 24/31 25 26 ☐ 28 29	NOVEMBER 2011 S M T W T F S 1 2 3 ♦ 5 6 7 8 9 10 ☺ 12 13 14 15 ★ 17 18 19 20 ☼ ☼ ☼ ☼ ☺ 26 27 28 29 30	DECEMBER 2011 S M T W T F S 1 2 3 4 5 6 7 8 ♦ 10 11 12 13 14 15 16 17 18 ☼ ☼ ☼ ☼ ☺ 24 25 ☺ ☼ ☼ ☼ ☼ 31
JANUARY 2012 S M T W T F S 1 ☺ ♥ 4 5 6 7 8 9 10 11 12 ♦ 14 15 ☺ ☉ 18 19 20 21 22 23 24 25 26 ☐ 28 29 30 31	FEBRUARY 2012 S M T W T F S 1 2 3 4 5 6 7 8 9 ♦ 11 12 13 14 ★ 16 17 18 19 ☼ 21 22 23 ♦ 25 26 27 28 29	MARCH 2012 S M T W T F S 1 2 3 4 5 6 7 8 ♦ 10 11 12 13 14 15 ● 17 18 ☉ 20 21 22 23 24 25 26 27 28 29 ♦ 31
APRIL 2012 S M T W T F S 1 ☉ 3 4 ☐ ☺ 7 8 ☼ ☼ ☼ ☼ ☼ 14 15 16 17 18 19 20 21 22 23 24 25 26 ♦ 28 29 30	MAY 2012 S M T W T F S 1 ★ 3 4 5 6 7 8 9 10 ♦ 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 ☺ 29 30 31	JUNE 2012 S M T W T F S ♦ 2 3 4 5 6 7 ☐ 9 10 ♥ ♥ ♥ ☐ 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

☺ Holiday for All	☐ District Planning Day
☉ Nine Week Period Begins	♥ Staff Planning Day
● Nine Week Period Ends	☼ Holiday (School Staff/Students)
♦ Early Release (1/2 Day for Students)	■ First Day of School
★ Progress Reports Issued	☐ Last Day of School
☐ Report Cards Issued	

MAJOR TESTING DATES

INSTRUCTIONAL PERIODS

FIRST SEMESTER	
First Nine-Week Period.....	08/8/2011 - 10/14/2011 (47 days)
Second Nine-Week Period.....	10/17/2011 - 01/13/2012 (45 days)
SECOND SEMESTER	
Third Nine-Week Period.....	01/17/2012 - 03/16/2012 (42 days)
Fourth Nine-Week Period.....	03/19/2012 - 06/08/2012 (51 days)
TOTAL	(185 days)

Independence Day Holiday (Holiday for All).....	July 4
Teachers Return / Pre-Planning	Aug. 1 - 5
Students Return (Beginning First 9-Week Period)	Aug. 8
Early Release / Prof. Learning Day (1/2 Day for Students)	Aug. 19, Sept. 2
Labor Day (Holiday for All).....	Sept. 5
Progress Reports Issued	Sept. 9
Early Release / Prof. Learning Day (1/2 Day for Students)	Sept. 23, Oct. 7
End of First 9-Week Period	Oct. 14
Beginning of Second 9-Week Period.....	Oct. 17
Early Release / Professional Learning Day (1/2 Day for Students)	Oct. 24
Report Cards Issued.....	Oct. 27
Early Release / Professional Learning Day (1/2 Day for Students)	Nov. 4
Veterans Day (Holiday for All).....	Nov. 11
Progress Reports Issued	Nov. 16
Thanksgiving Holiday Break (School Staff/Students)	Nov. 21 - 25
Thanksgiving Holiday (Holiday for All).....	Nov. 24 - 26
Early Release / Professional Learning Day (1/2 Day for Students)	Dec. 9
Winter Break (School Staff/Students).....	Dec. 19 - 30
Winter Holiday (Holiday for All).....	Dec. 23 - 26
New Year's (Holiday for All).....	Jan. 2
Staff Planning Day/Student Holiday	Jan. 3
End of Second 9-Week Period / Early Release	Jan. 13
Martin Luther King, Jr. Day (Holiday for All)	Jan. 16
Beginning of Third 9-Week Period / Second Semester	Jan. 17
Report Cards / Early Release/Prof. Learning Day (1/2 Day for Students) Jan. 27	
Early Release / Professional Learning Day (1/2 Day for Students)	Feb. 10
Progress Reports Issued	Feb. 22
President's Day (School Staff/Students)	Feb. 20
Early Release / Prof. Learning Day (1/2 Day for Students)	Feb. 24, Mar. 9
End of Third 9-Week Period	Mar. 16
Beginning of Fourth 9-Week Period	Mar. 19
Early Release / Professional Learning Day (1/2 Day for Students)	Mar. 30
Report Cards Issued	Apr. 5
Spring Holiday (Holiday for All).....	Apr. 6
Spring Break (School Staff/Students).....	Apr. 9 - 13
Early Release / Professional Learning Day (1/2 Day for Students)	Apr. 27
Progress Reports Issued	May. 2
Early Release / Professional Learning Day (1/2 Day for Students)	May. 11
Memorial Day (Holiday for All).....	May. 28
Early Release / Professional Learning Day (1/2 Day for Students)	June. 1
Last Day of School	June 8
Staff Planning / Post-Planning	June 11 - 13
Report Cards Issued	June 14

Calendar is subject to amendment by the Board of Education as necessary.

APPENDIX K.

A3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.

Actions:

The LEA designed a three-tiered incentive system to measure academic growth for students and provide rewards for school leaders, teachers and other staff that work to ensure this growth is obtained. This reward system is based on the established goals as provided in the School Improvement Grant and areas designated as deficient by the GAPSS study and/or Groves' Stakeholder Surveys.. The system that has been designed measures student growth and stakeholder satisfaction in academic and school-related customer service areas, and it will be implemented beginning in the 2011 – 2012 school year. (refer to Attachment below).

A rubric designed to evaluate each staff member's performance will be completed and attached to each employee's annual evaluation. Documentation of his/her achievements will be provided by the employee and certified by a member of the administrative team.

Note: In order to obtain the Level 2 incentive, faculty and staff must meet the criteria in Level 1; therefore, in order to obtain a Level 3 incentive, faculty and staff must meet the criteria in Level 1 and Level 2.

Timeline:

June 2012 (ongoing)

Groves High School Incentives Rubric

Employee Type	Level 1	Level 2	Level 3
Certified – Non-Teacher			
Media Specialists	<ul style="list-style-type: none"> Satisfactory CLASS Keys Evaluation Show evidence of promotion of school culture by attending 6 or more student-oriented school functions outside the regular school day per year 	<ul style="list-style-type: none"> All items completed in Level I Show evidence of working with students by sponsoring and coaching the Helen Ruffin Reading Bowl team in district competition Show evidence of working with students and/or teachers where EOCT and/or GHSGT scores increased by 5% 	<ul style="list-style-type: none"> All items completed in Level II Show evidence of working with students and/or teachers where EOCT and GHSGT scores increased by more than 5% Show evidence of working with students by sponsoring and coaching the Helen Ruffin Reading Bowl team in district competition and placing 2nd or higher

Counselors	<ul style="list-style-type: none"> • Satisfactory CLASS Keys Evaluation • Show evidence of promotion of school culture by attending 6 or more student-oriented school functions outside the regular school day per year 	<ul style="list-style-type: none"> • All items completed in Level I <p>Show evidence of working with students, teachers, and parents which results in the following improvements:</p> <ul style="list-style-type: none"> • 1% decrease in Dropout Rate • 3% increase in Graduation Rate • 10% increase in students taking the SAT or ACT • 35% of graduating students pursue post secondary options (i.e. military, technical, universities/colleges) 	<ul style="list-style-type: none"> • All items completed in Level II <p>Show evidence of working with students, teachers, and parents which results in the following improvements:</p> <ul style="list-style-type: none"> • 1% decrease in Dropout Rate • Greater than 3% increase in Graduation Rate • Greater than 10% increase in students taking the SAT or ACT • 45% of graduating students pursue post secondary options (i.e. military, technical, universities/colleges)
Transition Coach	<ul style="list-style-type: none"> • Satisfactory Leader Keys Evaluation • Show evidence of promotion of school culture by attending 6 or more student-oriented school functions outside the regular school day per year 	<ul style="list-style-type: none"> • All items completed in Level I <p>Show evidence of working with students which contributes to the following improvements:</p> <ul style="list-style-type: none"> • 10% increase in 9th grade promotion rates • 10% increase in 9th grade parent contacts • 10% increase in middle school transition activities 	<ul style="list-style-type: none"> • All items completed in Level II <p>Show evidence of working with students which contributes to the following improvements:</p> <ul style="list-style-type: none"> • Greater than 10% increase in 9th grade promotion rates • Greater than 10% increase in 9th grade parent contacts • Greater than 10% increase in middle school transition activities
College and Career Coach	<ul style="list-style-type: none"> • Satisfactory Leader Keys Evaluation • Show evidence of promotion of school culture by attending 6 or more student-oriented school functions outside the regular school day per year 	<ul style="list-style-type: none"> • All items completed in Level I <p>Shows evidence of working with students which contributes to the following improvements:</p> <ul style="list-style-type: none"> • 3% increase in Graduation rate • 10% increase in 10th, 11th, and 12th grade parent contacts • 3% increase in number of students participating in AP or dual-enrollment courses 	<ul style="list-style-type: none"> • All items completed in Level II <p>Shows evidence of working with students which contributes to the following improvements:</p> <ul style="list-style-type: none"> • Greater than 3% increase in Graduation rate • Greater than 10% increase in 10th, 11th, and 12th grade parent contacts • Greater than 3% increase in number of students participating in AP or

			dual-enrollment courses
Grant-supported coaches	<ul style="list-style-type: none"> • Satisfactory Leader Keys Evaluation • Show evidence of promotion of school culture by attending 6 or more student-oriented school functions outside the regular school day per year 	<ul style="list-style-type: none"> • All items completed in Level I • Documents activities that result in a 10% increase in EOCT and GHSGT scores 	<ul style="list-style-type: none"> • All items completed in Level II • All AYP indicators satisfied • 5% increase in students passing EOCTs • 3% increase in graduation rate
Administrators	<ul style="list-style-type: none"> • Satisfactory Leader Keys Evaluation • Complete and document five teacher/staff observations per week. • Show evidence of promotion of school culture by attending 6 or more student-oriented school functions outside the regular school day per year 	<ul style="list-style-type: none"> • All items completed in Level I • Documents activities that result in a 10% increase in EOCT and GHSGT scores 	<ul style="list-style-type: none"> • All items completed in Level II • All AYP indicators satisfied • 5% increase in students passing EOCTs • 3% increase in graduation rate
Certified Teachers			
Physical Education Teachers	<ul style="list-style-type: none"> • Satisfactory CLASS Keys Evaluation • Show evidence of promotion of school culture by attending 6 or more student-oriented school functions outside the regular school day per year 	<ul style="list-style-type: none"> • All items completed in Level I • Show evidence of working with students and teachers where Science GHSGT scores and/or EOCT scores increased 5% • Show evidence of working with students and parents to reduce dropout rate by 1% 	<ul style="list-style-type: none"> • All items completed in Level II • Show evidence of working with students and teachers where Math and Science GHSGT scores and/or EOCT scores increased 5% • Show evidence of working with students and parents to reduce dropout rate by greater than 1%
ELL Teachers	<ul style="list-style-type: none"> • Satisfactory CLASS Keys Evaluation • Show evidence of promotion of school culture by attending 6 or more student-oriented school functions outside the regular school day per year 	<ul style="list-style-type: none"> • All items completed in Level I • Show evidence of working with students and teachers to increase average ELL Science or Social Studies EOCT scores by 5% • Show evidence of working with students and teachers to increase average ELL Math and ELA GHSGT scores by 5% 	<ul style="list-style-type: none"> • All items completed in Level II • Show evidence of working with students and teachers to increase average ELL Science or Social Studies EOCT scores by greater than 5% • Show evidence of working with students and teachers to increase average ELL Math and ELA GHSGT scores by greater than 5%

Fine Arts Teachers	<ul style="list-style-type: none"> • Satisfactory CLASS Keys Evaluation • Show evidence of promotion of school culture by attending 6 or more student-oriented school functions outside the regular school day per year • Music: Present one large ensemble concert performance per year • Art: Enter student(s) in one community or state-level show per year • Theatre: Present one stage production each year 	<ul style="list-style-type: none"> • All items completed in Level I • Music: Performing ensemble(s) score overall “Good” ratings in yearly Large Group Performance Evaluations • Art: Enter student(s) in one community or state-level show and two competitions per year • Theatre: Present one full-length stage production per year • Show evidence of working with students and/or teachers where ELA or Math EOCT and/or GHSGT scores increased 5% 	<ul style="list-style-type: none"> • All items completed in Level II • Music: Performing ensemble(s) score overall “Excellent” ratings in yearly Large Group Performance Evaluations • Art: Enter student(s) in two community or state-level shows and three competitions per year placing “Honorable Mention” or higher • Theatre: Present one full-length stage production and one small ensemble performance per year • Show evidence of working with students and/or teachers where ELA or Math EOCT and/or GHSGT scores increased by greater than 5%
CTAE Teachers	<ul style="list-style-type: none"> • Satisfactory CLASS Keys Evaluation • Show evidence of participation in preparation of all CTAE annual/mandated reports • Show evidence of promotion of school culture by attending 6 or more student-oriented school functions outside the regular school day per year 	<ul style="list-style-type: none"> • All items completed in Level I • Show evidence of 20% increase in student participation in CTAE student organizations and co-curricular activities • Increase community involvement through production of annual Career Fair with a minimum of 15 companies/organizations • Show evidence of involvement in student achievement that contributes to an increase in the Graduation Rate of 3% 	<ul style="list-style-type: none"> • All items completed in Level II • Shows evidence of greater than 20% increase in student participation in CTAE student organizations and co-curricular activities • Increase community involvement through production of annual Career Fair with a minimum of 20 companies/organizations • Show evidence of involvement in student achievement that contributes to an increase in the Graduation Rate of greater than 3%
Foreign Language Teachers	<ul style="list-style-type: none"> • Satisfactory CLASS Keys Evaluation • Show evidence of promotion of school culture by attending 6 or more student-oriented school functions outside 	<ul style="list-style-type: none"> • All items completed in Level I • Show evidence of working with students where Math or ELA EOCT and/or GHSGT scores increased by 5% 	<ul style="list-style-type: none"> • All items completed in Level II • Show evidence of working with students where Math or ELA EOCT and/or GHSGT scores increased by

	the regular school day per year		greater than 5%
JROTC Teachers	<ul style="list-style-type: none"> • Satisfactory Evaluation • Students participate in competitive meets • Show evidence of promotion of school culture by attending 6 or more student-oriented school functions outside the regular school day per year 	<ul style="list-style-type: none"> • All items completed in Level I • Show evidence of working with students and/or teachers where Social Studies EOCT and/or GHSGT scores increased by 5% • Color Guards have "Excellent" rating • Pass AFI scoring at least 95 or greater 	<ul style="list-style-type: none"> • All items completed in Level II • Show evidence of working with students and/or teachers where Social Studies EOCT and/or GHSGT scores increased by greater than 5% • Color Guards have "Excellent" rating • Pass AFI scoring at least 96 or greater • 90% of graduating JROTC students pursue post secondary options (i.e. military, technical, universities/colleges)
SpEd Teachers--Self Contained	<ul style="list-style-type: none"> • Satisfactory CLASS Keys Evaluation • Prepare satisfactory portfolio of evidence of co-teaching in all classes assigned • Show evidence of promotion of school culture by attending 6 or more student-oriented school functions outside the regular school day per year • Complete all IEP's on time with measurable goals and minutes on file 	<ul style="list-style-type: none"> • All items completed in Level I • Provide documented evidence of monitoring student progress on performance goals using qualitative/quantitative measures. • Contribute to AYP goals by achieving a pass rate on 11th grade GAA portfolios of 90-94% 	<ul style="list-style-type: none"> • All items completed in Level II • Contribute to AYP goals by achieving a pass rate on 11th grade GAA portfolios of 95%
SpEd teachers--Inclusion	<ul style="list-style-type: none"> • Satisfactory CLASS Keys Evaluation • Prepare satisfactory portfolio of evidence of co-teaching in all classes assigned • Show evidence of promotion of school culture by attending 6 or more student-oriented school functions outside the regular school day per year • Complete all IEP's on 	<ul style="list-style-type: none"> • All items completed in Level I • Provide documented evidence of monitoring student progress on performance goals using qualitative/quantitative measures. • All students assigned to SpEd teacher in each inclusion class show increase of 5% in EOCT or GHSGT scores 	<ul style="list-style-type: none"> • All items completed in Level II • All students assigned to SpEd teacher in each inclusion class show increase of greater than 5% in EOCT or GHSGT scores

	time and enter them into Tienet within 10 days of the IEP meeting. <ul style="list-style-type: none"> • Include measurable goals and minutes on file for all IEP's 		
EXC Specialists—CTI, Speech Therapist, and Transition	<ul style="list-style-type: none"> • Satisfactory Evaluation • Prepare satisfactory portfolio of evidence of collaboration with students in area of service • Show evidence of promotion of school culture by attending 6 or more student-oriented school functions outside the regular school day per year 	<ul style="list-style-type: none"> • All items completed in Level I • Provide documented evidence of monitoring student progress on performance goals using qualitative/quantitative measures <p>Show evidence of working with students and parents which results in the following improvements:</p> <ul style="list-style-type: none"> • 3% decrease in SpEd Dropout Rate • 3% increase in SpEd Graduation Rate 	<ul style="list-style-type: none"> • All items completed in Level II <p>Show evidence of working with students and parents which results in the following improvements:</p> <ul style="list-style-type: none"> • Greater than 3% decrease in SpEd Dropout Rate • Greater than 3% increase in SpEd Graduation Rate
All Other Core Academic Teachers	<ul style="list-style-type: none"> • Satisfactory CLASS Keys Evaluation • Show evidence of promotion of school culture by attending 6 or more student-oriented school functions outside the regular school day per year 	<ul style="list-style-type: none"> • All items completed in Level I • Departmental EOCT scores increased by 5% • Departmental GHSGT scores increased by 5% 	<ul style="list-style-type: none"> • All items completed in Level II • Departmental EOCT scores increased by more than 5% • Departmental GHSGT scores increased by more than 5%
Classified Staff			
School Social Worker	<ul style="list-style-type: none"> • Satisfactory Evaluation • Show evidence of promotion of school culture by attending 4 or more student-oriented school functions outside the regular school day per year 	<ul style="list-style-type: none"> • All items completed in Level I <p>Show evidence of working with students and parents which results in the following improvements:</p> <ul style="list-style-type: none"> • 1% decrease in Dropout Rate • 3% increase in Graduation Rate 	<ul style="list-style-type: none"> • All items completed in Level II <p>Show evidence of working with students and parents which results in the following improvements:</p> <ul style="list-style-type: none"> • Greater than 1% decrease in Dropout Rate • Greater than 3% increase in Graduation Rate
SRO	<ul style="list-style-type: none"> • Satisfactory Evaluation • Stakeholder survey indicates 85% satisfaction with customer service in area of school safety 	<ul style="list-style-type: none"> • All items completed in Level I • Stakeholder survey indicates 86-90% satisfaction with school safety • Increase accessibility on campus by providing a 	<ul style="list-style-type: none"> • All items completed in Level II • Stakeholder survey indicates greater than 90% satisfaction with customer service in area of school safety

		daily update of scheduled duties and whereabouts <ul style="list-style-type: none"> Show evidence of promotion of school culture by voluntarily attending 6 or more student-oriented school functions outside the regular school day per year 	
Nurses	<ul style="list-style-type: none"> Satisfactory Evaluation Show evidence of promotion of school culture by attending 4 or more student-oriented school functions outside the regular school day per year 	<ul style="list-style-type: none"> All items completed in Level I Increased inventory of uniform closet by 10% Show evidence of contribution to 5% decrease in uniform violations Show evidence of working with students where Biology EOCT scores increased by 5% 	<ul style="list-style-type: none"> All items completed in Level II Increased inventory of uniform closet by greater than 10% Show evidence of contribution to 6% or higher decrease in uniform violations Shows evidence of working with students where Biology EOCT scores increased by greater than 5%
Custodians	<ul style="list-style-type: none"> Satisfactory Staff Evaluations 10 items indicated from average of District maintenance walk-throughs per school year Show evidence of promotion of school culture by attending 4 or more student-oriented school functions outside the regular school day per year 	<ul style="list-style-type: none"> All items completed in Level I 6-9 items indicated from average of District maintenance walk-throughs per school year Show evidence of working with students and staff to achieve AYP by assisting in set-up and maintenance of testing facilities 	<ul style="list-style-type: none"> All items completed in Level II Less than 6 items indicated from average of District maintenance walk-throughs per school year Show evidence of working with students and staff to achieve AYP by taking full responsibility to manage and execute setup and maintenance of all testing facilities
Nutrition Staff	<ul style="list-style-type: none"> Satisfactory Staff Evaluations Health Inspection Score average of 95% or greater Show evidence of promotion of school culture by attending 4 or more student-oriented school functions outside the regular school day per year 	<ul style="list-style-type: none"> All items completed in Level I Health Inspection Score average of 96-98% Show evidence of contribution to student achievement due to increased overall participation in breakfast or lunch by 3% 	<ul style="list-style-type: none"> All items completed in Level II Health Inspection Score average of above 98% Show evidence of contribution to student achievement due to increased overall participation by greater than 3% in breakfast or lunch
Special Education	<ul style="list-style-type: none"> Satisfactory Staff Evaluations 	<ul style="list-style-type: none"> All items completed in Level I 	<ul style="list-style-type: none"> All items completed in Level II

Paraprofessionals	<ul style="list-style-type: none"> • Prepare satisfactory portfolio of evidence of co-teaching in all classes assigned • Show evidence of promotion of school culture by attending 4 or more student-oriented school functions outside the regular school day per year 	<ul style="list-style-type: none"> • SpEd Inclusion students' EOCT and GHSGT scores increased by 5% • Provide documentation of average SpEd student growth, as measured by IEPs, showing that 85% of IEP goals are met 	<ul style="list-style-type: none"> • Increased EOCT scores by greater than 5% • Increased GHSGT scores by greater than 5% • Provide documentation of average SpEd student growth, as measured by IEPs, showing that greater than 85% of IEP goals are met
ISS Facilitator	<ul style="list-style-type: none"> • Satisfactory Staff Evaluations • Provide subject area teachers documentation of delivery of assignments to students • Develop organized behavioral and academic structure for daily ISS operation • Show evidence of promotion of school culture by attending 4 or more student-oriented school functions outside the regular school day per year 	<ul style="list-style-type: none"> • All items completed in Level I • Show evidence of contribution to student achievement through increased EOCT and GHSGT scores by 5% • Return all student work to subject area teacher within 48 hours of student completion of work during ISS assignment 	<ul style="list-style-type: none"> • All items completed in Level II • Show evidence of contribution to student achievement through increased EOCT and GHSGT by greater than 5% • Return all student work to subject area teacher within 24 hours of student completion of work during ISS assignment
Secretary and Clerks	<ul style="list-style-type: none"> • Satisfactory Staff Evaluations • Stakeholder survey indicates 90-94% satisfaction with customer service in area of responsibility • Timely submission of all required or requested reports • Show evidence of participation in increasing parent involvement by assisting in coordination of parent conferences with guidance staff, administration, and teachers • Show evidence of promotion of school culture by attending 4 or more student-oriented school functions outside 	<ul style="list-style-type: none"> • All items completed in Level I • Stakeholder survey indicates 95% satisfaction with customer service in area of responsibility • Show evidence of promotion of school culture by attending 5 or more student-oriented school functions outside the regular school day per year 	<ul style="list-style-type: none"> • All items completed in Level II • Stakeholder survey indicates greater than 96% satisfaction with customer service in area of responsibility • Show evidence of participation in school culture by attending 6 or more student-oriented school functions outside the regular school day per year

	the regular school day per year		
Bookkeeper	<ul style="list-style-type: none"> • Satisfactory Staff Evaluations • Accurately complete Suspense file records each month • Enter purchase orders within 3 days of receiving the order • Enter approval of purchase orders within 24 hours • Show evidence of participation in school culture by attending 4 or more student-oriented school functions outside the regular school day per year 	<ul style="list-style-type: none"> • All items completed in Level I • Every month On-Time SAF report accurate and submitted on time • Provide 24 hr turnaround on receivership on purchase order deliveries • Pursue unfilled/incorrect purchase orders and resolve within 48 hours of notification 	<ul style="list-style-type: none"> • All items completed in Level II • Pursue unfilled/incorrect purchase orders with vendors and resolve within 24hrs of notification
Information Specialist	<ul style="list-style-type: none"> • Satisfactory Staff Evaluations • 80 - 85% Error Free data entry as measured by Daily Edit reports • Show evidence of participation in school culture by attending 4 or more student-oriented school functions outside the regular school day per year 	<ul style="list-style-type: none"> • All items completed in Level I • 86-90% Error-free data entry as measured by Daily Edit reports • Show evidence of contribution to lowering the dropout rate by 1% by providing administration with monthly updates on dropped students 	<ul style="list-style-type: none"> • All items completed in Level II • Greater than 90% error free data entry as measured by Daily Edit reports • Show evidence of contribution to lowering the dropout rate by greater than 1% through provision of monthly updates on dropped students and follow-up meetings with school social worker.

Incentives			
Employee Type	Level 1	Level 2	Level 3
Certified Teacher Incentives	<ul style="list-style-type: none"> • GHS faculty polo shirt (other funding) • Free membership in the Sunshine Club 	<ul style="list-style-type: none"> • \$900 monetary award • Department representatives (2-3) to attend a state/local conference • Free membership in Sunshine Club 	<ul style="list-style-type: none"> • \$1800 monetary award • Department representatives (2-3) to attend a national conference (Up to \$1000/representative) • GHS Spirit of Excellence Pin (other funding) • Free membership in Sunshine Club
Certified Non-	<ul style="list-style-type: none"> • GHS faculty polo shirt (other 	<ul style="list-style-type: none"> • \$500 monetary award • Department representatives 	<ul style="list-style-type: none"> • \$1000 monetary award • Department representatives (2-3)

Teacher Incentives	funding) <ul style="list-style-type: none"> Free membership in the Sunshine Club 	(2-3) to attend a state/local conference <ul style="list-style-type: none"> \$200 for department resources (counseling pamphlets, planning guides, etc.) Free membership in the Sunshine Club 	to attend a national conference (Up to \$1000/representative) <ul style="list-style-type: none"> GHS Spirit of Excellence Pin (other funding) Free membership in the Sunshine Club
Classified Incentives	<ul style="list-style-type: none"> GHS faculty polo shirt (other funding) Free membership in the Sunshine Club 	<ul style="list-style-type: none"> \$400 monetary award Free membership in Sunshine Club 	<ul style="list-style-type: none"> \$800 monetary award GHS Spirit of Excellence Pin (other funding) Free membership in the Sunshine Club

Groves High School Annual Employee Incentive Evaluation Rubric

Employee	Employee Classification: (circle one)	
Department	Certified Teacher	Classified
Position	Certified Non-Teacher	Administration

Documentation Provided by Employee (check all that apply and attach copies of documentation)

Level 1	<input type="checkbox"/> Satisfactory evaluation (circle one): CLASS Keys Leader Keys Staff
The employee has met all benchmarks and satisfied all requirements listed here for his/her position:	<input type="checkbox"/> Evidence of attendance at _____ student-centered extra-curricular functions
	<input type="checkbox"/> Other evidence as required by position-specific benchmarks:
	1 _____
	2 _____
	3 _____
4 _____	
Level 2	<input type="checkbox"/> Evidence of working with students, parents, and/or teachers where test scores increased by _____%. Circle Test scores used: EOCT GHS GT Content Area(s): _____
In addition to meeting all benchmarks of Level 1, the employee has documented evidence of his/her achievement of the following benchmarks:	<input type="checkbox"/> Evidence of working with students, parents, and/or teachers where the Graduation rate increased by _____% as indicated in position benchmarks.
	<input type="checkbox"/> Evidence of working with students, parents, and/or teachers where the Dropout rate decreased by _____% as indicated in position benchmarks
	<input type="checkbox"/> Other evidence as required by position-specific benchmarks:
	1 _____
	2 _____
3 _____	
4 _____	

Level 3	<input type="checkbox"/> Evidence of working with students, parents, and/or teachers where test scores increased by ____%. Circle Test scores used: EOCT GHSGT Content Area(s): _____
In addition to meeting all benchmarks of Level 1, the employee has documented evidence of his/her achievement of the following benchmarks:	<input type="checkbox"/> Evidence of working with students, parents, and/or teachers where the Graduation rate increased by ____% as indicated in position benchmarks.
	<input type="checkbox"/> Evidence of working with students, parents, and/or teachers where the Dropout rate decreased by ____% as indicated in position benchmarks
	<input type="checkbox"/> Other evidence as required by position-specific benchmarks:
	1 _____ 2 _____

To be completed by administration:

☐

The employee has attached documentation that meets all requirements stipulated for his/her position in the Groves SIG Grant 1003(g), thereby qualifying him/her for a Level _____ Annual Incentive Bonus in the amount of \$_____.

Administrative signature

Date

Employee signature

Date

☐

The employee's documentation fails to meet all requirements stipulated for his/her position in the Groves SIG Grant 1003(g), thereby qualifying him/her for a Level _____ Annual Incentive Bonus in the amount of \$_____.

Administrative signature

Date

Employee signature

Date

Comments:



Savannah-Chatham County Public School System

208 Bull Street / Savannah, Georgia 31401 / 912.395.1000

June 21, 2011

Dear

Congratulations on being selected to return to Robert W. Groves High School for the 2011-2012 school year. By agreeing to return to Groves High School you are also agreeing to remain at Groves High School through the 2013-2014 school year. Accordingly, you should not expect any requested transfer to be granted during this time period. We do understand that unforeseen situations do happen which may require you to leave Groves High and we will consider these on a case by case basis.

This agreement is not a guarantee of future employment or employment for three years.

If you are required to receive a Certified contract please note that contracts are for one year and will be issued in May 2011 for the 2011-2012 school year. Any termination or non renewal of your contract will be subject to the Fair Dismissal Act and any other applicable law.

Please sign below acknowledging your understanding that:

- You are committed to remaining at Groves High through the end of the 2013-2014 school year.

We are pleased that you have decided to become a part of the Groves High team.

Sincerely,

Ellis Duncan, PhD

Principal, Groves High School

I, _____ agree to the terms of this bonus on this
____ day of _____, 2011.

Robert W. Groves High School RTI Flow

General Education

- Core curriculum/program taught with fidelity
- Positive behavioral supports implemented with fidelity

Concern (at least one of the following is present)

- When a student is failing any core subject
- When a student has multiple office referrals and/or ISS/OSS
- When a student's communication difficulties interfere with his/her learning

Tier

I

**Universal
Access**

Teacher

- Complete Academic checklist
- Schedule meeting with Tier 2 with appropriate personnel (determined by school)
- Bring most recent report card or progress report, along with a few work samples, to the meeting

The student continues
to participate in general
education classroom

No

Student responded to classroom intervention(s)?

Yes

Teacher educational consultation

- At the meeting complete the **Tier 2 Documentation Form**,
 - Next scheduled meeting date
 - Intervention(s) chosen
 - Progress monitoring tool(s) chosen
 - If electronic form is kept, have signature page signed
 - Parent letter goes home
 - Hearing and Vision screening form goes home

The student continues to
participate in Tier I in
addition to possible skills
block, pull out, and/or plan
for supplemental
intervention

Intervention Plan

- Document in AIMSweb PM* or other format (behavior)
- Develop, revise, or continue
- Repeat a minimum of 2 cycles (cycle = 3 data points)

Tier

II

Strategic

Teacher/Staff

- Implement the intervention(s)
- Monitor progress once per week, preferably on a Tuesday, Wednesday, or Thursday
- Record progress monitoring (PM) data on **Tier 2 form** or other reliable format (e.g. Excel, hand-written record)
- Continue for at least 4 weeks, obtaining 4 PM scores; graph data prior to second Tier 2 meeting
- Hold second Tier 2 meeting (as scheduled during first meeting)

No

Student responded to intervention(s),
showing progress/meeting goal?

Yes

Tier III student participates in Tier
I activities plus Tier II
intervention, in addition to pull-
out planned program for intensive
intervention

RTI process initiated

- Complete MANDATORY RTI Tier 3/SST Referral Form
- Schedule first Tier 3 meeting
- Send letter home to parents inviting them to the meeting (if possible confer with parents beforehand to ensure their availability)

Intervention Plan

- Develop new plan (complete RTI tasks)
- Complete minimum of 2 cycles of 4 weeks

Teacher/Staff

- Complete MANDATORY Tier 3 Meeting Form, including the following
 - Next scheduled meeting date (@ 4 weeks)
 - Intervention(s) chosen
 - Progress monitoring tool(s) chosen
 - If electronic form is kept, have **signature page** signed

Tier

III

Intensive

Final RTI team meeting--Student responded to intervention(s), showing
progress/meeting goal/?

Yes

Referral to Special Education
Services initiated*

Eligible
Special Education Services

Not Eligible
Repeat/modify Tier III intervention cycle