

School Improvement Grants Application

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

Fiscal Year 2010

CFDA Number: 84.377A

State Name:Georgia



U.S. Department of Education
Washington, D.C. 20202



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

Paperwork Burden Statement

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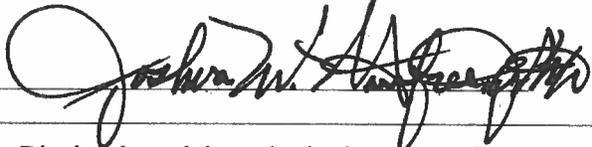
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Part II: LEA Application 2011

LEA Name: Dougherty County School System	LEA Mailing Address: 200 Pine Avenue Albany, Georgia 31701
LEA Contact for the School Improvement Grant Name: Ms. Dianne Daniels Position and Office: Assistant Superintendent of Curriculum and Instruction Contact's Mailing Address: 200 Pine Avenue Albany, Georgia 31701 Telephone: (229) 431-1315 Fax: (229) 431-1810 Email Address: ddaniels@docoschools.org	
Superintendent (Printed Name): Dr. Joshua W. Murfree, Jr.	Telephone: (229) 431-1285
Signature of Superintendent: X 	Date: 
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: Dougherty County 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
Albany High	1050	X						

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LEA Name: Dougherty County School System

School Name: Albany High

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

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

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

Target Areas for Improvement

Albany High School GAPSS Analysis Review -

Date: February 16-18, 2011

Correlated to Georgia School Keys and Implementation Resource Guide

Curriculum	Instruction	Assessment	Professional Learning
Improve delivery of the curriculum by having teacher teams collaboratively preview units, develop lessons and common assessments, and analyze student work to support the depth of the content required by the standards and elements. C. 2.2			Begin formal book studies during teacher meetings to increase knowledge of research-based strategies and best practices to increase the level of student achievement. (See School Keys Comments Section under Professional Learning for suggested book titles) PL 2.2, PL 2.3
Establish a review system to ensure that all activities in units, lesson plans, and assessments are directly aligned to the intent of the course level standards and elements. C. 3.1, C. 3.2			

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<p>Schedule frequent focus walks conducted by administrators and leadership team members.</p> <p>Provide specific feedback to teachers on the implementation of the curriculum and standards-based classrooms. C 3.1</p> <p>Implement and monitor an instructional framework (opening, work session, closing) to provide the structures necessary to implement standards-based instruction. I 1.1</p> <p>Ensure that instruction consistently reflects the expectations and rigor articulated in the Georgia Performance Standards. I 1.1, I 3.2</p> <p>Engage all students in work that is authentic and standards-driven and requires higher order reasoning and independent application of GPS. I 3.1, I 3.2</p> <p>Utilize a range of diagnostic, formative, and summative assessments to ensure balance in the approach to assessment (e.g. unit pretests, journals, logs, academic prompts, performance tasks and projects aligned to the standards). A 2.1, A 2.4</p> <p>Use formative assessments throughout a unit or course of study to monitor student progress, elicit evidence of learning gaps and strengths, and provide timely feedback to students so they can adjust their learning process. A 2.2</p>	<p>Implement all professional learning utilizing the following cycle:</p> <ol style="list-style-type: none"> 1. Select an area of study based on data. 2. Learn and plan the strategies to address the needs. 3. Provide a time period for implementation/practice/peer observations. 4. Analyze and adjust the implementation of strategies. 5. Monitor implementation through focus walks. 6. Analyze data from focus walks and plan next steps. 7. Provide specific feedback to teachers. PL 2.2, PL 2.3 8. Repeat steps 4-7 as necessary.
<p align="center">Planning and Organization</p>	<p align="center">Leadership</p>

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<p>Examine resources and current personnel allocation in order to provide instructional coaching for core academic areas. PO 3.1, PO 3.2</p> <p>Utilize 45-60 day action plans from each department to drive the agendas for teacher meetings and address identified needs based on data. PO 2.3, PO 3.1, PO 3.2</p> <p>Review the master schedule and establish a structure that will include more common planning time for teachers, including co-teaching teams, during the school day. PO 3.2</p>	<p>Conduct routine classroom observations followed by teacher conferences to discuss quality of instruction and student tasks as related to the standards and elements. L 2.3</p> <p>Ensure that the principal and school administrators are actively involved in monitoring the professional learning cycle. L 1.1, L 1.2, L 1.3, L 1.4</p> <p>Establish protocols with the leadership team and department heads to improve communication between school leaders and the entire faculty. L 4.1, L 4.2</p>
School Culture	Student Family and Community Support
No recommendations	No recommendations

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

The Handbook for SMART School Teams was used to determine root causes for low student achievement. Training received during Base Camp, and Leadership Summit participation through the Georgia Leadership Institute for School Improvement were used to drive the data analysis for school improvement. Through the utilization of the Five Whys, Fishbone, and Affinity Diagram, school data were analyzed to determine specific targets for school improvement. During the initial analysis process, several areas were identified as critical needs for improving the overall performance of students at Albany High School, which included an analysis of academic achievement data, school culture data, and the High Schools That Work report. The following list includes the primary areas for further investigation to determine focal points for improvement over the next three years:

- Lack of fidelity in the implementation of Georgia Performance Standards (GAPSS Target Areas: C. 2.2; C. 3.1, C. 3.2)
- Lack of depth of content knowledge (GAPSS Target Areas: C. 2.2; PL 2.2, PL 2.3)
- Lack of implementation of standards-based instruction (GAPSS Target Areas: C. 3.1, C

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3.2; I 1.1, I 3.2)

- Lack of structure in the Ninth Grade Academy (GAPSS Target Areas: C. 2.2; I 1.1). The following trend data support the need to restructure the academy: (a) in 2008-2009, 33 out of 65 total failures were ninth graders; (b) in 2009-2010, 67 out of 97 total failures were ninth graders. Additionally, EOCT data for ninth grade courses indicate a need for curriculum and instructional alignment: (a) 2008-2009, English/language arts 33% failures; algebra 80% failures; geometry 71% failures; physical science 59% failures; (b) 2009-2010, English/language arts 32% failures; Math I 60% failures; physical science 52% failures. Furthermore, the ninth grade has the highest number of dropouts in the school: (a) 2007-2008, 97 dropouts; (b) 2008-2009, 76 dropouts; (c) 2009-2010, 32 dropouts.
- Lack of rigorous instruction for the improvement of Georgia High School Graduation Test and End-of-Course Test performance (GAPSS Target Areas: C. 3.1, C 3.2; I 1.1, I 3.2)
- Lack of common planning time for core academic teachers (GAPSS Target Areas: PO 3.2; HSTW 8)
- Formative assessments are not used to drive instruction (GAPSS Target Areas: A. 2.1, A 2.2, A 2.4)
- Lack of structured extended learning time (GAPSS Target Areas: I 1.1; HSTW 9)
- Lack of understanding of how to work with students of poverty (HSTW 4)
- Lack of data driven planning through the implementation of continuous curriculum mapping (GAPSS Target Areas: C. 2.2, C 3.1, C 3.2)
- Lack of smaller learning communities to address the interests and future career choices of students (HSTW 2)
- Lack of a rigorous, comprehensive instructional plan (Advanced Placement, Law, Multimedia) to engage all learners (GAPSS Target Areas: I 1.1, I 3.2)
- Lack of extended learning opportunities for all student populations based on areas of need as well as student interest (HSTW 9)
- Lack of an instructional leader with the sole responsibility of supporting teachers and monitoring school improvement initiatives (GAPSS Target Areas: I 1.1, L 2.3, L 4.1, L 4.2)
- Lack of professional development for job-embedded implementation of pedagogical skills, strategies, content knowledge, and response to intervention for at-risk students (GAPSS Target Areas: PL 2.2, PL 2.3)
- Lack of instructional support for struggling readers (reading endorsement) (HSTW 4)
- Lack of professional development for technology integration and access to instructional technology (GAPSS Target Areas: PL 2.2, PL 2.3; HSTW 2)
- Lack of academic achievement for economically disadvantaged students (GAPSS Target

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Areas: I 3.1, I 3.2; HSTW 4; School Keys: SC 1.1)

- Lack of successful academic performance and graduation rates for students with disabilities (GAPSS Target Areas: I 3.1, I 3.2)

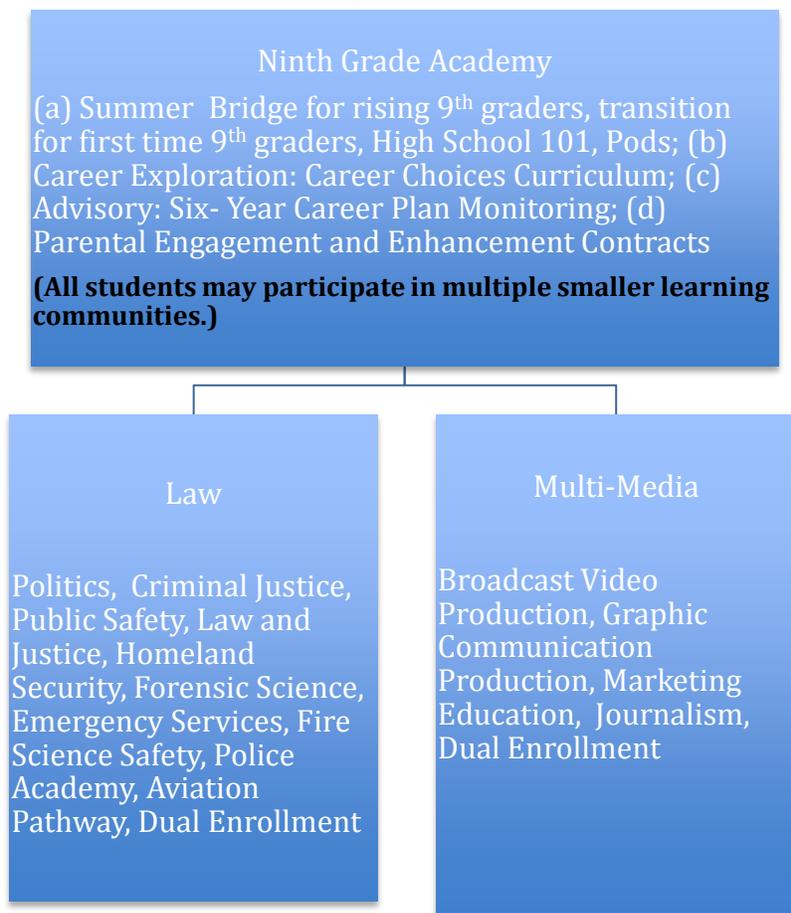
The school improvement team used the identified deficiencies to develop a systemic process that would improve the graduation rate, decrease the dropout rate, and improve student progression. In order for AHS to succeed in accomplishing the aforementioned goals, investing in the professional development of teachers and staff is essential. Through the use of cause analysis tools, several hotspots were identified, indicating the need for a system of improvement processes. Below are the initiatives that AHS will implement to transform the school. According to the U.S. Department of Education, the smaller learning communities' concept is designed to address the needs of all students, including those who are identified as at-risk. Smaller learning communities include structures such as the following: (a) freshmen academies, (b) multi-grade academies organized around career interests or other themes, (c) "houses" in which small groups of students remain together throughout high school, and (d) autonomous schools-within-a-school, as well as personalization strategies, such as student advisories, family advocate systems, and mentoring programs.

- Smaller Learning Communities: Implement pathways based on student interest in order to facilitate student engagement and subsequently boost student morale; 9th Grade Academy (Summer Rising 9th grade Bridge, transition for first time 9th graders, High School 101, Pods, Career Exploration, Six-Year Career Plan Monitoring, Parental Engagement and Enhancement Contracts); Law is available to all students at each grade level (for students interested in a career in politics, criminal justice, public safety, law and justice, homeland security and emergency services, fire science safety, police academy, flight operations), and Multimedia is available to all students at each grade level (for students interested in careers in broadcast video production, graphic communication production, marketing education, and journalism).

The overarching philosophy that will guide the programs and smaller learning communities for Albany High School will be the Paideia model. The Paideia model will facilitate the types of smaller learning communities formed at AHS because of its emphasis on communication and student exploration.

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Smaller Learning Communities Pathways



- 21st Century Model Classroom Technology: Equip every classroom with Promethean boards, data projectors, sound systems, document readers, student response systems, and mobile technology units to engage students in 21st Century education with rigor and relevance to prepare them for the future. Additionally, student response systems and mobile technology will provide teachers with immediate feedback on student progress to drive instruction (data analysis). (GAPSS Target Areas: I 1.1, I 3.2; A 2.1, A 2.2, A 2.4; High Schools That Work [HSTW] 10)
- Develop Vertical and Horizontal Articulation: Instructional leader to support teachers and monitor the improvement initiatives; district supervisors provide training and content development (aligned to GPS and standards-based instruction) through vertical and horizontal articulation; provide 49% teachers to allow for common planning time and extended learning; grade band articulation from elementary (K-5) to middle (6-8) and from middle to high school (9-12) will be established to maintain sustainability of the improvement initiatives beyond the period of the grant. AHS teachers will participate in

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grade-to-grade vertical articulation within the school, as well as with feeder schools. The elementary and middle school programs aligned with the high school improvement initiatives will be implemented with district funds to support sustainability of school improvement programs in the SIG school (GAPSS Target Areas: PO 3.2; HSTW 8)

- **Extended Learning Time/Flexible Scheduling:** Saturday School (for struggling learners enrolled in EOCT courses, GHSGT preparation); Summer Enhancement Camp for targeted student populations (African-American males, Advanced Placement Summer Institute, Ninth Grade Bridge); Zero Hour classes for Credit Recovery; Flexible working schedule for teachers; provide 49% teachers to allow for common planning time and extended learning; and 3rd Period classes for Credit Recovery, GHSGT Preparation/Remediation, EOCT Preparation, Advanced Placement (AP) Extended Learning Time, and other enrichment courses (GAPSS Target Areas: I 1.1; HSTW 9)

- **Use of Best Practices for Assessment and Instruction:** monitor job-embedded professional development; disaggregate data using the Scantron Achievement Series and student response system to comply with mandates required by Response to Intervention (RTI) and differentiated instruction; increase rigor in the curriculum through reading endorsement and AP training for all teachers; provide content and pedagogy training in mathematics (Math I, II, and III); provide quality professional learning to address best practices that will meet the needs of all learners: Paideia training for all teachers; Instructional Coaching (department chairpersons only), and Professional Learning Communities for job-embedded, pedagogy, and content training (Marzano consultants, Project-Based Instruction training provided by GaDOE; provide ongoing curriculum mapping revision to evaluate scope and sequence of courses. Supplies and Materials to support rigorous learning experiences: Read 180, Cognitive Tutor, Destination Math, math, social studies and science manipulatives, Study Island; improve classroom resources, and increase the standard of instruction, assessment, and engagement at AHS; provide technology integration for use of 21st Century technology training for all teachers (District's instructional specialists), increase access to career and technical studies with major emphasis on blending college level math, science, language arts, and problem-solving skills in the context of technical studies; training for building staff on the effective use of Leader Keys and CLASS Keys beginning in the fall of school year 2011-2012 (GAPSS Target Areas: A 2.1, A 2.4; C 2.2, C 3.1, C 3.2, PL 2.2, PL 2.3; HSTW 10, HSTW 5, HSTW 2)

- **Stakeholder Engagement and Relationships:** increase student and staff attendance; improve student morale and motivation through exposure to outside venues associated with smaller learning communities; restructure the advisement/mentoring program for students, which will engage all staff members in the success of the school; engage community partners on smaller learning communities advisory boards; provide family/parental engagement activities at community venues; provide staff and community stakeholders with training under Ruby Payne's Framework for Understanding Poverty® (district-level initiative); continuation of the ICARE® and IPARENT® parental

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involvement initiatives currently utilized by the District; engage parents in the Strive to Thrive initiative. (GAPSS Target Areas: I 1.1, I 3.1, I 3.2; C 2.2; HSTW 6)

- Leadership Academy: District's Leadership Academy Summer Institute for current and aspiring leaders (Dufour, Dufour and Eaker consultants, Ken O'Connor consultant, Charlotte Danielson consultant, and the Marzano Research Laboratory); Administrative Leadership Team (principal, assistant principals, counselor, instructional leader, department chairpersons, graduation coach, 9th grade instructional leader, and district representative); training through GLIS's Base Camp and Summit for distributed leadership (initial better seeking teams such as a strategic, structural, and dynamic teams); (GAPSS Target Areas: L 1.1, L 1.2, L 1.3, L 1.4, L 4.1, L 4.2)

The school improvement grant team explored research-based best practices for school improvement. The team has carefully identified strategic initiatives that will raise and sustain achievement within the three-year period of this grant and beyond. These measures will fulfill the need to turn around AHS quickly. These initiatives are critical to the success of the students, school, and the community.

Albany High School is one of four high schools in the Dougherty County School System. The school has approximately 807 students. Although it has the smallest student population in the district, the number of students reported as economically disadvantaged is 81.3%, making the school a Title I school. Furthermore, nine percent of the school's student population is identified as SWD (Students with Disabilities). The co-teaching model will be enhanced through professional learning to improve the content and pedagogical skills of both regular education and special education teachers. Students with disabilities have access to the regular curriculum along with support identified according to their individual education program (IEP) plans. Additionally, SWD receive an additional extended learning period to support content development during the regular school day, and throughout the school year. All courses, advanced placement, CTAE and fine arts are available to SWD. Teachers of SWD and ELL will participate in job-embedded professional learning activities throughout the school year, in addition to summer training initiatives. Also, English Language Learners (ELLs) make up two percent of the school's total student population. English Language Learners are supported through a multi-tiered safety net, which includes regular classroom teachers, ELL endorsed teachers, and online support.

Although the number of students retained in 2009-2010 represented only 6% of the total student population, it should be noted that 80% of the students who were retained were African-American. It should also be noted that males represented 48.9% of the students retained, while females accounted for 51.1% of the students retained.

Over the past three years, Albany High School has made significant progress in reducing the school's dropout rate. In 2006-2007, the school reported a dropout rate of 9.4%; the dropout

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rate decreased to 6.9% in 2007-2008; the downward trend continued in 2008-2009 with a dropout rate of 2.3%; however, in 2009-2010 the school experienced a slight increase in the dropout rate at 2.8%. While the data regarding dropout rates are indeed positive, a closer examination of the impact of this data represents the total student population. African-American students experienced a dropout rate of 2.9% of the total school population. Furthermore, males reported a 2.9% dropout rate while females reported a 2.7% dropout rate of the total student population. It is also important to note that students with disabilities (SWD) reported a 5% dropout rate of the total student population.

Another factor that impacts student achievement at Albany High School is student absenteeism of more than 15 days. In 2006-2007, 22.5% of the school's students were absent more than 15 days. The rate of more than 15 days absence decreased in 2007-2008 to 18.7%. Also, the rate of more than 15 days absence decreased in 2008-2009 to only 10.7%. However in 2009-2010, the school failed to maintain the pattern of regression with the number of students absent more than 15 days increasing to 19.2%.

In terms of Adequate Yearly Progress (AYP), the school has made some worthwhile progress. For example, the school was in NI-1 (Needs Improvement-year one) status in 2006-2007 meeting the target in English/language arts, but failing to meet the targets in math and the Second Indicator (SI), graduation rate. At the close of the 2007-2008 school year, Albany High School's AYP status changed to NI-2 as a result of failing to meet targets in English/language arts and Second Indicator while meeting the target in math. The school did not meet the target for math, but met the targets in English/language arts and the Second Indicator at the close of the 2008-2009 school year. Currently, the school is in NI-3 status because it did not meet the target in math, English/ language arts, nor the second indicator (graduation rate) for the 2009-2010.

The data discussed above indicates that the school has several needs that should be addressed:

- Academic achievement for economically disadvantaged students (percent of student failures on the GHSGT for 2009-2010: 23% ELA, 21% Math, 41% Social Studies, 17% Science)
- Academic performance and graduation rates for students with disabilities over the past three years on the GHSGT:
2007-2008: 61.5% ELA, 38.5% Math/graduation rate 5.6%
2008-2009: 58.3% ELA, 66.7% Math/graduation rate 28.6%
2009-2010: 56% ELA, 71% Math, 69% Social Studies, 53% Science/graduation rate for Students with Disabilities was 6.3%)
- Academic achievement among African-Americans (percentage of African-American students failing the GHSGT: 22% ELA, 23% Math, 42% Social Studies, 17% Science)
- Student absenteeism of more than 15 days (19.2%)

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d) Provide rationale for the intervention model selected.

According to AYP data for the past three years, the Transformation Intervention Model is a more viable solution for school improvement at Albany High School. School culture data from the GAPSS Analysis indicated parental and stakeholder confidence in the ability of the current staff to transform academic achievement at AHS. Funds from the SIG will facilitate the transition of staff performance from operational to fully operational as identified in the GAPSS Analysis. Following the outside review of the schools instructional practices and culture, the current staff is now aware that their performance is at the emergent level on many of the standards.

Since the district has experienced a shortage of highly qualified teachers in critical areas, replacing 50% of our staff would be costly and disruptive to the tenuous academic progress achieved by the school. As a result, the Transformation Intervention Model was selected. Over the past three years, the school has been inconsistent in meeting AYP targets in math and ELA. In 2006-2007, the school met AYP targets in ELA; in 2007-2008, the school met AYP targets in math, and in 2008-2009 the school met AYP targets in ELA. This is evidence that more than 50% of the staff is positively contributing to the success that the school has experienced, which again supports the decision to implement the Transformation Model.

Also, one of the district's goals is to implement strategies that will increase student outcomes. Over the past three years, teachers at Albany High School have participated in various professional development sessions, which include, but are not limited to, standards-based classrooms, 21st Century classrooms, and data analysis. However, job-embedded implementation and monitoring of district-wide training initiatives have not been reinforced at the school level. Additional funds would enable the district to better ensure that these strategies and concepts presented in professional development activities are implemented in the classroom on a consistent basis and that teachers are given effective feedback so that the training will translate into academic achievement. The school's leadership team has been unsuccessful in appropriately monitoring, modeling, and providing effective feedback for the implementation of research-based professional development delivered by the district team and outside consultants. The Transformation Model provides an opportunity for the school district to offer on-going, job-embedded professional development for the school's leadership team, as well as address teacher expectations for academic achievement for all students. If the majority of the staff were provided with these tools, they would be more effective in increasing student outcomes. Therefore, the Transformation Model would provide the staff with the opportunity to identify areas for professional growth, in addition to providing the resources prior to being replaced.

The Transformation Model will enable us to implement new strategies to recruit and retain additional highly-qualified (HiQ) staff. This model will provide an opportunity for the staff at Albany High School to set goals and work collaboratively to achieve them. Some of the strategies and actions that will be available to recruit and maintain effective highly qualified staff include, but are not limited to, the following:

- Flexible work schedules for teachers
- Monetary incentives based on student performance
- Access to job-embedded professional development with monitoring
- Opportunities to participate in the district's Leadership Academy

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- Provide incentives to recruit and retain highly-qualified teachers
- Training for administrators and leadership teams in effective interview techniques

Eighty-one percent of the students at Albany High School are from low socio-economic homes. Support from families and the community plays a critical role in improving student outcomes. Family and community engagement programs under the transformation model will include: Mentoring, I-CARE parental involvement, Strive to Thrive social and economic empowerment, Work-Based Learning, GED for parents, Work Ready Credentialing, Communities In Schools, Workforce Investment Act, and Partners In Excellence. The Transformation Model of intervention will provide Albany High School the resources and support that is needed to fully implement a mechanism for community and family engagement; as well as create partnerships that will provide social/emotional and community-oriented services and support.

The Dougherty County School System has three charter schools in the district. Therefore, the local board of education is familiar with and has supported past and continues to support current efforts in terms of site-based authority for the charter schools in the district. Furthermore, the local board of education has committed to approving policies that will provide more site-based authority over the selection and dismissal of teachers and staff members as required for the transformation model. The local board of education will also adjust policies as needed in order to ensure the successful implementation of the transformation model. Lastly, the transformation model is aligned with the district's belief that the school will need operating flexibility in order to implement the reform that is needed to obtain consistent improved student outcomes.

AYP Data, the State School Report Card, attendance (student and staff), discipline, professional learning surveys, formative assessment data, teacher evaluation/observation data, school climate/culture data, and High Schools That Work data informed the decision to use the transformation model. Following a root cause analysis of the aforementioned data hotspots, which impact academic achievement, it was determined that the following require immediate attention: instruction, attendance, and engagement. The school will implement CLASS KEYS and Leader Keys, once they are validated as evaluation instruments. Additionally, the Haberman Interview Process will provide guidance and support for leader, teacher and staff change. The transformation model will serve to improve AHS through job embedded professional learning, smaller learning communities, common collaborative planning for teachers, flexible scheduling, instructional support, extended learning time, and leadership development. Although the district and school have engaged in the following initiatives which include: data analysis teams, dropout prevention teams, extended learning time for all students during the school day, Saturday School, formative and summative assessment development, district benchmark assessments, GaDOE School Improvement Support, standards based instruction training, RTI teams, differentiated instruction training, and district level content and pedagogy training, district and school staff recognize that an additional layer of support must be provided to facilitate academic improvement at AHS. Through the use of SIG funds we will develop and sustain smaller learning communities that will positively impact student achievement by providing a rigorous and relevant curriculum. Additionally, the SIG funds will allow the school to build the capacity

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to sustain the changes implemented during the 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 Dougherty County School System has been the recipient of a number of state and federal grants. Many of the grants were administered through the Department of Curriculum and Instruction. Grants received by DCSS include the Carl D. Perkins grant, smaller learning communities grant, the charter school grant, Title IID competitive grants, comprehensive school reform, math and science partnership, 21st Century Community Learning Centers, Learn and Serve, and the Supplemental Education Services grant to name a few. Coordination and implementation of all federal and state grants are in accordance with guidelines for expenditures that supplement and not supplant. The leadership teams at each school receiving a grant have the flexibility to purchase the necessary resources and support services based on their needs within the guidelines of the grant.

As a result of the structure the district has in place for managing grant resources there are a number of checks and balances.

- The school's leadership teams identify the needs and services based on the grant's rules and regulations.
- A member of the Department of Curriculum and Instruction reviews purchases received from the schools to ensure compliance with the grant and research based program criteria.
- An accountant from the districts finance department is assigned to coordinate the grant, and review purchases for compliance with proper procedures.
- The purchasing department handles bids and asset inventories for compliance with state and federal laws.
- The Dougherty County School System's School Board ultimately approves purchases over \$10,000.

Staff

The Department of Curriculum and Instruction has a full staff of content supervisors, CTAE Director and Exceptional Students Program Director to support the schools in identifying appropriate research based resources and job embedded professional development. Currently, the curriculum department supports each school in implementing the Georgia Performance Standards with fidelity. Initiatives include:

- ASCD led training in differentiated instruction, formative assessment, and instructional coaching.
- Rubicon Atlas Curriculum Mapping.
- Dufour, Dufour and Eaker's Professional Learning Communities.
- Standards Based Classroom
- Response to Intervention

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- Data Analysis
- Marzano’s Classroom Management That Works
- SREB’s Making Middle Grades Work and High Schools that Work
- 21st Century Model Classrooms
- Project-Based Instruction

Title IIA

The district’s Title IIA coordinator in conjunction with the Human Resources Director provides assistance to schools in recruiting, and retaining highly qualified teachers. The following process is used to address the staffing needs at each school:

- Yearly Job Fairs
- Working collaboratively with local colleges and universities to identify high needs areas for certified staff
- Interviews are conducted at the school level for school autonomy
- Schools complete staffing assessment forms indicating the certification level, content, and teaching positions with staff that are not highly qualified.
- A variety of media outlets are utilized to advertise vacant positions within the school system

One of the goals of the Dougherty County School System is to improve student achievement. By seeking grant funding and implementing innovative programs while focusing on teacher training, DCSS strives to combine its resources in an effort to increase positive student outcomes. Therefore, the 21st Century Community Learning Centers (CCLC) grant will enable the district to build the capacity to address the needs of at-risk and “bubble” students by implementing an afterschool program that focuses on Reading/Language Arts and Math remediation/acceleration while providing social and cultural enrichment activities. By securing the 21st CCLC grant, the district has created a means of addressing the needs of its students that is not tied to SIG funding. SIG funding will be used to target students who may not be served in the 21st CCLC program. This will increase the number of students who receive additional services, which will result in increased numbers of students who experience higher levels of academic success. Because the district will have used grant funds (SIG and others) to purchase the core materials and equipment needed for the programs, once the funds have ended, the district can use Title I or other funds to sustain the program in terms of fiscal costs such as additional compensation for teachers. This creates an opportunity for the district to sustain this initiative once SIG funds have been expended.

Further development of teacher capacity and increased student outcomes will occur via the Carl D. Perkins grant. The Perkins grant focuses on improving student achievement, providing technical skill attainment, improving student graduation rate, increasing post-secondary placement, and improving non-traditional participation and completion. These goals are accomplished through coordination with special population personnel, Education and Career Partnership personnel, developing new courses and programs, expanding availability of work-based learning experiences in high wage, high skills, and high demand careers. Perkins also

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allows for the development of career plans, supplementing equipment and technology availability to students and providing professional development opportunities for CTAE and academic peers.

The Youth Apprenticeship grant provides for the coordination of K-12 career readiness opportunities including guest speakers, job shadowing, industry and post-secondary field trips, career assessments and job-placement. The Workforce Investment Act grant provides support for students from low socio-economic backgrounds in obtaining a high school diploma. This is accomplished through providing credit recovery, work ethic skills, mentors, paid work experiences, supplemental services (uniforms, transportation, child care, books and tools), providing alternative education and a graduation incentive.

DCSS realizes that ongoing staff development is critical in making sure that teachers are able to produce positive student outcomes. For example, staff development funds are used to secure ongoing training of cohorts of teachers in Differentiated Instruction. Once cohorts of teachers have been trained, teachers are then required to conduct redelivery of staff development activities. Furthermore, the district leveraged ARRA funds to secure job-embedded staff development follow-up with ASCD consultants in the schools. By training teachers, conducting redelivery, and having follow-up sessions in the schools, the district further builds the capacity of teachers to maintain the change that is needed to make continued progress in increasing student achievement. However, through the use of SIG funds, the identified tier one school will have the ability to increase the number of job embedded professional development days with the ASCD consultants.

Title II D Competitive Grant

Experience with the implementation of Title IID competitive grants and 21st Century Model Classroom technology, the district has the capacity to use SIG funds to improve the ratio of computers to students. SIG funds will be used to purchase additional laptop labs, promethean boards (interactive white boards), student response system, integrated sound systems, mounted projectors, IPODS, multi-media software, tele-prompters, studio television cameras, monitors, editing equipment, audio/video mixers, broadcast system, headsets with microphones, lapel microphones, advanced microscopes for the forensics lab and a technology integrated courtroom. District staff from the technology department will provide hardware support, while the instructional specialists for the district will provide job-embedded professional development on the use of the equipment. Additionally, an advisory board of community stakeholders and parents with a background in broadcast communication and graphic design will provide technical support to insure that the equipment purchased meets industry standards and the curriculum is rigorous and relevant in preparing students for postsecondary education in communication.

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

The following guiding questions can be used to respond:

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

(Respond Here)

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

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

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

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

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

The superintendent and members of the senior staff informed members of the local board of education about the opportunity afforded the district to submit a School Improvement Grant application. During the school board meeting, members of the local media (television stations and newspaper) were present. Additionally, stakeholders within the community were also present. A member of the GaDOE's office of School Turnaround will also provide an update for the local board of education and community stakeholders. The school's leadership team (department chairpersons) was informed of the improvement initiative and engaged in the development process.

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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.

(Respond Here)

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<u>A. School Improvement Plan Template</u>								
School Name: Albany High				System Name: Dougherty County				
Principal Name: Sheila Marshall				School Year: 2011-2012				
Title I Schoolwide Program: Yes				Targeted Assistance:				
Needs Improvement Status:	NI-3	NI-AYP	0	1	2	3	4	5
			6	7	8	9	10	11
Sanctions Implementing (Select all that apply):								
✓	School Improvement Plan (The school improvement plan is submitted to the system per system guidelines. Needs Improvement schools will submit plans to the system for approval in October of each year).							
✓	Public School Choice							
✓	Supplemental Educational Services (SES)							
	Corrective Action Addendum (The corrective action addendum is completed by the system by the end of January of each year.)							
	Corrective Action Tier							
	State Directed Improvement Contract							
Principal's Signature:						Date:		
Title I Director's Signature:						Date:		
Superintendent's Signature:						Date:		

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School Improvement Plan Template (continued)

School Name: Albany High School	System Name: Dougherty County
Principal Name: Sheila Marshall	School Year: 2011-2012

Measurable Goals:

1. First time regular education test-takers scoring 200 or better on the ELA section of the GHSGT will increase from 89% in 2009-2010 to 94% in 2011-2012.
2. First time test takers in the Black subgroup who score 200 or better on the ELA section of the GHSGT will increase from 78% in 2009-2010 to 88% in the 2011-2012 school year.
3. First time test takers in the White subgroup who score 200 or better on the ELA section of the GHSGT will maintain at 100% in 2009-2010 to 100% in the 2011-2012 school year.
4. First time SWD test-takers scoring 200 or better on the ELA section of the GHSGT will increase from 42.9% in 2009-2010 to 47.9% in 2011-2012.
5. First time test-takers scoring 200 or better on the Math section of the GHSGT will increase from 81% in 2009-2010 to 88% in 2011-2012.
6. First time test takers in the Black subgroup who score 200 or better on the Math section of the GHSGT will increase from 77% in 2009-2010 to 87% in the 2011-2012 school year.
7. First time test takers in the White subgroup who score 200 or better on the Math section of the GHSGT will increase from 94% in 2009-2010 to 100% in the 2011-2012 school year.
8. First time SWD test takers scoring 200 or better on the Math section of the GHSGT will increase from 21.4%
9. Ninety percent of all students enrolled in AHS during the 2011-2012 school year will participate in a smaller learning community.
10. Seventy-five percent of all students enrolled in AHS during the 2011-2012 school year will participate in project-based instruction to promote application of ELA, math, science and social studies standards and skills
11. Ninety percent of parents of first-time ninth grade students will participate in learning sessions (six year career plan development) for improving student performance during the 2011-2012 school year.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
I 1.2 I 1.3 I 2.1	1. All staff will participate in the Paideia Seminar Training to promote critical thinking	June 2011: Paideia Seminar Training	\$132,000 Classroom Instruction That	Principal, Asst. Principals, Lead Teachers, School to Career Transition	Training Agendas, Job-Embedded Professional Development	Paideia Seminar Calendar, Rubric Feedback,

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I 2.2 GAPSS Targets :	through student-led seminars which will increase student achievement performance on the GHSGT in all content areas	September 2011- May 2012: Marzano's Classroom Instruction That Works (Job-Embedded Training)	Works \$55,000 Paideia Training	Specialist, Leadership Academy/RT3 Coordinator	Calendar, Rubric to Evaluate Training and Implementation, Professional Learning Plan, 45-60 days Action Plans per department, Master schedule	Walk-Through, Training Implementation Action Plan, Teacher Evaluation of Impact of Training on Instruction; Increased passing rates on each section of the GHSGT and EOCT; Increased passing scores on the district's Nine Weeks Benchmark exams
C 3.1 I 1.1 I 1.1. I 3.2 I 3.1 I 3.2 PO 3.1 PO 3.2	2. All staff will participate in Marzano's Classroom Instruction That Works (RTI, DI, Standards-based instruction) will increase student achievement performance on the GHSGT in all content areas through improving pedagogy in a standards-based classroom/project-based instruction 3. Identified staff will participate in mandatory GaDOE training for instructional coaching, Thinking Maps training, Summer Leadership Academy 4. Hire 49% teachers, one for each core content area to free the department chairpersons to serve as instructional coaches as a part of the job embedded		GaDOE Training/Reading Endorsement: \$132,175 49% Teachers: \$129,768			

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	<p>professional support for academic teachers.</p> <p>5. Provide reading endorsement classes for all teachers to support improved content delivery</p>					
<p>C 2.1 GAPSS Targets : C 2.2; C 3.1 C 3.2</p>	<p>1. Teachers will participate in school-wide collaboration on curriculum design and implementation to promote project-based instruction and increase student participation in smaller learning communities for all levels and subject areas.</p> <p>2. Implement Aviation Pathway, Homeland Security Pathway, Professional Law, Police Academy, Fire Science, and Video Broadcasting Lab courses that are aligned with ELA, math, science and social studies standards, in order to increase academic achievement on the EOCT and GHSGT.</p>	<p>June 2011-May 2012 On-going collaboration on curriculum design and implementation</p> <p>June 2011: Advertise for Homeland Security and Flight Operator Instructor</p> <p>August 2011-May 2012: Implement Aviation Pathway, Homeland Security Pathway, Professional Law Courtroom, Police Academy, Fire Science and Video Broadcasting Lab</p>	<p>\$402,175 Career Choice Curriculum, Student Response System, Forensic Lab, Law Courtroom, Homeland Security Lab, Mobile Apple Mac Lab, Aviation Equipment, Video Broadcasting Lab, Instructional Materials</p> <p>Salaries for Staff: \$190,375 (partial salary for Leadership Academy/RT3 Coordinator)</p>	<p>Principal, Asst. Principals, Lead Teachers, CTAE Lead Teacher, School to Career Transition Specialist, CTAE Director, Leadership Academy/RT3 Coordinator, District's Testing and Evaluation Coordinator, ESP Lead Teachers and Director</p>	<p>Project-based instruction lesson plans; collaboration meetings calendar and agendas; student enrollment in smaller learning communities; implementation of Aviation, Homeland Security, Professional Law, Police Academy, Fire Science and Video Broadcasting classes and labs</p>	<p>Student enrollment; teacher assignments; nine weeks benchmark assessments in all content subjects; EOCT scores; End-of-Pathway Assessments results</p>

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<p>SFC 1.2 1.3</p>	<p>1. Parents will participate in learning sessions to assist their child/children in developing and monitoring six year plans that will insure students have developed career choices pathways.</p> <p>2. Parental engagement will be promoted for all parents (regular education, SWD, and ELL) through career and personal skills enhancement, GED acquisition and participation in Strive to Thrive.</p> <p>3. Provide field trips for students/parents to visit industry and venues (CNN, ASU, Fox News, Aviation School, Cape Canaveral) associated with the smaller learning community included in their career choices plan.</p>	<p>June 2011: Students will participate in the Ninth Grade Bridge for all first-time ninth graders.</p> <p>June 2011: Parents will participate in career choices six year plan development with their child/children</p> <p>June 2011-May 2012: Parent Information and Engagement Sessions (GED, Strive to Thrive)</p> <p>June 2011: Advertise for School to Career Transition Specialist</p>	<p>\$12,000 Strive to Thrive parent empowerment, social and economic development</p> <p>Salary and Benefits for School to Career Transition Specialist \$75,328</p>	<p>Principal, Asst. Principals, Counselors, Graduation Coach, Parent Facilitator, School to Career Transition Specialist, Leadership Academy/RT3 Coordinator</p>	<p>Parent meetings agendas and minutes, Student learning goals, Disaggregated data assessment charts, classroom newsletters, content level parent meetings, Strive to Thrive participation (sign-in sheets), student six year career choices plans, student enrollment in smaller learning communities, GED content material and participation</p>	<p>Sign-in sheets, parent meetings minutes, assessment of parent learning, walk-through, graduation from Strive to Thrive, Written six year plans, newsletters, grade level promotion, student enrollment data for smaller learning communities, achievement data on nine weeks benchmarks and EOCT</p>
<p>SFC 1.2</p>	<p>1. Students will be provided with extended learning time after school, on Saturdays and during the summer to support academic achievement in the</p>	<p>August 2011-May 2012 Extended Learning Sessions: After School and Saturday</p> <p>June 2012: Advanced</p>	<p>\$52,500 Extended Learning Activities</p> <p>Ninth Grade Bridge/African American Male Project \$23,358</p>	<p>Principal, Asst. Principals, Teachers, School to Career Transition Specialist, Graduation Coach, Counselors,</p>	<p>Attendance Records, Lesson Plans, Student Formative Assessments, Student Projects,</p>	<p>grade level promotion, student enrollment data for smaller learning communities, achievement</p>

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	<p>core content areas.</p> <p>2. All students will be provided with field trips to support experiences aligned with standards taught in core content classes.</p>	<p>Placement Camp/Ninth Grade Bridge and African American Male Project</p> <p>August 2011-May 2012 Field Trips to Venues Aligned with the Smaller Learning Communities</p>	<p>Advanced Placement Camp \$21,600</p> <p>Field Trips \$14,090</p> <p>Supplies \$47,500</p>	<p>Leadership Academy/RT3 Coordinator</p>	<p>Student Observations, Student Evaluations</p>	<p>data on nine weeks benchmarks and EOCT</p>
	<p>1. Provide incentives and awards for staff to celebrate the academic accomplishments of the students.</p> <p>2. Professional development reimbursement for teacher traveling to conferences</p>	<p>June 2012</p> <p>June 2011-June 2012</p>	<p>Incentives \$65,971</p> <p>\$24,400 Travel Reimbursement</p>	<p>Principal, Asst. Principals, Leadership Academy/RT3 Coordinator, Superintendent</p>	<p>Training Agendas, Job-Embedded Professional Development Calendar, Rubric to Evaluate Training and Implementation, Professional Learning Plan, 45-60 days Action Plans per department, Master schedule</p>	<p>grade level promotion, student enrollment data for smaller learning communities, achievement data on nine weeks benchmarks and EOCT, GHSGT results, graduation rate increase</p>

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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.

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: Dougherty County School System

School Name: Albany High

Grades: 9-12

School Enrollment Total: _____

**NOTES: ED Facts 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	EDFacts			
AYP targets the school met	EDFacts	EDFacts	EDFacts	EDFacts			
AYP targets the school missed	EDFacts	EDFacts	EDFacts	EDFacts			
School improvement status	EDFacts	EDFacts	EDFacts	EDFacts			
Number of days within the school year	180	180	180	180			
Number of minutes within the school day	420	420	420	420			
Number of minutes within the school year	75600	75600	75600	75600			

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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				
Graduation rate (percentage)	EDFacts	EDFacts	EDFacts				
Dropout rate (percentage)	EDFacts	EDFacts	EDFacts				
Student attendance rate (percentage)	EDFacts	EDFacts	EDFacts				
Number of students completing advanced coursework (AP)	19	19	19	21			
Percentage of students completing advanced coursework (AP)	12%	7%		13%			
Number of students completing advanced coursework (IB)	0	0	0	0			
Percentage of students completing advanced coursework (IB)	0	0	0	0			
Number of students completing advanced coursework (early-college high schools)	0	0	0	0			
Percentage of students completing advanced coursework (early-college high schools)	0	0	0	0			

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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	8	5	2			
Percentage of students completing advanced coursework (dual enrollment classes)	NA	5%	4%	1%			
College enrollment rate	45.7%	47.5%	50.3%	39.4%			
Number of discipline incidents coded as 900 as reported to state	EDFacts	EDFacts	EDFacts	EDFacts			
Number of truants	EDFacts	EDFacts	EDFacts	EDFacts			
Teacher attendance rate	NA	16%	32%	21%			

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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	62	64	64	55			
Number of teachers evaluated	56	58	58	49			
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory	100%	100%	100%	100%			
Percentage rated Unsatisfactory	0	0	0	0			
Percentage non-renewed	0	0	0	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	NA	84.1%	85.1%	90.8%	83%			
Percentage Black	NA	83.5%	84.5%	92.7%	80%			
Percentage White	NA	87.5%	100%	80%	100%			
Percentage Hispanic	NA	DNA	DNA	DNA	DNA			
Percentage Asian	NA	DNA	DNA	DNA	DNA			
Percentage American Indian	NA	DNA	DNA	DNA	DNA			
Percentage Multiracial	NA	DNA	DNA	DNA	DNA			
Percentage Students with Disabilities	NA	5.3%	61.5%	58.3%	42.9%			
Percentage Economically Disadvantaged	NA	81.3%	80.2%	90.7%	79.5%			

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Attachment 1c - High School Profile

GHSGT Spring First-time 11th Grade Test-Takers English Language Arts Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black	96.7%	97.5%	100%	100%			
Percentage White	100%	100%	83.3%	100%			
Percentage Hispanic	DNA	DNA	DNA	DNA			
Percentage Asian	DNA	DNA	DNA	DNA			
Percentage American Indian	DNA	DNA	DNA	DNA			
Percentage Multiracial	DNA	DNA	DNA	DNA			
Percentage Students with Disabilities	95.7%	92.9%	100%	100%			
Percentage Economically Disadvantaged	97.8%	98%	99.1%	100%			

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Attachment 1c - High School Profile

GHS GT Spring First-time 11th 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																																
Black																																
White																																
Hispanic																																
Asian																																
American Indian																																
Multiracial																																
Students with Disabilities																																
Economically Disadvantaged																																

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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		63.2%	68.9%	69.2%	53.2%			
Percentage Black		59.6%	66.3%	67.3%	47%			
Percentage White		83.3%	93.3%	90%	100%			
Percentage Hispanic		DNA	DNA	DNA	DNA			
Percentage Asian		DNA	DNA	DNA	DNA			
Percentage American Indian		DNA	DNA	DNA	DNA			
Percentage Multiracial		DNA	DNA	DNA	DNA			
Percentage Students with Disabilities		10.5%	38.5%	66.7%	21.4%			
Percentage Economically Disadvantaged		55.3%	59.8%	64.9%	44.6%			

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

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Attachment 1c - High School Profile

GHSGT Spring First-time 11th Grade Test-Takers Mathematics Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010- 2011***	2011-2012	2012-2013
Percentage Black	98.4%	97.5%	100%	99.1%			
Percentage White	100%	100%	83.3%	100%			
Percentage Hispanic	DNA	DNA	DNA	DNA			
Percentage Asian	DNA	DNA	DNA	DNA			
Percentage American Indian	DNA	DNA	DNA	DNA			
Percentage Multiracial	DNA	DNA	DNA	DNA			
Percentage Students with Disabilities	95.7%	92.9%	100%	100%			
Percentage Economically Disadvantaged	98.9%	98.1%	99.1%	99.1%			

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Attachment 1c - High School Profile

GHSGT Spring First-time 11th 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																																
Black																																
White																																
Hispanic																																
Asian																																
American Indian																																
Multiracial																																
Students with Disabilities																																
Economically Disadvantaged																																

*****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	DNA	DNA	DNA	40%			
Percentage passed EOCT	No Test	No Test	No Test	40%			

Mathematics II: Geometry/Algebra II/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	DNA	DNA	DNA	22%			
Percentage passed EOCT	No Test	No Test	No Test	21%			

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

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Attachment 1c - High School Profile

English Language Arts: Ninth Grade Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	EDFacts	EDFacts	EDFacts	65%			
Percentage passed EOCT	EDFacts	EDFacts	EDFacts	68%			

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	64%			
Percentage passed EOCT	EDFacts	EDFacts	EDFacts	72%			

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Attachment 2d - Transformation Model

LEA Name: Dougherty County School System

School Name: Albany High

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.

<p>Actions:</p> <p>Researched Transformation Leader</p> <p>In an effort to secure the highest qualified administrator capable of ensuring the successful implementation of the transformation model, the Dougherty County School System researched training and qualities as well as the duties and responsibilities of transformation leaders in Virginia, Texas, and Louisiana. Information gathered during the research process will be used to develop job descriptions, provide learning experiences, and create interview questions for potential leaders of the Tier I school applying for SIG funds.</p>	<p>Timeline:</p> <p>N/A</p>	<p>Budget:</p> <p>N/A</p>
<p>Identify Principal's Qualifications</p> <p>The qualities of the "transformation principal" include but are not limited to:</p> <ol style="list-style-type: none"> 1. At least 7 years of high school administrative experience 2. Documented experiences in data analysis 3. Ability to serve as an instructional leader 4. Documented experiences in developing and monitoring school improvement plans 5. Experience in working with at risk student populations 6. Experience in evaluating CTAE program effectiveness 7. Experience in modeling, monitoring and evaluating standards-based instruction 8. Experience in mentoring and motivating teachers 9. Experience in managing school budgets 10. Experience in developing a high expectation school culture 11. Ability to engage parents and community stakeholders 	<p>Upon notification of grant award-Post Announcement for Principal (May 2011-June 2011)</p>	<p>N/A</p>

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<p>12. Ability to identify and articulate research-based school improvement models 13. Training in the effective implementation of research based school improvement models 14. Possess highly effective written and oral communication skills</p>		
<p>Identify Selection Process</p> <p>Furthermore, DCSS' Board of Education has implemented a new system for hiring school leaders effective Spring 2010. The policy engages school and district personnel, and adds community stakeholders to the selection process. The goal of this policy is to ensure that the most highly qualified candidate is selected as opposed to the candidate who is perceived as the most personable.</p>	<p>May 2011 Identify Members of the Interview Panel</p> <p>May 2011-June 2011 Conduct Interview for New Principal</p> <p>May 2011-June 2011 Local Board of Education approval of New Principal</p>	<p>N/A</p>
<p>Identify Contract Renewal Qualifications</p> <p>Once the principal is hired, he or she will have to demonstrate annual improvement and within three years meet the goals set forth in the School Improvement Plan as well as the SIG. Contract renewal after the initial three-year implementation of the transformation model will be contingent upon the principal's success in meeting the goal specified in the aforementioned documents.</p>	<p>May 2012-2014 Principal Progress Update to Local Board of Education</p> <p>Determine contract renewal for principal based on the following data: Academic/Student Discipline/Student and Staff Attendance Data</p>	<p>N/A</p>
<p>Identify Interview Process: Haberman</p> <p>In addition, board of education members, district leaders, school administrators, and teachers will receive training on the Haberman Interview process. The Haberman training develops interviewing skills on how to ask the right questions and discern who the most suitable candidate is for a particular position. By increasing the interview panel's ability to determine the "suitability" of candidates, the district will in turn hire staff members who will be an asset in terms of making a true transformation take place.</p> <p>In terms of replacing the principal of the identified Tier I school, the district will follow the process described above. In addition, the district will comply with guidelines set forth by the local board of education by advertising a vacancy in the position posting for 20 days.</p>	<p>N/A</p>	<p>N/A</p>

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DOUGHERTY COUNTY SCHOOL SYSTEM



P.O. Box 1470/200 Pine Avenue

Albany, Georgia 31702-1470

(229) 431-1261

Position: Principal

Location: Albany High School

Qualifications:

- L-6 Georgia Educational Certification in Educational Leadership or Administration and Supervision with at least 7 years of high school administrative experience as a principal or assistant principal
- Documented experience in data analysis
- Documented experience as an instructional leader
- Documented experience in developing and monitoring school improvement plans
- Experience in working with at-risk student populations
- Experience in evaluating CTAE program effectiveness
- Experience in modeling, monitoring and evaluating standards-based instruction
- Experience in mentoring and motivating teachers
- Experience in managing school budgets
- Experience in developing a high expectation school culture
- Ability to engage parents and community stakeholders
- Ability to identify, articulate and implement research-based school improvement models
- Training in the effective implementation of research-based school improvement models
- Knowledgeable about Title I Schools, NCLB mandates, and federal accountability

Performance Responsibilities

- Lead effective interview process for administrator and teacher selection
- Use technology for workplace productivity and presentations
- Ability to work effectively with leaders at the district, building and class levels
- Assess needs for staff professional development
- Implement systematic planning practices and systemic change processes
- Provide leadership training for assistant principals and department heads to build and manage a growing team of faculty and staff, with goals that are aligned with the district's mission
- Monitor teachers in the alternative certification programs in obtaining a renewable certificate
- Collaborate with members of the Department of Curriculum and Instruction to provide job-embedded professional development support for teachers from alternative certification programs
- Develop and model high quality leadership practices that provide direction and focus on learning and achievement
- Design and implement an effective professional learning program for school staff development
- Develop and provide training for a model of shared leadership which includes teachers, parents, students and community stakeholders
- Facilitate leadership practices based on assessment data with a focus on continual improvement in student learning and performance
- Perform other duties as assigned.

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<p>A2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that</p> <p>(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and</p> <p>(2) Are designed and developed with teacher and principal involvement.</p>		
<p>Actions:</p> <p>Identify Data for Student Growth Analysis</p> <p>(1) The data used to determine individual student growth will come from a variety of sources identified by building administrators and teachers that include but are not limited to: Study Island, district benchmark assessments, project-based assignments, as well as pre and post assessments, and EOCT/GHSGT/End of Pathway/AP Exam scores. Furthermore, student portfolios will be developed to include assessments of performance and ongoing data points as indicated by Response to Interventions.</p>	<p>Timeline:</p> <p>August 2011-May 2014 Administration and analysis of the EOCT/GHSGT/End of Pathway Assessment/AP exams</p> <p>August 2011-May 2014 Administration and analysis of district benchmark assessments, project-based assignments, pre and post assessments, Study Island data</p> <p>June 2011-May 2014 Collaboration in the Identification and Development of Project-Based Assignments for CTAE and Fine Arts Classes with Academic Core Content (Engage Community Stakeholders of Advisory Board Members for CTAE and Fine Arts Programs)</p> <p>June 2011-May 2014 Develop Rubrics for the Project-Based Assignments</p>	<p>Budget:</p> <p>N/A</p>
<p>Identify Leader and Teacher Evaluations Instruments</p> <p>(2) After training in the fall of 2011, the</p>	<p>Fall 2011 Begin Training for Class Keys</p> <p>Winter 2012</p>	<p>Funding for Training Staff is in RT3 Budget</p>

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<p>Dougherty County School System will use Class Keys and Leader Keys (beginning in January 2012 pilot) developed by the Georgia Department of Education as evaluation tools to determine the effectiveness of both teachers and principals.</p> <p>All teachers will participate in individual pre-evaluation conferences with the administrator (principal/assistant principal/CTAE supervisor) responsible for conducting the formal evaluations and the Curriculum and Instruction supervisor or director for the content area. During the pre-evaluation conference, student achievement data from the previous school year will be used to determine instructional improvement goals for the year. Every teacher will receive three formal evaluations, using the Georgia Teacher Observation Instrument for the 2011-2012 school year, followed by a performance feedback meeting. During the performance feedback meeting, additional professional learning activities will be identified to improve instructional practices and instructional modeling will be provided as necessary. In addition to the observations conducted by the building administrator, content supervisors from the Department of Curriculum and Instruction will also conduct two informal evaluations followed by feedback meetings and modeling of research-based instructional practices with the teacher and assigned administrator to include a review of student assessment data utilizing multiple data points.</p> <p>Beginning in the 2012-2013 school year, the new state evaluation instrument known as CLASS Keys will serve as the instrument to document staff performance. Class Keys (Classroom Analysis of School Standards) is an evaluation system developed by the Georgia Department of Education. The</p>	<p>Study Group on the Class Keys</p> <p>Fall 2011 Provide New Principal Training with the Leader Keys</p> <p>Winter 2012 Pilot CLASS Keys</p> <p>August 2012-May 2014 Implement CLASS and Leader Keys</p> <p>June 2012/2013/2014 Principal Pre-evaluation Conference with the Superintendent</p> <p>July 2012/2013/2014 Assistant Principals Pre-evaluation Conference with the Principal</p> <p>August 2012/2013/2014-October 2012/2013/2014 Complete First Classroom Evaluation and Feedback Meeting</p> <p>November 2012/2013/2014-January 2013/2014 Complete Second Classroom Evaluation and Feedback Meeting</p> <p>February 2013/2014-April 2013/2014 Complete Third Classroom Evaluation and Feedback Meeting</p>	
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<p>purpose of the instrument is to focus on formative assessment of classroom practices that will improve teacher quality. The Class Keys focus on eight strands that serve as the “the basis for the standards, elements, and rubrics” for teacher evaluation. The strands include:</p> <ul style="list-style-type: none"> • Curriculum & Planning • Standards-Based Instruction • Assessment of Student Learning • Professionalism • Student Achievement <p>The district began training on Leader Keys with building principals during the 2009-2010 school year. Furthermore, the district has had four cohorts of administrators to receive base camp training from Georgia Leadership Institute for School Improvement (GLISI). The district will continue training on Leader Keys throughout the 2011-2012 school year. The Leader Keys are consistent with the goals of the SIG for administrators. For example, the strands for Leader Keys include:</p> <ol style="list-style-type: none"> 1. Leader Duties and Responsibilities 2. Curriculum 3. Assessment 4. Standards-Based Instruction 5. Data Analysis 6. Organizational Culture 7. Professional Learning and Development 8. Performance Management and Process Improvement 9. Managing Operations 10. Leading Change 11. Relationship Development <p>After receiving instruction on Class Keys and Leader Keys in the fall of 2011, teachers and administrators will collaborate to determine specific learning/evaluation standards and elements that will be measured by Class Keys elements. Staff development for Leader Keys and Class Keys will be ongoing. As needs are</p>		
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identified through the use of the evaluation system, subsequent staff development will be planned and implemented.		
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<p>A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>		
<p>Actions:</p> <p>Identify Responsibilities of Assistant Principals</p> <p>Although the SIG holds both teachers and building principals responsible for student achievement, the district also believes that assistant principals are an integral part of the school's leadership team and should be held responsible for student achievement as well. Current assistant principals, like teachers in the transformation model, will have one year to demonstrate their effectiveness in improving student outcomes before they are recommended for contract renewal. Therefore, remaining in the assistant principal's position for the Tier I school will be contingent upon successfully meeting the goals for their assigned student and teacher populations.</p>	<p>Timeline:</p> <p>N/A</p>	<p>Budget:</p> <p>N/A</p>
<p>Identify Evaluation Awards/Incentives</p> <p>A comprehensive system based on Georgia's Race to the Top grant will be developed to determine the incentives/rewards for the principal and assistant principals that will focus on various aspects of student achievement. The comprehensive plan will utilize data from qualitative evaluation (Leader Keys), School-wide value added/growth (summative assessments, standardized tests, and AYP categories such as graduation rate, and student progress as measured by end of the year assessments, EOCT, GHSGT), school-wide student achievement gap reduction (student academic over a year), governance and leadership (stakeholder climate surveys, student attendance, retention of effective teachers). Additionally, a GAPSS Analysis will be</p>	<p>Administrators and teachers awards approved upon meeting or exceeding goals of the School Improvement Grant: Incentive amount, \$250. Core content teachers will receive the incentive award if at least a 5% increase in the number of students in their classes scores a pass or pass+ on the EOCT (all teachers will be required to teach at least one EOCT course). CTAE teachers will receive the incentive award if at least a 5% increase in the number of students in their classes scores a pass or pass+ on the End of Pathway Assessment. Fine Arts teachers will receive the incentive award if at least</p>	<p>Year 1:</p> <p>Teachers and Administrators \$15, 410.00 EOCT/End-of-Pathway Assessment</p> <p>Teachers and Administrators \$15, 410.00 Increased graduation rate and percentage of students passing all four sections of the GHSGT</p> <p>Certified Support Staff \$1758 Increase in students passing</p>

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<p>conducted annually to determine progress of school staff in addressing deficiencies identified during the 2010-2011 GAPSS Analysis. If the building administrators receive satisfactory overall evaluations based on the state's Leader Evaluation Measure (LEM), they will be eligible for an award/incentive.</p> <p>Teachers will also participate in a rewards/incentives plan under the SIG based on Georgia's Race to the Top model. The model will utilize data from qualitative evaluation (Georgia Teacher Observation Instrument/CLASS Keys following validation and implementation), class level value-added/growth (summative assessments, standardized tests, EOCT, GHSGT), student achievement gap reduction (student academic over a year), quantitative measures (student surveys, parent surveys, peer surveys). If the teachers receive satisfactory overall evaluations based on the state's Leader Evaluation Measure (TEM), they will be eligible for an award/incentive.</p> <p>The district will use student performance on benchmark assessments as a diagnostic measure to determine classroom effectiveness and provide teachers with immediate professional support. If at least 85% of students meet or achieve proficiency (an average of 70 or better) on the district summative assessment, teachers will be provided with an opportunity for job-embedded support to assist with struggling learners. The district benchmark assessment is a predictor of student success on the End of Course Test. Building administrators will use the benchmark assessment data to guide the interim conferences conducted with teachers.</p> <p>Teachers are eligible for rewards for courses requiring an End of Course Test</p>	<p>5% of the students participating in project-based instruction, scores a pass or pass+ on the content aligned EOCT. Administrators will receive the incentive award if at least a 5% increase in the number of students in their classes scores a pass or pass+ on the EOCT and End of Pathway Assessments.</p> <p>Additional incentive for administrators and teachers awards approved upon making Adequate Yearly Progress: Incentive amount, \$250. Administrators and teachers will receive the incentive award if the school increases the number of students passing all four sections of the GHSGT by 5% or the graduation rate increases by 5%.</p> <p>Certified staff (paraprofessionals and media specialists) awards approved upon meeting or exceeding goals of the School Improvement Grant, \$125. Paraprofessionals and media specialists will receive the incentive award if at least a 5% increase in the number of students in their classes scores a pass or pass+ on the EOCT.</p> <p>Additional incentive for certified staff (paraprofessionals and media specialists) awards approved upon making Adequate Yearly Progress</p>	<p>EOCT Certified Support Staff \$1758 School Makes AYP</p> <p>Year 2: Teachers and Administrators EOCT/End-of-Pathway Assessment \$22, 875</p> <p>Teachers and Administrators \$22, 875 Increased graduation rate and percentage of students passing all four sections of the GHSGT</p> <p>Certified Support Staff \$3058 Increase in students passing EOCT</p> <p>Certified Support Staff \$3058 School Makes AYP</p> <p>Year 3: Teachers and Administrators \$29, 660 EOCT/End-of-Pathway</p>
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<p>(EOCT) or End of Pathway Assessment (CTAE). At least 85% of students must meet or exceed the standard on the EOCT or End of Pathway Assessment in order for teachers to receive the reward. According to recently passed state requirements (2011), the GHS GT will be slowly replaced by the EOCT. During the transition, students who pass identified EOCTs will not have to pass that section of the GHS GT. In subsequent years the percentages will increase by 5% annually. Teachers will be eligible for an additional award if the school makes AYP.</p>	<p>\$125. Paraprofessionals and media specialist will receive an incentive award if the school increases the number of students passing all four sections of the GHS GT by 5% or the graduation rate increases by 5%.</p>	<p>Assessment Teachers and Administrators \$29, 660 Increased graduation rate and percentage of students passing all four sections of the GHS GT Certified Support Staff \$5008 Increase in students passing EOCT Certified Support Staff \$5008 School Makes AYP</p>						
<p>Identify Criteria for Teacher Contract Renewal</p> <p>While teachers will receive rewards for exceeding student achievement goals, failure to meet specified content goals (making AYP) will result in non-renewal of that teacher’s contract. Contract non-renewal will be determined accordingly to the following scale:</p> <p align="center">Year One</p> <table border="1" data-bbox="186 1417 755 1887"> <thead> <tr> <th data-bbox="186 1417 479 1486">Eligible for Contract Renewal</th> <th data-bbox="479 1417 755 1486">Not Eligible for Contract Renewal</th> </tr> </thead> <tbody> <tr> <td data-bbox="186 1486 479 1726">At least 70% of students pass district’s summative assessment for courses not attached to an EOCT test</td> <td data-bbox="479 1486 755 1726">Fewer than 70% of students pass the district’s summative assessment for courses not attached to an EOCT test</td> </tr> <tr> <td data-bbox="186 1726 479 1887">At least: 5% increase of students scoring a pass or pass + on the EOCT in 9th Grade</td> <td data-bbox="479 1726 755 1887">Fewer than: 5% of students scoring a pass or pass + on the EOCT in 9th Grade</td> </tr> </tbody> </table>	Eligible for Contract Renewal	Not Eligible for Contract Renewal	At least 70% of students pass district’s summative assessment for courses not attached to an EOCT test	Fewer than 70% of students pass the district’s summative assessment for courses not attached to an EOCT test	At least: 5% increase of students scoring a pass or pass + on the EOCT in 9 th Grade	Fewer than: 5% of students scoring a pass or pass + on the EOCT in 9 th Grade	<p>May-June 2012, 2013, 2014</p> <p>Student achievement data will be evaluated annually to determine contract renewal</p>	<p>N/A</p>
Eligible for Contract Renewal	Not Eligible for Contract Renewal							
At least 70% of students pass district’s summative assessment for courses not attached to an EOCT test	Fewer than 70% of students pass the district’s summative assessment for courses not attached to an EOCT test							
At least: 5% increase of students scoring a pass or pass + on the EOCT in 9 th Grade	Fewer than: 5% of students scoring a pass or pass + on the EOCT in 9 th Grade							

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<p>Composition and Literature</p> <p>5% increase of students scoring a pass or pass + on the EOCT in 11th Grade American Literature and Composition</p> <p>5% increase of students scoring pass or pass+ on the EOCT in 9th Grade Math I</p> <p>5% increase of students scoring a pass or pass + on the EOCT in 9th Grade Math II</p> <p>5% increase of students scoring a pass or pass + on the EOCT in 10th Grade Biology</p> <p>5% increase of students scoring a pass or pass + on the EOCT in 9th Grade Physical Science</p> <p>5% increase of students scoring a pass or pass + on the EOCT in 10th Grade US History</p> <p>5% increase of students scoring a pass or pass + on the EOCT in 11th Grade Economics</p> <p>5% increase in students participation in project-based instruction involving</p>	<p>Composition and Literature</p> <p>5% of students scoring a pass or pass + on the EOCT in 11th Grade American Literature and Composition</p> <p>5% of students scoring a pass or pass + on the EOCT in 9th Grade Math I</p> <p>5% of students scoring a pass or pass + on the EOCT in 9th Grade Math II</p> <p>5% of students scoring a pass or pass + on the EOCT in 10th Grade Biology</p> <p>5% of students scoring a pass or pass + on the EOCT in 9th Grade Physical Science</p> <p>5% of students scoring a pass or pass + on the EOCT in 10th Grade US History</p> <p>5% of students scoring a pass or pass + on the EOCT in 11th Grade Economics</p> <p>5% of students participation in project-based instruction involving CTAE, fine arts,</p>		
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<p>CTAE, fine arts, media and counseling</p> <p>5% increase in Career Technical Student Organizations (CTSO) participation</p> <p>70% of CTAE students scoring level 4 or above in the applied math and reading for information sections of Key Train</p> <p>5% increase in all core academic areas of the GHSGT</p> <p>5% increase in the graduation rate</p>	<p>media and counseling</p> <p>5% CTSO participation</p> <p>70% of CTAE students scoring level 4 or above in the applied math and reading for information sections of Key Train</p>		
Year Two			
Eligible for Contract Renewal	Non-renewal of Contract		
<p>At least 75% of students pass district's summative assessment for courses not attached to an EOCT test</p>	<p>Fewer than 75% of students pass the district's summative assessment for courses not attached to an EOCT test</p>		
<p>At least: 5% increase of students scoring a pass or pass + on the EOCT in 9th Grade Composition and Literature</p> <p>5% increase of students scoring a pass or pass + on the EOCT in 11th Grade American Literature and Composition</p>	<p>Fewer than: 5% of students scoring a pass or pass + on the EOCT in 9th Grade Composition and Literature</p> <p>5% of students scoring a pass or pass + on the EOCT in 11th Grade American Literature and Composition</p>		

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5% increase of students scoring pass or pass+ on the EOCT in 9 th Grade Math I	5% of students scoring a pass or pass + on the EOCT in 9 th Grade Math I		
5% increase of students scoring a pass or pass + on the EOCT in 9 th Grade Math II	5% of students scoring a pass or pass + on the EOCT in 9 th Grade Math II		
5% increase of students scoring a pass or pass + on the EOCT in 10 th Grade Biology	5% of students scoring a pass or pass + on the EOCT in 10 th Grade Biology		
5% increase of students scoring a pass or pass + on the EOCT in 9 th Grade Physical Science	5% of students scoring a pass or pass + on the EOCT in 9 th Grade Physical Science		
5% increase of students scoring a pass or pass + on the EOCT in 10 th Grade US History	5% of students scoring a pass or pass + on the EOCT in 10 th Grade US History		
5% increase of students scoring a pass or pass + on the EOCT in 11 th Grade Economics	5% of students scoring a pass or pass + on the EOCT in 11 th Grade Economics		
5% increase in students participation in project-based instruction involving CTAE, fine arts, media and counseling	5% of students participation in project-based instruction involving CTAE, fine arts, media and counseling		
5% increase in CTSO participation	5% CTSO participation		
70% of CTAE students scoring level 4 or above in the	70% of CTAE students scoring level 4 or above in the applied math and		

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applied math and reading for information sections of Key Train 5% increase in all core academic areas of the GHSGT 5% increase in the graduation rate	reading for information sections of Key Train		
Year Three			
Eligible for Contract Renewal	Non-renewal of Contract		
At least 80% of students pass district's benchmark exams, or project-based assessments	Fewer than 80% of students pass the district's benchmark exams, or project-based assessments		

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At least: 5% increase of students scoring a pass or pass + on the EOCT in 9 th Grade Composition and Literature	Fewer than: 5% of students scoring a pass or pass + on the EOCT in 9 th Grade Composition and Literature		
5% increase of students scoring a pass or pass + on the EOCT in 11 th Grade American Literature and Composition	5% of students scoring a pass or pass + on the EOCT in 11 th Grade American Literature and Composition		
5% increase of students scoring pass or pass+ on the EOCT in 9 th Grade Math I	5% of students scoring a pass or pass + on the EOCT in 9 th Grade Math I		
5% increase of students scoring a pass or pass + on the EOCT in 9 th Grade Math II	5% of students scoring a pass or pass + on the EOCT in 9 th Grade Math II		
5% increase of students scoring a pass or pass + on the EOCT in 10 th Grade Biology	5% of students scoring a pass or pass + on the EOCT in 10 th Grade Biology		
5% increase of students scoring a pass or pass + on the EOCT in 9 th Grade Physical Science	5% of students scoring a pass or pass + on the EOCT in 9 th Grade Physical Science		
5% increase of students scoring a pass or pass + on the EOCT in 10 th Grade US History	5% of students scoring a pass or pass + on the EOCT in 10 th Grade US History		
5% increase of students scoring a pass or pass + on the EOCT in 11 th Grade Economics	5% of students scoring a pass or pass + on the EOCT in 11 th Grade Economics		
5% increase of students scoring a pass or pass + on the EOCT in 11 th Grade Economics	5% of students		

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<p>5% increase in students participation in project-based instruction involving CTAE, fine arts, media and counseling</p> <p>5% increase in CTSO participation</p> <p>70% of CTAE students scoring level 4 or above in the applied math and reading for information sections of Key Train</p> <p>5% increase in all core academic areas of the GHSGT or EOCT (based on assessment transition plan approved by SBOE)</p> <p>5% increase in the graduation rate</p>	<p>participation in project-based instruction involving CTAE, fine arts, media and counseling</p> <p>5% CTSO participation</p> <p>70% of CTAE students scoring level 4 or above in the applied math and reading for information sections of Key Train</p>		
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<p>A4. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>		
<p>Actions:</p> <p>Develop Yearly Professional Development Calendar</p> <p>All professional development activities provided by SIG funds will be used solely to support teacher and staff improvement at AHS. The Leadership Academy/RT3 coordinator will work collaboratively with the building administrators, district’s professional learning office and the state to insure the effective implementation of the professional learning activities for AHS. A professional learning calendar will be included as a part of the school’s improvement plan to establish priorities and guide all providers, so that the school is successful in achieving its goals. Additional professional learning activities will be provided based on the needs of individual staff members, according to professional growth plans developed by all certified school personnel. The principal and Leadership Academy/RT3 coordinator will meet with staff to review performance data and classroom performance tasks to determine professional growth and modify professional learning needs, will conduct be quarterly.</p>	<p>Timeline:</p> <p>June 2011/2012/2013/2014</p> <p>Develop professional learning calendar</p>	<p>Budget:</p> <p>N/A</p>
<p>Implement Paideia School Improvement Model</p> <p>The Paideia Model was selected as the framework for the school improvement initiative for Albany High School (AHS). Paideia was selected because of research data indicating the academic success of at-</p>	<p>Spring-Summer 2011: School-wide training of the Paideia Model delivered by the national Paideia Institute</p>	<p>Year 1: Paideia \$55,000</p> <p>Year 2: Paideia \$27,500</p> <p>Year 3: Paideia \$11,000</p>

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<p>risk students. Through the use of intellectual modeling and coaching which is aligned with performance tasks recommended within the Georgia Performance Standards curriculum, students will improve academically. The Paideia Model will promote academic achievement in each of the smaller learning communities identified for AHS. Critical thinking that undergirds the Paideia Model is also important for student success in the Ninth Grade Academy, Law and Multi-Media smaller learning communities.</p>		
<p>Enhance Academic Rigor</p> <p>SIG funds will be used to enhance the existing magnet program at AHS. Implementation of the law portion of the magnet has been limited due to a lack of funding. Limited pathway courses have been implemented in the multi-media smaller learning community due to a lack of funding for staffing and resources required by the Career Technical Agricultural Education Department (CTAE) of GaDOE. Both the law and multi-media magnet goals for smaller learning communities were derived from student interest. Although AHS has a Ninth Grade Academy, frequent teacher turnover and a shortage of funds for continued professional development has resulted in the dysfunction of this smaller learning community. Research indicates that the ninth grade academy concept has a positive impact on the graduation rate as it promotes a structured transition between middle school and high school. Common planning time and other scheduling issues have limited the success of the smaller learning community, professional</p>	<p>August 2011/2012/2013- June 2012/2013/2014</p> <p>Development of the smaller learning communities</p>	<p>N/A</p>

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<p>development on master schedule building has been planned to allow every student access to a smaller learning community. District and school staff will receive training in the implementation of the career choices curriculum in order to assist AHS in improving the ninth grade year and connecting with the summer bridge.</p> <p>Improving the smaller learning communities is essential for the school to maintain the ability to attract high achieving students. One of the goals of the school choice initiative promoted by the U.S. Department of Education is to reduce minority isolation through the implementation of magnet programs to draw middle class students back to schools with high concentrations of minority students. Providing teachers with Advanced Placement (AP) training will equip them to address the needs of these high achievers by increasing the rigor and relevance required for promoting continued academic success. Additionally, increasing the number of AP courses will also improve the chances of students entering college with credit towards a degree.</p>		
<p>Develop Teacher Collaboration and Project-Based Instruction</p> <p>School data also indicates the need for teacher collaboration and project-based instruction in order to reinforce concepts and skills across disciplines, to include core academic courses, Fine Arts, Health and Physical Education and CTAE. The GaDOE/HSTW began an initiative for project-based instruction in 2009 for math, science and CTAE. Three teachers were identified to receive training, one math, one science and one CTAE. In order to expand this initiative to impact all teachers, SIG</p>	<p>Ongoing: Job-Embedded Professional learning on standards-based classrooms: Classroom Instruction That Works (DI, RTI, Project-based) with Marzano Research Laboratory Associates</p>	<p>Year 1: Marzano Associates \$132,000 Year 2: Marzano Associates \$60,500 Year 3: Marzano Associates \$33,000</p>

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<p>funds will be used to secure trainers, resources and support. Collaboration time will be built into the regular school day through the use of 49% teachers and department chairpersons with released time using SIG funds. Teachers will have an opportunity for grade to grade vertical articulation. Although the district provides differentiated instruction training using the train-the-trainer model, it lacks the impact to effectively improve the pedagogical skills of all teachers. SIG funds will be used to provide job-embedded training for differentiated instruction to include project-based instruction.</p>		
<p>Increase Training for Response to Intervention</p> <p>The district’s testing and evaluation coordinator has worked diligently to train Response to Intervention (RTI) teams at each school. Additional funding is needed to support full faculty RTI training and implementation. SIG funds will be used to engage all teachers in the RTI process in order to prevent students from failing. The implementation of the RTI process will be facilitated through the use of student response systems for immediate feedback on student progress. Students with disabilities will benefit from full implementation of the RTI process as they are served in inclusion classes. Additionally, RTI will support the needs of limited English proficient students as they acquire language skills necessary for mastery of core content subjects. Through the use of federal and local funds, some student response systems have been purchased. However, funds have been</p>	<p>Ongoing RTI training</p>	<p>Year 1: Student Response System \$64,000</p> <p>Year 2: Student Response System (2 classrooms) \$6,400</p> <p>Year 3: Student Response System (2 classrooms) \$6,400</p> <p>Repeated in Section A6</p>

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<p>limited to purchase a system for each classroom. SIG funds will support AHS in providing this invaluable tool to support academic achievement of all students.</p>		
<p>Provide GPS and Reading Endorsement Training</p> <p>Improvement efforts to support content and pedagogy development for math teachers is currently supported by funds from the district's Math and Science Partnership Grant which partners with Albany State University, Darton College and Southwest Georgia RESA to prepare Math I and Math II teachers. SIG funds will expand the professional development offerings to include Math III and Math IV teachers. Through job-embedded instructional modeling, collaboration time, and instructional coaching through the use of 49% teachers for released time, teachers can participate in GaDOE sponsored professional learning activities. The goal is to be proactive in preparing teachers to address the changes in the GHSGT from the Quality Core Curriculum to the Georgia Performance Standards Curriculum. English Language Arts, Science and Social Studies teachers will continue to receive professional development funded through the district's professional development office as well as content pedagogy enhancement provided through SIG funds for job-embedded professional development. In an effort to meet the needs of all students, core academic teachers will obtain Reading Endorsement as well as training in the Read 180 program for struggling readers. Department chairpersons will be given 2 class periods to</p>	<p>Ongoing 2011-2014 Reading Endorsement</p>	<p>Year 1: Reading Endorsement \$72, 675 Year 2: Reading Endorsement \$6, 375 Year 3: Reading Endorsement \$6, 375</p>

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<p>provide job-embedded assistance for content teachers who are struggling in the delivery of standards based instruction.</p>		
<p>Implementation of Career Pathways</p> <p>Data for AHS indicate that students are motivated by participation in career related courses. AHS however is not a comprehensive high school, and therefore lack many courses that the students find as engaging. Through the implementation of a multi-media smaller learning community with SIG funds, AHS students who have expressed an interest in graphic communication production, marketing education, journalism, commercial art, and broadcast video production will be able to participate in pathways to assist them in furthering their career goals. Students at AHS have also expressed interest in the field of law. The development of a smaller learning community for law will provide students with an opportunity to pursue pathways that will lead to careers in law practice, public safety, forensic science, criminal justice, Homeland Security, emergency services, fire science safety, Law Justice: Police Academy, and Flight Operations. SIG funds will assist AHS in engaging students in rigorous and relevant courses that will lead to a high school diploma, and subsequently a college degree.</p> <p>Perkins funding levels for the 2011-2012 school year are significantly reduced and consequently drastically reduced the Basic State Grants in excess of 7%. In addition, a significant portion of DCSS Perkins funds have been designated to carry out the 2011-2012 DCSS/CTAE program prioritized</p>	<p>Ongoing 2011-2014</p> <p>GaDOE CTAE Resource Network training for CTAE teachers and counselors</p>	<p>Year 1:</p> <p>Mobile Apple Mac Lab \$60,000</p> <p>Video Broadcasting Lab: iPads (28 x \$600=16,800), iPad Cart - \$3909, Digital Video Cameras (10 x \$300= \$3000) = \$23,709</p> <p>Law Magnet Courtroom \$28,000 The Mock Courtroom will be constructed by students in the district's construction pathway</p> <p>Homeland Security Lab Set Up - (DCSS Carl Perkins grant can support 1/2 the cost for the initial setup (\$81,000 x .50 = \$40,500)</p> <p>911 Simulator for Emergency Services \$15,000</p> <p>Flight Operations Simulator and Wind Tunnel \$46,000</p> <p>Aviation Equipment (computers, monitors, headsets, control panel, GPS module and weather station)</p>

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<p>implementation/renovation and computer replacement plans for Broadcast Video Production, Graphics Communications, First Responder, Marketing Education, Cosmetology, Construction Technology and Computing. Well over \$300,000 was spent on the CTAE programs at AHS during the 2010-2011 school year and therefore, a majority of Perkins funds are needed to address the needs of the other CTAE program areas. Nonetheless, some Perkins funds will be used to assist in supplying and equipping initial set-up of the new CTAE pathway areas for Albany High School. SIG funds, however, will still be needed.</p> <p>In addition, the district has re-evaluated the CTAE offerings and student interests to identify pathways where student numbers are dwindling. Dual enrollment and on-line learning opportunities will be implemented to maximize personnel and support the salaries for the Homeland Security and Aviation instructors by 2012-2013. The first year of these salaries are requested from the SIG, however, through FTE and phasing out of other pathways, the district will be able to sustain the positions beyond the SIG allotment.</p> <p>The lynchpin for engaging all students in a smaller learning community will be the advisory program. Although AHS currently has an advisory program, it is not designed around the smaller learning community concept. Training will be provided through the SIG to restructure the advisory program to include mentoring for at-risk students (all staff), developing career paths, and applying for post-secondary education. AHS will implement the career choice</p>		<p>\$37,143</p> <p>Homeland Security \$61,632 including benefits (Year 1 only)</p> <p>Flight Operator Instructor with benefits \$101,351 (Year 1 only)</p>
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<p>curriculum to support the transition of students from the Ninth Grade Academy to smaller learning communities for grades 10-12. Students will have the option of participating in more than one smaller learning community.</p>		
<p>Provide District and GaDOE Professional Learning Opportunities</p> <p>The Department of Curriculum and Instruction will continue to investigate, deliver training and secure consultants for research-based best practices professional learning activities for all instructional staff. Job-embedded professional learning activities in differentiated instruction, assessing for learning, standards-based classrooms, content development, response to intervention, co-teaching and project-based instruction will be provided for all instructional staff. In order to insure administrative support for these job-embedded professional learning activities, building administrators will be required to participate in the training.</p> <p>The principal, assistant principal, instructional lead teacher, district curriculum content coaches, CTAE director, director of Federal Programs and department chairpersons will be critical to the success of the implementation and monitoring of job-embedded professional development. Therefore, all must function effectively as instructional leaders. Data on student achievement will be a deciding factor in determining incentives, rewards, and renewals. All (principal, assistant principals, instructional lead teacher, and department chairpersons) who do not function effectively as instructional leaders or produce increased student achievement will be reassigned as needed. Furthermore, department chairpersons will also be trained</p>	<p>Ongoing district support for professional learning</p> <p>Ongoing</p> <p>Training provided by the Georgia Department of Education</p>	<p>Year 1:</p> <p>GaDOE Leadership Academy Training \$21,000</p> <p>GaDOE Instructional Coaching \$10,000</p> <p>GaDOE Thinking Maps \$15,000</p> <p>GaDOE School Improvement Training \$13,500</p> <p>Year 2:</p> <p>GaDOE School Improvement Training \$3,500</p> <p>Year 3:</p> <p>GaDOE School Improvement Training \$3,500</p>

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<p>as instructional coaches, trainer of trainers using Thinking Maps, Leadership Academy (GaDOE's) and School Improvement (GaDOE's). Each department chairperson will receive two coaching class periods to provide job-embedded content and pedagogical support for teachers in their discipline.</p>		
<p>Provide Teacher Support Specialists</p> <p>Additional support for developing teacher capacity will be provided by Teacher Support Specialists (TSS). The TSS program will use the framework for teacher leadership preparation developed by Charlotte Danielson. According to Danielson (2006), "teacher leadership refers to a set of skills demonstrated by teachers who continue to teach students but also have an influence that extends beyond their own classrooms to others within their own school elsewhere." The addition of Teacher Support Specialists will be a district-level initiative sponsored by the Department of Curriculum & Instruction. Teacher Support Specialists (TSS) are veteran, master teachers who have a proven track record of positively impacting student achievement, proven leadership, demonstrated content mastery, pedagogy, and effective classroom management. In order to successfully implement this layer of teacher support, teachers designated as Teacher Support Specialists will earn the Teacher Support Specialist endorsement through the district. The role of the TSS is to mentor beginning teachers, provide support, give feedback, collaborate on instruction, and monitor job-embedded professional development. Because the TSS will be assigned to a particular teacher to serve as a mentor, the TSS will provide a more intimate level of instructional coaching and support that cannot be provided by the department head, building administrators, or the instructional lead teacher. However, the TSS will</p>	<p>Ongoing</p>	<p>N/A</p>

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<p>collaborate with the department heads, building administrators, and instructional coaches to determine the content, scope, and sequence of instructional support provided to the mentee.</p>		
<p>Provide Job-Embedded Professional Learning</p> <p>Identified training is aligned with the school's area of need according to the GAPSS targeted areas, AYP data analysis and school staff surveys. The school continues to struggle with a low graduation rate for their students with disabilities subgroup, in addition to mathematics performance for all subgroups. Professional learning in differentiated instruction, project-based instruction, standards-based classrooms, assessing for learning, response to intervention, and content development will provide teachers with the knowledge, skills and support required to address the needs of these student populations. The identified professional learning activities will also improve the content knowledge and pedagogy of teachers with provisional certification.</p> <p>Simply giving teachers access to professional development will not enhance their grasp of content knowledge and pedagogy. Teachers will be given opportunities to practice and refine their knowledge and skills via job-embedded professional development. Administrators, department chairpersons serving as instructional coaches, and district curriculum coaches will provide support for teachers in maintaining fidelity in the implementation of the professional learning strategies, skills and concepts. Timely opportunities for practice and feedback will occur after participation in initial staff development activities. Teachers will then be observed utilizing the techniques and strategies in which they received training.</p>	<p>Ongoing</p>	<p>N/A</p>

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<p>Administrators, district curriculum coaches, consultants, and department chairpersons will conduct observations using the GaDOE Georgia Teacher Observation Instrument/CLASS Keys. Teachers will then receive immediate and detailed feedback following each job-embedded support session.</p>		
<p>Implement Distributed Leadership</p> <p>The principal will receive training in distributed leadership through coaching by the coordinator of the DCSS Leadership Academy/RT3 and the school's instructional coach using the Georgia Leadership Institute for School Improvement (GLISI) modules. Additionally, the school's leadership team will participate in GLISI's Base camp and Leadership summit training. The district will consistently seek out opportunities to provide leadership training for administrators and school leaders from various sources including but not limited to Regional Educational Service Agency (RESA) and the Georgia Department of Education.</p>	<p>Ongoing Support from the Leadership Academy/RT3 Coordinator</p> <p>2011-2014</p> <p>GLISI Base Camp and Summit Participation</p>	<p>Leadership Academy/RT3 Coordinator \$27,392</p> <p>Repeated in section A6</p> <p>Instructional Coach salary and benefits \$95,872</p> <p>Funds budgeted in RT3 for GLISI</p>
<p>Implement Research Based Best Practices for Interviewing/Evaluation/Sustainability</p> <p>The Haberman Educational Foundation has dedicated research and practice in the area of "selecting teachers and principals of excellence for the children and youth of America", and its mission is "to identify and select teachers who will succeed and serve in schools with less than ideal working conditions serving diverse children in poverty (Haberman 1994). Therefore, the Haberman model is another research-based training that will be secured by the Department of Curriculum and Instruction. The administrators and leadership team members will become certified interviewers using the Haberman model. School leaders</p>	<p>Ongoing Haberman Training</p>	<p>N/A</p>

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<p>will also receive in depth training on how to use the School Keys developed by the Georgia Department of Education to develop effective school improvement plans. Administrative staff and instructional coaches will also receive training in using the CLASS Keys provided by the Georgia Department of Education in the fall of 2011 to provide effective feedback to teachers in meeting the goals of the school, content area and class. Several schools in the Dougherty County School System have piloted the CLASS Keys program. However, the schools that are applying for the SIG were not included in the pilot. Therefore, the entire staff will have to be trained on the CLASS Keys model. First, the district will secure a trainer from the GaDOE’s School Improvement division to conduct training sessions. During the fall of 2011, teachers will participate in building level professional development on CLASS Keys. Follow-up sessions on CLASS Keys will be conducted throughout the school year with a summative evaluation of the program being conducted in the summer of 2012.</p> <p>Because leadership is indicated as one of the most effective ways of insuring school transformation (Reeves 2009), the coordinator will begin summer leadership institutes for the schools leadership team (administrators and instructional coaches). According to research for school improvement, professional learning communities provide teachers with a framework for continuous content and pedagogical improvement. In fact, “The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities” (Dufour & Eaker 1998). Leadership teams for these schools will be developed on various levels. For example,</p>	<p>Fall 2011 Ongoing CLASS Keys Training</p>	<p>CLASS and Leader Keys Training in RT3 Budget</p>
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<p>inter-disciplinary, content area, school themes, data analysis, and school improvement leadership teams will be developed to ensure that all aspects of the transformation process occur.</p>		
<p>Implement Leadership Academy/RT3 coordinator, School to Career Transition Specialist and Curriculum Support</p> <p>Frequent monitoring of the transformation initiatives for AHS will be conducted by the principal, instructional coach, leadership team, Leadership Academy/RT3 coordinator, School to Career Transition Specialist and district support staff. Quarterly meetings will be conducted to review student achievement data, staff and student attendance data and parental engagement data to measure the progress of the school in meeting the goals outlined in the SIG and school improvement plan. Appropriate adjustments will be made if necessary to insure that the school meets its target of academic achievement. Successful implementation of professional development training will be measured by observation data of training strategies used during Georgia Teacher Observation Instrument/CLASS Keys instructional visits, surveys from training sessions, professional learning communities agendas, sign-in sheets and minutes, and student achievement data.</p>	<p>Ongoing Monitoring of the transformation initiative</p>	<p>N/A</p>

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Professional Development	Content & Pedagogy (Job Embedded) (GAPSS Targeted Areas for Improvement)	Leadership and Stakeholder Engagement Training	Instructional Coaching Training
Year 1	<p>Marzano Classroom Instruction That Works (Including: RTI, Standards Based Instruction, Differentiated Instruction, Project-Based Instruction) Math, ELA, Soc. Studies, Science, CTAE Teachers Principal, Assistant Principals, Instructional Leader</p> <p>Paideia Training from the National Paideia Center:</p> <p>Whole school</p> <p>GaDOE CTAE Resource Network training for CTAE teachers and counselors</p> <p>SREB: High School 101 training for the Ninth Grade Academy</p> <p>Reading Endorsement: (Year Long)</p>	<p>GaDOE Summer Leadership Academy: Building Administrators and Leadership Team</p> <p>GaDOE Thinking Maps Trainer of Trainers: Building Administrators and District Leaders</p> <p>GaDOE SIG/School Improvement Grants Schools Training for Building Principal</p> <p>Stakeholder Engagement Training: Parents, Community Partners, School Staff, District Staff</p>	<p>10 Department Chairs Principal 2 Assistant Principals Instructional Leader</p>
Year 2	<p>Reading Endorsement: (Year Long)</p> <p>CCGPS Training GaDOE & RESA: Math and ELA Teachers</p>	<p>Job Embedded Professional Learning Through Class Observations/ Feedback Sessions by District Curriculum Content Coaches and School Leaders, Marzano Associates, Paideia, Instructors, Instructional Leader</p> <p>Use the Leader Keys and CLASS Keys standards to sustain professional development and school improvement initiatives</p> <p>Professional Learning Communities at Work Whole Faculty Book Study: Principal, Assistant Principals, Teachers, Instructional Leader, District Staff</p>	<p>Job Embedded Professional Learning Through School Observations/Feedback Sessions</p> <p>Evaluation and Instructional support will be based on Leader and CLASS Keys standards</p>

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Year 3	Reading Endorsement: (Year Long)	<p>Job Embedded Professional Learning Through Class Observations/ Feedback Sessions by District Curriculum Content Supervisors and School Leaders, Marzano Associates, Paideia, Reading Endorsement Instructors, Instructional Leader</p> <p>Use the Leader Keys and CLASS Keys standards to sustain professional development and school improvement initiatives</p>	<p>Job Embedded Professional Learning Through School Observations/Feedback Sessions</p> <p>Evaluation and Instructional support will be based on Leader and CLASS Keys standards</p>
Sustainability After the Grant	District Staff Development Funds and School Title I Funds will be used to continue staff development beyond the grant funding cycle.	<p>Job Embedded Professional Learning Through Class Observations/ Feedback Sessions by District Curriculum Content Supervisors and School Leaders, Instructional Leader</p> <p>Use the Leader Keys and CLASS Keys standards to sustain professional development and school improvement initiatives</p>	<p>Job Embedded Professional Learning Through School Observations/Feedback Sessions</p> <p>Evaluation and Instructional support will be based on Leader and CLASS Keys standards</p>

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

<p>Actions:</p> <p>Implement Principal Recruitment Incentive</p> <p>In order to attract and retain a highly competent principal for AHS, utilizing SIG resources, this principal will receive a \$5,000 performance bonus payable at the end of the first fiscal year of employment, pending improvement status in AYP posting. If the principal meets the goals outlined in the School Improvement Plan and the SIG, he or she will be eligible to receive the performance bonus based on the following criteria:</p> <ol style="list-style-type: none"> 1. 5% increase in student attendance 2. 20% of parents in every grade level engaged in decision making and in activities improving student achievement 3. 5% increase of students scoring a pass or pass+ on the core academic EOCTs 4. 5% increase in the graduation rate 5. 95% of student population participating in one of the smaller learning communities 6. 5% increase in the number of students scoring pass or pass+ on the core content GHSGTs 7. 15% reduction in discipline referrals through the implementation of a positive behavior system and training to eliminate bullying and student harassment 	<p>Timeline:</p> <p>Years 1-3:</p> <p>Principal Receives Performance Bonus of \$5,000</p>	<p>Budget:</p> <p>Years 1-3</p> <p>Principal Bonus \$5,407 including benefits</p>
<p>Implement Graduation Coach and Counselors Incentive Awards</p> <p>The graduation coach and counseling staff will be eligible to receive a \$250 incentive award for each year there is a five percent gain in the school's graduation rate. School counselors and graduation coach must meet the following criteria in order to be eligible for the incentive award:</p> <ol style="list-style-type: none"> 1. 95% of students must be actively engaged in one of the smaller learning communities 2. 90% of students at risk must have a career choice plan with quarterly monitoring 	<p>Year 1:</p> <p>School Counselors and Graduation Coach Receive \$250. Incentive awards will be received if at there is at least a 5% increase in the graduation rate.</p> <p>An additional \$250 incentive award will be received if the counselors and graduation coaches accomplish the goals</p>	<p>Year 1:</p> <p>Increasing the graduation rate: Counselors and Graduation Coach \$812 including benefits</p> <p>Increasing student engagement: Counselors and</p>

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<p>3. 95% of students with 16 or more days absent the previous school year must have an attendance modification and recovery plan</p> <p>4. 95% of students with 5 or more days absent by the end of August each school year must have an attendance modification and recovery plan. The attendance modification and recovery plan will provide a proactive approach to insure students are in school on a regular basis in order to achieve their academic goals. Parents, district social workers, graduation coach, counselors, administrators, mentors, district attorney and the superintendent will be engaged in this initiative to identify students with poor attendance early in the year. Once the students have been identified, a RTI plan will be developed to implement and monitor interventions, take corrective actions when appropriate and make necessary modifications if needed to support student attendance and learning.</p> <p>5. 95% of students at-risk must be assigned a mentor with quarterly meetings</p> <p>6. 95% of students must have a six-year college-career readiness plan</p>	<p>outlined in the narrative (95% student engagement in smaller learning communities, 90% of students have a career choice plan, 95% of students with 16 or more days absent the previous school year must have an attendance modification and recovery plan)</p> <p>Year 2: School Counselors and Graduation Coach Receive \$350. Incentive awards will be received if at there is at least a 5% increase in the graduation rate.</p> <p>An additional \$350 incentive award will be received if the counselors and graduation coaches accomplish the goals outlined in the narrative (95% student engagement in smaller learning communities, 90% of students have a career choice plan, 95% of students with 16 or more days absent the previous school year must have an attendance modification and recovery plan)</p> <p>Year 3: School Counselors and Graduation Coach Receive \$375. Incentive awards will be received if at there is at least a 5% increase in the graduation rate.</p> <p>An additional \$375</p>	<p>Graduation Coach \$812 including benefits</p> <p>Year 2: Increasing the graduation rate: Counselors and Graduation Coach \$1,112 including benefits</p> <p>Increasing student engagement: Counselors and Graduation Coach \$1,112 including benefits</p> <p>Year 3: Increasing the graduation rate: Counselors and Graduation Coach \$1,187 including benefits</p>
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	<p>incentive award will be received if the counselors and graduation coaches accomplish the goals outlined in the narrative (95% student engagement in smaller learning communities, 90% of students have a career choice plan, 95% of students with 16 or more days absent the previous school year must have an attendance modification and recovery plan)</p>	<p>Increasing student engagement: Counselors and Graduation Coach \$1,187including benefits</p>
<p>Hire 49% teachers for each core content areas and implement recruitment incentives</p> <p>In an effort to provide flexible work conditions for full time staff to participate in ongoing professional learning communities, forty-nine percenters will be hired in each of the content areas to accommodate release time for department chairpersons. Department chairpersons and the instructional lead teacher will receive two additional class periods to work as teacher leaders, in support of job-embedded professional development. Professional learning is important for the effective implementation of the transformation model. As teacher leaders, department chairpersons and the instructional lead teacher will lead study groups, model best-practice teaching strategies, mentor new and beginning teachers and support curriculum development.</p> <p>As a requirement of employment, all Albany High School teachers would be required to work extended hours to allow for collaborative planning time, job-embedded professional learning, and parent and student conferencing. This time would be compensated at a rate commensurate with their pay scale.</p> <p>Teachers would receive stipends for participating in professional learning opportunities and staff planning sessions held on off-contract days or after school hours.</p> <p>Teachers recruited under this model will be</p>	<p>Spring/Summer 2011 Post Job Openings for 49% Teachers</p>	<p>Recruitment Incentives with benefits \$16,221</p> <p>Forty-nine percent teachers salary and benefits \$129,768</p>

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<p>expected to make a commitment to the district for a period of at least three years contingent upon a successful tenure as a teacher. The district defines a “successful” tenure as producing consistent improvement in student achievement, earning satisfactory evaluations according to the Georgia Teacher Observation Instrument/CLASS Keys, working collaboratively with all stakeholders, and exhibiting leadership qualities. The district will also expand its efforts to recruit highly qualified teachers who are both willing to work in challenging schools and capable of increasing student achievement among at-risk students. The district will offer new-hires from outside the district, teachers who are highly qualified and possess a clear renewable certificate, a \$1,500 incentive bonus after the completion of the first year of service. The aforementioned terms will apply to teachers who are just entering the teaching field. On the other hand, experienced teachers who are transferring to the district, and from school to school within the district will be eligible for the same incentives if they too have a clear renewable certificate, are highly qualified, and demonstrate a proven success record in enhancing student achievement.</p>		
<p>Instructional coach and teacher leaders participate in the Dougherty County School System’s Leadership Academy</p> <p>It is expected that the instructional coach, teacher leaders and building level leaders who are successful in this model will prove to be teacher leaders as well. These successful teachers will be given opportunities to practice their leadership skills and to further develop those skills as members of the Dougherty County School System’s Leadership Academy (DCSSLA). Participants in the DCSSLA will be given direct training to enhance and develop their leadership skills, these teacher leaders will also create a pool of applicants who are eligible to apply for positions as assistant principals and principals in the Dougherty County School System. The opportunity to participate in the district’s Leadership Academy and to secure an endorsement to participate in a post-secondary leadership program from the district will further</p>	<p>Ongoing professional growth through the Dougherty County School System’s Leadership Academy for teacher leaders and building administrators.</p>	<p>N/A</p>

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serve as incentives for aspiring leaders.		
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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>Research the Paideia Model</p> <p>To ensure that all students at Albany High School are making adequate progress, AHS will implement the Paideia Instructional Program. The Paideia Group, which is comprised of a group of diverse educators and scholars, outlines a comprehensive course of study that incorporates three complementary instructional techniques. These techniques, also known as the “The Columns of Instruction”, are didactic instruction of factual information, intellectual coaching of skills, and seminar discussion of ideas, concepts, and values. The Paideia Philosophy has five important elements that intertwine to create a systematic approach to school reform. These categories are: Teaching and Learning; School Culture; Leadership; Community Involvement; and Scheduling. At the core of these elements is a rigorous education for all children.</p> <p>The Paideia Model has been deemed effective in several schools across the United States. Dr. Eric Robinson (2008), a professor in the Department of Educational Psychology, completed an independent evaluation to determine the effectiveness of the Paideia Model at nine schools. With the exception of three, all of the schools were identified as at risk schools. The study indicated a positive academic impact on all nine schools that incorporated the Paideia Model.</p> <p>Additionally, researchers from the Center for Research and Evaluation at the</p>	<p>Timeline:</p> <p>Initial Training for the Implementation of the Paideia Instructional Program Conducted by a Paideia Institute Consultant</p> <p>Ongoing: Job-Embedded Support for the Implementation of Paideia Seminars</p> <p>Ongoing: Identify Topics and Develop the Calendar for the Paideia Seminars</p>	<p>Budget:</p> <p>Year 1: Paideia \$55,000</p> <p>Year 2: Paideia \$27,500</p> <p>Year 3: Paideia \$11,000</p> <p>Repeated from A4</p>
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<p>University of North Carolina Greensboro recognized a number of important outcomes that are directly related to how students perceive school and their role in the school community in Paideia Schools. During the first year of a large, multi-year program evaluation, researchers found “increases in students’ perceptions of the quality of their teachers, their self-concept, . . . and their sense of self-efficacy”. Also, the Paideia Program “was generally associated with similar outcomes for girls and boys, and for majority and minority students” (Center for Educational Research and Evaluation, 1998). In the second year, this trend continued and researchers reported that “in particular, the effects on interpersonal factors suggest that students in Paideia classrooms consistently experience less friction and alienation” (1999).</p>		
<p>Training in Classroom Instruction that Works: Marzano Associates</p> <p>The research work of Marzano will be used to drive the development and implementation of standards-based classrooms at AHS. According to reports, in <i>Classroom Instruction that Works</i>, by Marzano, et al., the authors summarize research and theory and generalize classroom practice. Three main tenets of the Marzano book are 1) student-centered instruction, 2) the teaching of critical thinking skills, and 3) the use of “hands on” instruction in the classroom. All three of these are fully incorporated into the GPS framework. Teachers will receive ongoing job-embedded support for the implementation of strategies received during face-to-face training from the school’s instructional coach.</p> <p>The Georgia Performance Standards (GPS) advocate the use of skills and knowledge that require students to problem solve, reason, communicate, and make</p>	<p>On-going: School Support Job-Embedded Professional Learning on Standards-Based Classrooms (DI, RTI, Project-Based) with Marzano Research Laboratory Associate</p>	<p>Year 1: Marzano Associates \$132,000</p> <p>Professional development supplies \$30,000 (all training/(books, presentation materials, etc.)</p> <p>Instructional Coach salary and benefits \$ 95,872</p> <p>Year 2: Marzano Associates \$60,500</p> <p>Professional development supplies \$20,000 (books,</p>

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<p>connections with other information. Effective implementation of the GPS/CCGPS will be identifiable based on the increased level of rigor in instruction through differentiated instruction, flexible grouping, data-driven instructional practices, meaningful student commentaries, student engagement through tasks and improved academic achievement for all students (regular education, SWD and ELL). The principal, assistant principals, lead teachers, district instructional leaders, Leadership Academy/RT3 coordinator and the office of Curriculum and Instruction will conduct frequent monitoring of the implementation of the GPS/CCGPS. Through the use of walk throughs, collaborative planning sessions, teacher and student surveys, nine weeks benchmarks, student performance tasks, student projects, and summative assessments, the success of the improvement initiative will be measured and the necessary adjustments will be made</p>		<p>presentation materials, etc.) Instructional Coach salary and benefits \$ 95,872</p> <p>Year 3: Marzano Associates \$33,000 Professional development supplies \$15,000 (books, presentation materials, etc.)</p> <p>Instructional Coach salary and benefits \$ 95,872</p> <p>Repeated from A4</p>
<p>Implement Paideia Model to increase critical thinking skills</p> <p>The Paideia model is aligned with the concepts of the GPS/CCGPS. In a Paideia Model Classroom, the three complementary instructional techniques or columns: didactic instruction of factual information; intellectual coaching of skills; and seminar discussion of ideas, concepts, and values supports the curriculum of the Georgia Performance Standards. GAPSS target areas for improvement for AHS are aligned with the components of the Paideia model. Standard I 1.1 indicates that instruction consistently reflect expectations and rigor articulated in the GPS. Additionally, standards I 3.1 and I 3.2, indicate that the</p>	<p>Initial Training for the Implementation of the Paideia Instructional Program Conducted by a Paideia Institute Consultant</p> <p>Ongoing: Job-Embedded Support for the Implementation of Paideia Seminars</p> <p>Ongoing: Identify Topics and Develop the Calendar for the Paideia Seminars</p>	<p>Year 1: Paideia \$55,000 Professional development supplies \$30,000 (all training/(books, presentation materials, etc.) Repeated above</p> <p>Year 2: Paideia \$27,500 Professional development supplies \$20,000 (all training/(books,</p>

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<p>instructional model must engage all students in work that is authentic and standards driven and requires higher order reasoning and independent application of GPS.</p> <p>Didactic Instruction is the delivery of factual information. Lecture, demonstration, videos, and reading are common forms of Didactic Instruction. The goal of Didactic Instruction is for students to acquire the basic "must know information" about a subject. This is aligned with the GPS curriculum's idea of having content standards that basically indicate what a student is expected to know. Standard C 3.1 and C 3.2 indicate that a review system is in place to insure that all units and lesson plans and assessments are directly aligned to the intent of the course level standards. Because Didactic Instruction typically puts students in a passive role, the National Paideia Center advocates limiting Didactic Instruction to 10-15% of instructional time.</p> <p>Intellectual Coaching, a component of Paideia is defined as guidance through modeling and questioning. This component of the Paideia Model coincides with the performance tasks that are suggested in the GPS curriculum. Intellectual Coaching may begin with a teacher modeling, writing a sentence, reading a paragraph, solving a problem, or hypothesizing about a reaction. Intellectual Coaching often happens by questioning as well as both positive and corrective feedback. The goal of Intellectual Coaching is for students to acquire expertise in skills of learning, such as reading, writing, calculating, and observing. Developing skills in a relevant context</p>		<p>presentation materials, etc.)</p> <p>Repeated above</p> <p>Year 3: Paideia \$11,000</p> <p>Professional development supplies \$15,000 (all training/(books, presentation materials, etc.)</p> <p>Repeated above</p> <p>Repeated from A4</p>
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<p>occurs in a Paideia Classroom through teacher’s development and use of units called Coached Projects. Intellectual Coaching ideally occurs 70% of instructional time. Assessment and evaluation of Intellectual Coaching is conducted through performance tasks and projects that use of checklists and rubrics.</p> <p>A Paideia Seminar is a collaborative, intellectual dialogue facilitated by open-ended questions about a text. The goal of the Paideia Seminar is for students to expand their understanding of ideas, concepts, and values about the curriculum. The Paideia Seminar nurtures both intellectual and social skills. Paideia Seminars occur approximately 15-20% of instructional time. “Assessment and evaluation of Paideia Seminars occurs through pre and post seminar tools and processes including self identified goals, discussion, and writing.” The Paideia model is aligned with GAPSS Standard A 2.2 that indicates formative assessments should be used throughout a unit to monitor student progress with evidence of learning gaps and strengths and provide timely feedback to students so they can adjust their learning process.</p> <p>Once a school community has decided to implement the Paideia Program, a three-year journey comprised of a site-based, whole-school implementation experience that is custom-designed to the unique needs of the school begins. In each successive year of that journey, there will be a cycle of Professional Development Events including: Summer Institutes, Whole Faculty Training in the Fall, Monthly</p>		
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<p>Technical Support Visits, and annual Spring Conference</p> <p>Research has shown that the Paideia Model has positive effects on student achievement. Additionally, the model is aligned with the state’s curriculum framework of content standards, performance tasks, and dialogue with students regarding their work. In order for a culture of inquiry to be developed, vertical alignment with the elementary and middle feeder schools for AHS is essential. Students must begin the development of inquiry based education at an early age in order to develop critical thinking skills required for success in the 21st century. The district will use funds from other sources to support the implementation of the Paideia model at Sherwood Acres Elementary School and Albany Middle School, the primary feeder schools for AHS.</p>		
<p>Implement Smaller Learning Communities</p> <p>The district will use the smaller learning communities model to address the needs of the students in the Tier I school. According to Robert Sanborn, president of Children at Risk, a non-profit group in Houston, Texas, “Children growing up in poverty have many more obstacles. When we create smaller learning communities, that’s a real service to them.” A study of magnet schools in Dallas, Texas (The study resulted in rankings that were based on student performance on the Texas Assessment of Knowledge and Skills and percentage of students who graduate in six years.), revealed that in spite of students’ socio-economic status, magnet schools positively</p>	<p>Ongoing support for the smaller learning communities</p>	<p>N/A</p>

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<p>impact student achievement giving the magnet schools in the Dallas Independent School District some of the highest rankings in the state. Sanborn also asserted, “low-income students did better in smaller, specialized schools where they’re less likely to get bored or feel disconnected.”</p> <p>Because 81% of Albany High School students are classified as economically disadvantaged, the magnet theme coupled with smaller learning communities will best meet the needs of the school’s student population. Therefore, in addition to incorporating the Paideia Instructional Model throughout the school, Albany High School will fully implement a Law and Multimedia Magnet. Each smaller learning community under the umbrella of the Law, and Multimedia magnet programs will play an important role in improving student achievement and the overall culture of the school.</p> <p>Students’ initial entry into a smaller learning community is the Ninth Grade Academy. Although AHS has a Ninth Grade Academy, frequent teacher turnover and a shortage of funds for continued professional development has resulted in the dysfunction of this smaller learning community. Research indicates that the ninth grade academy concept has a positive impact on the graduation rate as it promotes a structured transition between middle school and high school. The transition between middle and high school is further supported through vertical articulation and alignment of the smaller learning communities at the feeder middle school.</p>		
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<p>The district's "Centers of Excellence" theme is based on a continuum that begins prior to entry into high school. Therefore, interest in the Law and Multimedia smaller learning communities has been previously established. However, the district's CTAE department conducted surveys of student interest to determine course offerings and pathways for CTAE. Consequently, subsequent participation in smaller learning communities is based on student interest.</p> <p>Currently, the school has an Advanced Placement program that serves a small percent of the student population. Implementation of the law and multimedia portion of the magnet theme will allow the school to meet the needs and interests of diverse student populations. However, implementation of the Law and Multimedia magnets has been limited due to a lack of funding. Currently, the multi-media portion of the magnet is in the emergent phase. Again, due to a lack of funding for staffing and resources required by GaDOE's Career Technical Agricultural Education Department (CTAE), the law and multi-media magnet goals for smaller learning communities have not been fully implemented. Because AHS is in a development and implementation phase for its smaller learning communities, professional development for the staff will be essential.</p>		
<p>Identify Smaller Learning Communities Career Pathways</p> <p><i>Multimedia Smaller Learning Community</i></p> <p>Pathway 1</p>	<p>Year 1: Implement Broadcast Video Production and Purchase Classroom Set of iPad 2 and a Mobile Charging Cart, Handheld Digital Video Cameras</p>	<p>Year 1: Mobile Apple Mac Lab \$60,000 Video Broadcasting Lab: iPads (28 x</p>

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<p>Broadcast/Video Production Pathway</p> <ul style="list-style-type: none"> ● 10.51110 Broadcast/Video Production I* ● 10.51210 Broadcast/Video Production II* 10.51310 Broadcast/Video Production III* <p>Graphic Communications Pathway</p> <ul style="list-style-type: none"> ● 48.56100 Introduction to Graphics and Design* ● 48.56200 <i>Graphic Design and Production*</i> ● 48.56900 <i>Graphic Output Processes*</i> <p>Interactive Media Pathway</p> <ul style="list-style-type: none"> ● 11.41300 Computing in the Modern World ● 11.43100 Fundamentals of Web Design ● 11.43200 Advanced Web Design <p>Marketing Education</p> <ul style="list-style-type: none"> ● 08.47400 Marketing Principles ● 08.47200 Professional Sales and Promotions ● 08.47900 E-Marketing <p>The Broadcast video production lab will support the school in meeting its goals of academic achievement in all content areas, with a focus on improving ELA and mathematics. The lab will assist in the development of ELA skills, in addition to aiding students in the use of mathematical skills to measure length by choosing appropriate units and tools. Students will also investigate properties of geometric figures in the coordinate plane, understand the use of vectors and investigate the properties of electricity and magnetism. The GaDOE has core content standards alignment developed for each CTAE pathway. Both core content and CTAE</p>	<p>Ongoing: Train core content teachers to use the Mobile Mac Lab and Video Broadcasting iPads to increase rigor and student engagement in instruction</p>	<p>\$600=16,800), iPad Cart - \$3909, Digital Video Cameras (10 x \$300= \$3000) = \$23,709</p> <p>Fox News \$110</p> <p>Year 2: Fox News \$110</p> <p>Year 3: Fox News \$110</p>
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<p>teachers will collaborate on the development of curriculum maps to support relevant instruction.</p> <p>In example, the CTAE standard below is attached to the aligned core content standard on the GaDOE website:</p> <p>ACCT-BVP1-4. Students will be able to demonstrate proper set-up and use of basic production equipment. Academic Standards: BCS-CMW-7 Students will demonstrate an understanding of how pictures, sounds, and video are represented in a computer. SPS7 Students will relate transformations and flow of energy within a system. SPS10 Students will investigate the properties of electricity and magnetism.</p> <p>Students will have an opportunity to participate in field experiences where they can shadow, observe and operate equipment used in the field of study. Field experiences to Fox News will provide students with an opportunity for exposure to various jobs required for a successful news production. Additionally, these students will have an opportunity to add these experiences to their resumes as they work toward a career in the field of video broadcasting.</p>		
<p>Identify Smaller Learning Communities Career Pathways</p> <p>Law Smaller Learning Community</p> <p>Law & Justice Pathway</p> <ul style="list-style-type: none"> ● 43.43000 Introduction to Law & Justice* ● 43.43500 Law, Community Response & Policing* ● 43.43300 Criminal Investigation & Forensics* 	<p>Year 1:</p> <p>Implement Mock Court Room and Mock Trials Students participating in the Law and Justice pathway will have an opportunity to exercise the knowledge and skills acquired in the core content areas. Participation the Law and Justice pathway will allow students to use</p>	<p>Year 1:</p> <p>Law Magnet Courtroom \$28,000 The Mock Courtroom will be constructed by students in the district's construction pathway Trip to Criminal Justice School \$110 Aviation School Trip</p>

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<ul style="list-style-type: none"> • 43.43400 Law & Justice Internship <p>Flight Operations Pathway</p> <ul style="list-style-type: none"> • 47.46100 Fundamentals of Flight Operations • 47.46500 Navigation and Communication • 47.46600 Flight Operations Meteorology <p>Students participating in the Law and Justice Pathway will also have an opportunity to reinforce the skills learned in ELA, science, social studies and math. The following standards from the Law and Justice Pathway indicate the alignment with concepts and skills acquired in the core content subjects:</p> <p>PS-ILJ-1. Students will investigate careers in the field of Law and Justice. Students will explore the requirements and responsibilities of various public safety personnel.</p> <p>Academic Standards: ELA10W3 The student uses research and technology to support writing. ELA12C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.</p> <p>Students will have an opportunity to participate in field experiences where they can shadow, observe and operate equipment used in the field of study. During the field experience to the criminal justice school at Albany State University, students will have an opportunity to investigate the requirements for earning a degree in the various fields of law.</p>	<p>critical thinking skills developed as a part of the Paideia seminars conducted in the core classes. Critical thinking skills have a direct impact on student achievement on standardized assessments.</p> <p>Implementation of Pre-Law Course to improve student academic achievement in U.S. History and American Government</p>	<p>(Columbus, Ga.) \$954 Cape Canaveral Field Trip \$1,138</p> <p>Year 2: Trip to Criminal Justice School \$110</p> <p>Aviation School Trip (Columbus, Ga.) \$954 Cape Canaveral Field Trip \$1,138</p> <p>Year 3: Aviation School Trip (Columbus, Ga.) \$954 Cape Canaveral Field Trip \$1,138</p> <p>Trip to Criminal Justice School \$110</p>
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<p>Identify Smaller Learning Communities Career Pathways</p> <p>Homeland Security and Emergency Services Pathway</p> <ul style="list-style-type: none"> • 43.43600 Homeland Security • 43.43700 Emergency Services • 43.43800 First Responder and Emergency Leadership • 43.44000 Applications of Firefighting <p>Students participating in the Homeland Security Pathway will also have an opportunity to reinforce the skills learned in ELA, science, social studies and math. The following standards from the Homeland Security Pathway indicate the alignment with concepts and skills acquired in the core content subjects:</p> <p>PS-HS-1. Students will explore the different careers available in the field of Homeland Security.</p> <p>Academic Standards: ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. ELA10RC2 The student participates in discussions related to curricular learning in all subject areas. ELA10RC3 The student acquires new vocabulary in each content area and uses it correctly. SSCG21 The student will demonstrate knowledge of criminal activity.</p> <p>Therapeutic Services and Emergency Services Pathway</p> <ul style="list-style-type: none"> • 25.52100 Introduction to Healthcare Science • 25.56400 Emergency and Disaster Preparedness • 25.56200 Concepts of Emergency 	<p>Summer 2011</p> <p>Initiate Process for Homeland Security (Training and Lab Set-Up)</p> <p>Summer 2011</p> <p>Hire Staff for Flight Operations and Homeland Security</p>	<p>Year 1:</p> <p>Homeland Security Lab Set Up - (DCSS Carl Perkins grant can support 1/2 the cost for the initial setup (\$81,000 x .50 = \$40,500)</p> <p>911 Simulator for Emergency Services \$15,000</p> <p>Flight Operations Simulator and Wind Tunnel \$46,000</p> <p>Aviation Equipment (computers, monitors, headsets, control panel, GPS module and weather station) \$37,143</p> <p>Homeland Security \$61,632 including benefits (Year 1 only)</p> <p>Flight Operator Instructor with benefits \$101,351 (Year 1 only)</p> <p>Aviation School Trip (Columbus, Ga.) \$954</p> <p>Cape Canaveral Field Trip \$1,138</p> <p>Year 2:</p>
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<p style="text-align: center;">Medicine</p> <p>PS-HSES-1. Students will describe the public safety system. Academic Standards: ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. ELA10RC2 The student participates in discussions related to curricular learning in all subject areas. SSWH20 The student will examine change and continuity in the world since the 1960s.</p> <p>Students will have an opportunity to participate in field experiences where they can shadow, observe and operate equipment used in the field of study. During the field experiences to the aviation school in Columbus and Cape Canaveral, students will develop a clear understanding of the different careers associated with aviation, and the role that aviation plays in homeland security.</p>		<p>Aviation School Trip (Columbus, Ga.) \$954</p> <p>Cape Canaveral Field Trip \$1,138</p> <p>Year 3:</p> <p>Aviation School Trip (Columbus, Ga.) \$954</p> <p>Cape Canaveral Field Trip \$1,138</p>
<p>Enhance Advanced Placement Courses</p> <p>Advanced Placement courses are designed to ensure that the school offers a rigorous curriculum that meets the needs of all students. To accomplish this goal, the number of Advanced Placement (AP) Courses that are offered will be increased, collaborative efforts to offer Dual Enrollment Courses on the school's campus will be enhanced, and the number of students enrolled in accelerated courses will also increase.</p> <p>To accomplish this goal, teachers will receive ongoing professional development and AP training during each summer. Also, efforts will be employed to teach dual enrollment courses on the high school campus by local higher education faculty.</p>	<p>Ongoing</p>	<p>Year 1:</p> <p>Electronic Readers and E-Books for Advanced Placement Camp \$10, 500</p> <p>Field Trips and Advanced Placement Camp \$2,539</p> <p>Summer Enrichment \$2,539</p> <p>Year 2:</p> <p>E-Books for Advanced Placement Camp \$10,000 for 10th grade</p>

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<p>Increasing the number of students who enroll and successfully complete Advanced Placement courses is one of the main objectives of the focus on increased academic rigor. Therefore, students who desire to enroll in Advanced Placement courses will have the opportunity to participate in a three-week Advanced Placement Summer Institute. In this institute, students will be pre-exposed to many of the concepts that will be presented in their Advanced Placement courses during the upcoming year. Students entering AHS from the feeder middle school will have an opportunity to take pre-AP courses (SIG funds will not be used for any component of the middle school program). By providing students with rigorous AP aligned courses at the middle school, AHS will be able to sustain this level of instructional rigor. The elementary school that is a part of this feeder pattern also has a cohort of gifted students who are exposed to a level of rigor aligned with AP courses. Additionally, to support student learning in the AP courses throughout the school year, the school will use Cognitive Tutor, Study Island for Advanced Placement Courses, Apex Learning, and Mobile Handheld Technology for AP Courses.</p>		<p>Field Trips and Advanced Placement Camp \$2,539</p> <p>Field Trips and Advanced Placement Camp \$2,539</p> <p>Summer Enrichment \$2,539</p> <p>Year 3:</p> <p>Electronic Readers and E-Books for Summer Advanced Placement Camp \$10,500</p> <p>Field Trips and Advanced Placement Camp \$2,539</p> <p>Summer Enrichment \$2,539</p>
<p>Implement and Enhance Law Magnet</p> <p>The Law Magnet is designed to expose students interested in careers dealing with legal practice and law enforcement to the field of Law. The magnet program will expose students to several aspects of the Law Field including Politics, Law Enforcement, and Adjudication. Also, students will complete these courses in a</p>	<p>Ongoing: Vertical Articulation</p>	<p>Year 1:</p> <p>Trip to Criminal Justice School \$110</p> <p>Year 2:</p> <p>Trip to Criminal Justice School \$110</p>

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<p>simulated “real-world” environment. The Law Magnet program is a comprehensive program offering multiple elective classes at each grade level, in a sequential manner, concentrating on aspects of law and legal procedures and processes. The program will offer students the unique enrichment concentration of law-related education classes. In addition to regular schoolwork, students will take several classes that give them an overview of the criminal justice field. Students will enroll in Political Science, Criminal Justice, Forensic Science, and Pre-Law courses.</p> <p>The Political Science, Criminal Justice, and Pre-Law courses will open the minds of students to a wider world of educational and career opportunities. In Criminal Justice and Pre-Law courses, students will learn about several aspect of adjudication by studying introductory law and procedures. Students will study many aspects of law including criminal law, “white collar” crimes, immigration laws, crime scene investigation, and courtroom procedures. Law enforcement officials, judges, and lawyers will be frequently scheduled to visit and speak to the classes and students in the magnet program. Students will frequently conduct mock trials that are critiqued by legal professionals in a courtroom setting. A mock trial courtroom will provide students with a real world application of the skills and knowledge acquired in their classes. Through the use of SIG funds students from all of the smaller learning communities can gain comprehensive exposure via collaboration as they experience the roles of court reporters,</p>		<p>Year 3:</p> <p>Trip to Criminal Justice School \$110</p>
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<p>bailiffs, lawyers, judges, jurors, forensic scientists, criminologists, crime scene investigators, police officers, investigative reporters, journalists and television reporters. The primary elementary and middle feeder schools for AHS will be provided with smaller versions of the mock trial courtroom through the use of local funds. Students from the feeder schools will have an opportunity to visit mock trials at AHS as a part of the vertical articulation process. As a result, students will enter AHS with prior knowledge of the law and multi-media smaller learning communities.</p> <p>By taking a hands-on approach through various field exercises, including but not limited to crime scene processing, forensic science lab activities, mock court cases, arrest procedures and room cleaning, the Law smaller learning community will offer specialized and innovative instructional approaches to attract students of different racial, ethnic, and socio-economic backgrounds. In example, students will have an opportunity to interact with the county's coroner, district attorney, judges and members of the bar association. The capstone for the Law smaller learning community is induction into the AHS Legal Chiefs chapter of the Georgia Law Honor Society, hosted by the Dougherty County Bar Association. The Georgia Law Honor Society is a program offered to secondary schools by the state bar association. AHS has an active advisory board of community stakeholders who provide current industry related requirements for the instructors and students. They also provide the culminating activity of a mock disaster scenario as the</p>		
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<p>summative assessment for the students in the Law smaller learning community by serving as evaluators and providing the grade for the final exam (Law and Justice and Emergency Services Pathways). An added benefit to students in the Emergency Services Pathway is that they will graduate from an industry certified program with industry credentials from the Federal Emergency Management Agency (FEMA). Additionally, these students will also be certified First Responders. Advisory board members have agreed to locate a refurbished emergency vehicle to be used for the purpose providing practical application of skills acquired in this pathway. Based on regional occupational outlook and input from Phoebe Putney Memorial Hospital (the regional hospital provider and major employer for Southwest Georgia) these pathways in Emergency Services and Homeland Security will support the workforce and need for quality healthcare services for our region. Currently, Phoebe offers comprehensive care to more than 635,000 residents in a 38 county area of Southwest Georgia, with over 3,000 employees.</p> <p>Forensic Science will augment the Law smaller learning community. These courses will teach students how to use Forensic Science to assist other law enforcement officials in solving criminal cases by conducting research and analyzing physical evidence from crime scenes. The Forensic Science courses will specialize in DNA analysis, tests and reports. Some types of evidence they work with include hair, mock-weapons and mock-bodily fluids.</p>		
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<p>Since they are a part of the investigation, they are often called to testify in criminal cases that would take place in the school's courtroom. To fully implement this model into the school, a forensic laboratory will be created with the use of SIG funds.</p> <p>Due to the presence of the Albany Marine Corp Logistics Base, the Dougherty County School System has a strong history of students showing interest in military careers. Furthermore, since the Marine Base specializes in careers in logistics, STEM focus, communications, meteorology, emergency services and homeland security, our pathways are aligned with the mission of this defense organization and major civilian employer of our region and abroad. For years the student population at AHS has requested JROTC as a course offering. However, in looking at the science and social studies achievement, the flight operations pathway offers the curriculum that will enhance the subject areas as well as provide the leadership component that is more in line with the smaller learning communities established for AHS. Furthermore, national and international career focus for STEM achievement is more aligned with aviation, meteorology and navigation. The communication component of the pathway lends itself to collaboration with multimedia, court services and homeland security. The location of the South Georgia Regional Airport in our community, along with Thrush Aircraft Inc. will be of great support for the program. The SIG will allow students access to a pathway where they have demonstrated both interest and aptitude. The rigor of the</p>		
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<p>curriculum will enhance the academic components and add a practical application of STEM focus, while also providing the leadership capacity and discipline that is so greatly needed for at-risk students. Another natural fit to this particular smaller learning community is the Homeland Security Pathway. This pathway lends itself to a deeper collaboration among the certified First Responders, Aviation Pathway and the Law Legal Chiefs as they learn to protect and serve. The Homeland Security Pathway will be enhanced through the use of a call center where students will answer calls via a 911 simulator purchased with SIG funds. They will dispatch student First Responders to the mock disaster scenario.</p>		<p>911 Simulator for Homeland Security \$15,000 Repeated from above</p>
<p>Implement and Enhance Multimedia Magnet</p> <p>Education is preparing students for a vastly different world shaped by technology and requiring significantly different skills. Students of poverty not only require 21st century skills but are demanding access into their areas of interest. Critical to the future is the ability to understand the power of technology and to be able to use it effectively and ethically. It is incumbent upon educators to provide students with a legal avenue to pursue their natural inclinations to entrepreneurship. Surveys of community needs and student body interests indicated multimedia production as a popular choice for our students who are already digital natives. If the district and school is to reduce the dropout rate and make students want to come to school, we have to become more than a warehouse of techno-gadgets. We must provide</p>	<p>Ongoing: Vertical Articulation</p> <p>2011-2012 Implement Mobile Apple Mac Lab</p>	<p>Mobile Apple Mac Lab \$60,000 Repeated in section above</p>

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<p>professional development that will produce educators who are technically savvy. AHS will implement useful, efficient, advanced technology that serves the purpose of enhancing education and connecting with the 21st century student. In order to provide a real-world experience for students in the multimedia digital arts (video editing, digital graphics, digital photography, digital music, digital journalism), AHS will create four state-of-the-art Apple Macintosh Labs. The establishment of the Apple Macintosh labs will give our students unique exposure to multiple platforms throughout the school while still having the entire system seamlessly integrated into AHS's information technology system. Albany High School will use technology as an effective tool to serve education, our staff, students and community stakeholders will be the most technologically savvy in the county. The advisory board for the Multimedia smaller learning community will use activities such as broadcasting the football games, filming and reporting from the mock disaster drill and producing a school television show to demonstrate authentic skills in real time in preparation for college and entry into the world of work. Students in the Interactive Media Pathway will develop and manage the school's web page and other individual web page projects. Upon completing their pathway students will sit for the Adobe Certified Associate (ACA) credential.</p> <p>The primary elementary and middle feeder schools for AHS will be provided with smaller versions of the broadcast studio through the use of local funds. Students</p>		
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<p>from the feeder schools will have the opportunity to visit local television studios and also interact with the students at AHS as a part of the vertical articulation process. In addition, students in the middle school computing classes will be introduced to web page design as a precursor to the Interactive Media Pathway. As a result, students will enter AHS having developed a working relationship with the multi-media smaller learning community.</p> <p>One of the fastest growing businesses in our region is the graphics and printing industry. In the Albany area alone, there are more than 60 graphic related companies. Students have demonstrated an overwhelming interest in graphic production from creating flyers to designing their own graduation announcements, this is a perfect area for students to develop enterprises and become their own CEOs. Sustainability of this pathway will be internal, as it will generate funds for resources through the services provided. Students will operate a school based enterprise fulfilling the graphics needs for the school district through the production of brochures, flyers, invoices, handbooks and other operating documents. Upon pathway completion students will earn the national PrintED Certification.</p> <p>AHS graduates will be able to use technology effectively, efficiently and ethically to:</p> <ul style="list-style-type: none">● Communicate● Research● Solve Problems● Collaborate		
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<ul style="list-style-type: none"> Acquire, validate, synthesize, manipulate, manage and present information 		
<p>Enhance Plan for Response to Intervention</p> <p>Although AHS will use research-based smaller learning communities designed to address the career interests of students, as well as address the needs of community stakeholders, there is a clear understanding that additional support is required to insure academic achievement. RTI serves as a safety net to provide support for all students in the regular classroom through standards-based instruction and differentiated instruction. All students are administered a pre-test in all core content courses which are aligned to the standards to be taught during the grading period. Instruction is then differentiated to address the needs of each learner. Students who struggle academically by the time of the first 4 ½ weeks progress report for the semester, which includes 3 formative assessments will receive additional support delivered by the teacher. If the student fails to reach proficiency for the first nine weeks grading period, the student’s name is submitted to the school’s RTI team. The RTI team including the student’s classroom teachers and parents/guardians will meet to develop a tier 1 intervention plan, which will include monitoring by a building level administrator to determine fidelity of implementation. The intervention strategy agreed upon by the entire team will be implemented by the classroom teacher with data points collected throughout the assessment period as identified in the plan. The building administrator assigned as the RTI team leader will conduct collection of the data according to the schedule agreed upon in the RTI plan. The data plots will be evaluated after 4 weeks to determine if the student is making academic progress. If the</p>		<p>Year 1:</p> <p>Student Response System \$64,000</p> <p>Software for Language Mastery and Acquisition to support ELL students \$7,000</p> <p>Year 2:</p> <p>Student Response Systems (2 classroom sets) \$6,400</p> <p>Software to support language acquisition for ELL students for 10th grade students \$7,000</p> <p>Year 3:</p> <p>Software to support language acquisition for ELL students for 10th grade students \$7,000</p> <p>Student Response Systems (2 classroom sets) \$6,400</p>

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<p>student improves, the teacher will continue with the initial strategy. However, if the student fails to make academic progress, the team will reconvene to review the data and initiate an additional layer of support as a part of Tier 2 intervention. Following a 12 week period of data plots, if the student does not make academic progress, the RTI team will reconvene to determine if testing for disability is recommended.</p>		
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**Georgia Department of Education
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DOUGHERTY COUNTY SCHOOL SYSTEM**



P.O. Box 1470/200 Pine Avenue

Albany, Georgia 31702-1470

JOSHUA W. MURFREE, JR., PHD

SUPERINTENDENT

(229) 431-1261

POSITION: Homeland Security

QUALIFICATIONS:

1. Hold an associate's degree or higher in criminal justice or a PSC-determined equivalent
2. Have at least four years of occupational work experience in the field of Emergency Fire Management Services.
3. Proficiency in and knowledge of subject area content appropriate to technical education assignment.
4. Knowledge of the design and implementation of lesson plans for students; ability to provide remediation appropriate with program standards to impact student learning, progress and development with a wide range of achievement levels.
5. Ability to use the latest technical technology in educational and career related technology discipline including keyboarding and data entry.
6. Excellent communication and organizational skills.
7. Such alternatives to the above qualifications as the Board may find appropriate.

PERFORMANCE RESPONSIBILITIES:

1. Implement established program or curriculum objectives; use necessary and appropriate instructional methods and materials, which are suited to the well-being of the students and to the nature of the learning activities, program and/or curriculum involved.
2. Establish and implement classroom policies and procedures governing student behavior and conduct; provide guidance, counseling, and discipline to encourage students to meet standards of achievement and conduct. Confer with students, parents or guardians, and other staff as appropriate, to provide guidance and evaluation, to encourage student achievement.
3. Evaluate and record student progress; prepare reports for parents or guardians.
4. Attend or participate in all required staff meetings. Perform other student-focused responsibilities assigned by the Building Principal and/or District. Other support activities deemed necessary by the District and/or building principal in order to accomplish the objectives of the position for professional development to further student achievement.
5. Serve on staff committees as may be required. Participate in a variety of activities to enhance personal and professional skills.
6. Perform related duties as assigned.

REPORTS TO: Principal

SALARY RANGE: DOE

APPLICATION DEADLINE:

INTERESTED APPLICANTS SHOULD SEND A LETTER OF INTEREST WITH A RESUME & A COMPLETED CERTIFIED APPLICATION (Found on the DCSS website)

THE DOUGHERTY COUNTY SCHOOL SYSTEM DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, AGE, SEX, NATIONAL ORIGIN OR DISABILITY



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P.O. Box 1470/200 Pine Avenue

Albany, Georgia 31702-1470

(229) 431-1261

JOSHUA W. MURFREE, JR., PHD
SUPERINTENDENT

POSITION: Flight Operations

QUALIFICATIONS:

1. Hold a Bachelor's degree or higher; and
2. A valid FAA pilot certificate (private, commercial or airline transport pilot [ATP]); and Have a minimum of 300 hours of logged flight as a Pilot in Command (PIC).
OR Valid FAA Grounds Instructor's certificate; and a minimum of 300 student contact hours as an instructor on a FAA Ground Instructor's certificate
OR Valid FAA Certified Flight Instructor's (CFI) certificate; and a minimum of 200 student contact hours as an instructor on a CFI certificate.
OR Have a minimum of two years of occupational work experience in a field related to flight operations or aviation instruction as determined by the PSC
OR Have verified military experience equivalent to the above as determined by the PSC.
3. Knowledge of the design and implementation of lesson plans for students; ability to provide remediation appropriate with program standards to impact student learning, progress and development with a wide range of achievement levels.
4. Such alternatives to the above qualifications as the Board may find appropriate.

PERFORMANCE RESPONSIBILITIES:

5. Implement established program or curriculum objectives; use necessary and appropriate instructional methods and materials, which are suited to the well-being of the students and to the nature of the learning activities, program and/or curriculum involved.
6. Establish and implement classroom policies and procedures governing student behavior and conduct; provide guidance, counseling, and discipline to encourage students to meet standards of achievement and conduct. Confer with students, parents or guardians, and other staff as appropriate, to provide guidance and evaluation, to encourage student achievement.
7. Evaluate and record student progress; prepare reports for parents or guardians.
8. Attend or participate in all required staff meetings. Perform other student-focused responsibilities assigned by the Building Principal and/or District. Other support activities deemed necessary by the District and/or building principal in order to accomplish the objectives of the position for professional development to further student achievement.
9. Perform related duties as assigned.

REPORTS TO: Principal

SALARY RANGE: DOE

APPLICATION DEADLINE:

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P.O. Box 1470/200 Pine Avenue

Albany, Georgia 31702-1470
(229) 431-1261

JOSHUA W. MURFREE, JR., PHD

POSITION: School to Career Transition Specialist

LOCATION: Curriculum Department/Secondary Schools

QUALIFICATIONS:

1. Any combination of training, experience, and/or education equivalent to: Bachelor's degree in education, business, finance, public administration, business administration or related field
2. Two years of work experience with either of the following areas: business/industry in the areas of human resource development, case management, business and economic development, and/or connecting business to education.
3. Such alternatives to the above qualifications as the Board may find appropriate.

PERFORMANCE RESPONSIBILITIES:

1. Coordinate with CTAE staff, counselors and other Career Related Education (CRE) personnel to carry out the advisement programs and activities for students in K-12.
2. Work with counseling staff and site administrators to implement a comprehensive career guidance system that enhances the existing guidance programs to ensure students are prepared for college and future careers.
3. Responsible for counseling students in all aspects of career transition readiness, job search skills, job placement issues, job retention, and student exit processes.
4. Develop guides, brochures and newsletters promoting school to career education.
5. Assist with coordinating student career assessments and the reporting of data from the assessments.
6. Ensures that accurate contact information is obtained from exiting students and continually updates student files with accurate contact information
7. Operate standard office equipment including computers and related software applications.
8. Coordinates mock interview sessions. Assists in the coordination of job fairs and career days.
9. Encourage students to set career/educational goals and construct a plan to meet those goals
10. Communicate effectively orally and in writing.
11. Maintain records and prepare reports.
12. Work independently with little direction.

REPORTS TO: Director of Career Technical & Agricultural Education

SALARY RANGE: Ten month contract with salary established by the Dougherty County School System.

APPLICATION DEADLINE:

INTERESTED APPLICANTS SHOULD SEND A LETTER OF INTEREST AND A RESUME

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(229) 431-1261

JOSHUA W. MURFREE, JR., PHD

POSITION: Teachers (49% workday) Core Content Areas

QUALIFICATIONS:

- A valid Georgia Teaching Certificate in assigned teaching field as required by the Professional Standards Commission
- Strong collaborative and communicative skills
- Excellent communication and organizational skills
- Such alternatives to the above qualifications as the Board may find appropriate

PERFORMANCE RESPONSIBILITIES:

- Teach at an appropriate instructional level and provide content development
- Assist all students in achieving academic standards and establishing high expectations for performance
- Promote student engagement, provide appropriate assessments and monitor student progress
- Respond to adequate and inadequate student performance
- Support students with encouragement
- Use time efficiently
- Maintain effective physical setting for instruction
- Maintain appropriate student behavior in the classroom
- Follow professional practices consistent with school and system policies in working with students, student records, parents and colleagues
- Ensure adherence to the Code of Ethics for Educators in Georgia, as established by the Georgia Professional Standards Commission
- Integrate the use of technology and multimedia in the classroom
- Participate in training programs and apply concepts learned in the classroom to increase student learning
- Review current developments, literature, and technical source information related to job responsibilities
- Ensure adherence to appropriate safety procedures
- Follow federal and state laws, as well as Board policies
- Perform other duties as assigned by the Principal

REPORTS TO: Principal

SALARY RANGE:

APPLICATION DEADLINE:

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DOUGHERTY COUNTY SCHOOL SYSTEM
P.O. Box 1470/200 Pine Avenue

Albany, Georgia 31702-1470
(229) 431-1261

JOSHUA W. MURFREE, JR., PHD

POSITION: Leadership Academy/RT3 Coordinator

QUALIFICATIONS:

1. Master's Degree or higher
2. Degree in Educational Leadership or Curriculum and Instruction required
3. A minimum of seven years of Teaching experience required – variety of experience recommended
4. Minimum of five years of experience as a building administrator

PERFORMANCE RESPONSIBILITIES:

1. Coach for assistant principals and aspiring teacher leaders.
2. Research-based best practices for leadership improvement.
3. Program development, implementation, and evaluation for school improvement.
4. Provide leadership and training for building administrators in supporting struggling teachers and/or teachers from alternative certification programs in developing a plan to obtain full certification.
5. Organization, communication, presenting/training, and interpersonal relations.
6. Knowledgeable about Title I Schools, NCLB mandates, and federal accountability.
7. Training in effective interview process for administrator and teacher selection.
8. The proficient use of technology for workplace productivity and presentations.
9. Ability to work effectively with leaders at the district, building and classroom levels.
10. Assessing needs for leadership professional development.
11. Visionary planning with the ability to successfully manage details of multiple tasks.
12. Systematic planning practices and systemic change processes.
13. Knowledgeable about appropriate skills required for successful school improvement leaders.
14. Lead the development and management of educational leadership development programs, policies and procedures in alignment with the district's mission.
15. Work collaboratively with district staff and the Georgia Professional Standards Commission to insure that the Leadership Academy is in compliance with new state guidelines.
16. Research, develop, and manage the Leadership Academy.
17. Develop and facilitate timeline/plans for implementation of the Leadership Academy to insure that all school improvement grant leadership teams have appropriate training in job-embedded management for school improvement.
18. Provide leadership training for administrators to build and manage a growing team of faculty, staff, and school leadership.
19. Lead teachers from alternative certification programs in obtaining a renewable certificate.

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20. Collaborate with local colleges and universities to bring courses required for alternative certification program candidates to receive a clear renewable certificate.
21. Collaborate with members of the Department of Curriculum and Instruction to provide job-embedded professional development support for teachers from alternative certification programs.
22. Coordinate the new teacher induction program: provide training for mentors using the Danielson model, create a calendar for new teacher induction, provide training in classroom management and the physical structure of the classroom.
23. Articulate and advocate the Leadership Academy's mission, goals and core beliefs for leadership development at every level (building and classroom).
24. Develop and provide training for a model of shared leadership which includes teachers, parents, students and community stakeholders.
25. Perform other duties as assigned.

REPORTS TO: Assistant Superintendent of Curriculum and Instruction

SALARY RANGE:

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ORIGIN OR DISABILITY

The System reserves the right to waive any qualifications or other provisions of this advertisement by statute or regulations.

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DOUGHERTY COUNTY SCHOOL SYSTEM



JOSHUA W. MURFREE, JR., PHD

SUPERINTENDENT

P.O. Box 1470/200 Pine Avenue

Albany, Georgia 31702-1470

(229) 431-1261

POSITION: Instructional Coach

QUALIFICATIONS:

1. Hold a master's degree or higher in curriculum and instruction is preferred.
2. Minimum of eight years of successful teaching experience.
3. High school certification required.
4. Knowledge of the design and implementation of lesson plans for students; ability to provide remediation appropriate with program standards to impact student learning, progress and development with a wide range of achievement levels.
5. Ability to use the latest technical technology in education.
6. Excellent communication and organizational skills.
7. Successful experience in working collegially with teachers.
8. Successful experience as staff developer is desirable.
9. Strong knowledge base of best practices in instruction.
10. Such alternatives to the above qualifications as the Board may find appropriate.

PERFORMANCE RESPONSIBILITIES:

1. The goal of the instructional coach is to increase student academic achievement.
2. Facilitate change in instructional practices of teachers that will enable teachers to diagnose student needs more analytically; plan more productively; and teach more effectively.
3. Provide leadership for teachers by planning, collaborating, organizing, mentoring and facilitating change to improve the instructional program.
4. Disaggregate and analyze data and assists principals and teachers in its interpretation to measure and improve student achievement and/or program effectiveness.
5. Provide knowledge of appropriate standards, content, materials and resources.
6. Facilitate the use of research-based teaching strategies and best practices to address the needs of teachers and school goals.
7. Provide staff development needed to implement the school's strategic improvement plan.
8. Establish, maintain and enhance effective communication with administrators, teachers, parents and other stakeholders.
9. Demonstrate a commitment to professional growth and ethical standards to advance the mission, goals and policies of the Dougherty County School System.
10. Work with the principal and teachers in organizing grade level/department meetings in order to affect horizontal and vertical continuity and articulation of instructional programs throughout the school.
11. Observe teachers in their classrooms and offer insight for the enhancement of teaching-learning situations.
12. Demonstrate appropriate use of instructional technology and other educational tools to enhance and extend instruction.
13. Work collaboratively with the media specialist to promote informational literacy to provide resources and staff development.
14. Perform other duties related to the improvement of student achievement as determined by the principal.

REPORTS TO: Principal

SALARY RANGE: DOE

APPLICATION DEADLINE:

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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>Research Data-Driven Instruction and Decision Making: Formative and Summative Data</p> <p>The Dougherty County School System promotes the use of formative and summative assessments to improve student achievement. According to ASCD researcher and author Dr. Susan Brookhart (Brookhart, 2009), “Formative assessment is an approach to assessment and instruction that increases both students’ motivation and achievement.” With this premise in mind, the district implemented the use of the Scantron Achievement Series to facilitate the use of formative assessment data to drive instruction. Tomlinson (2003) indicated that, “armed with a better sense of where students stand relative to essential knowledge, understanding, and skill, a teacher can begin to craft lessons.” The achievement series provide teachers with an opportunity to disaggregate data according to standards and elements.</p> <p>Assessment data, however, is only as effective as the items used to determine student proficiency. Based on this premise, the district contracted with ASCD to secure the services of Dr. Brookhart in the development of balanced formative assessments. Through the use of grant funds, the district will be able to create content-based professional learning communities for the SIG school for the purpose of developing mini formative assessments to assist with frequent monitoring of student progress. The instructional coach and coordinator of the Leadership Academy/RT3 will work collaboratively with the SIG school to</p>	<p>Timeline:</p> <p>Ongoing: Implementation of differentiated instruction practices utilizing pre-assessments, post-assessments, rubrics, tiered lessons, varying tasks, and content specific differentiated instructional strategies.</p> <p>Student performance will be formally evaluated at the end of each nine weeks.</p> <p>Curriculum maps will be updated in the summer.</p>	<p>Budget:</p> <p>N/A</p>
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<p>implement professional learning communities of vertical teams to develop curriculum maps and formative assessments to improve student achievement in all subject areas including: Physical Science, Biology, U.S. History, Economics, English/Language Arts and Math, Ninth Grade Literature, American Literature, Math I and Math II. The district will focus on curriculum mapping for these courses first because they are tied to an End of Course Test. Curriculum maps for all subjects will be updated in year two and year three.</p> <p>Jacobs (1997) indicated that curriculum mapping allows teachers within a school, as well as teachers within a district to understand the concepts and skills taught at each level, elementary, middle and high. Curriculum maps provide teachers with a resource to identify specifically what was taught at a previous grade level, and the depth of instruction provided. In 2005, the district began developing curriculum maps using the Rubicon Atlas web based program. Currently, the existing curriculum maps are developed at the district level and by individual teachers. Teachers in the SIG school will be allotted time and resources to develop and update curriculum maps. The Rubicon Atlas program allows for the attachment of assessments within the curriculum maps. All teachers will therefore have access to the formative and summative assessments administered to students in previous grades. This information will give teachers an opportunity to identify gaps in students' knowledge and skills.</p> <p>The district will also continue working with ASCD consultant Dr. Susan Brookhart to develop balanced benchmark assessment items to be administered each grading period. These assessments are administered</p>		
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<p>using the Scantron Achievement Series, a web based data disaggregation system with 24/7 access. Benchmark data is used for remediation and acceleration through differentiated instruction. Pre (universal screening) and post test data in addition to interim assessment points will be used to document student growth and drive the response to intervention for struggling learners (McCook, 2006).</p>		
<p>Continue Training for the School's Data Team</p> <p>Data teams have also been established at each school in the district. These teams receive ongoing training from the coordinator of testing and evaluation and the technology specialists at the district level. District staff assists schools in using summative data (CRCT, GHSGT, EOCT) to individualize instruction to meet the goals of the schools and the district. Under the leadership of the coordinator of the Leadership Academy/RT3, data teams will also collaborate to identify root causes of academic failure for at-risk students in the schools. This data will be used to identify students and develop individualized academic improvement plans as a part of the early warning system.</p>	<p>Ongoing</p>	<p>N/A</p>
<p>Implement Professional Learning Communities for Core Content Teachers</p> <p>Training will be provided for teachers utilizing Marzano's Classroom Management and Grading that Works models. The district's coordinator for professional learning and the Department of Curriculum and Instruction will organize professional learning communities for the core academic areas to develop assessment and grading practices designed to promote academic achievement. Marzano concluded that major reviews of research on the effects of classroom assessment indicate that classroom assessment may be one of the</p>	<p>Ongoing 2011-2014 Training in What Works in Classroom Instruction (Classroom Management That Works) with Marzano Associates.</p>	<p>Year 1: Repeat from section A4 Marzano Associates \$132,000 Year 2: Marzano Associates \$60,500 Year 3: Marzano Associates \$33,000</p>

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<p>most powerful weapons in a teacher's arsenal (Marzano, 2006).</p>		
<p>Implementation of Data Driven Instruction</p> <p>In summary, the district will consistently use data to drive and monitor instruction by:</p> <ul style="list-style-type: none"> • Constantly and consistently assessing student knowledge and mastery before, during and after instruction • Utilizing pretests and posttests • Creating and reviewing data from formative assessments • Using data to differentiate instruction • Using various types of assessments to inform student mastery • Giving informative, standards-based, corrective feedback <p>Using summative assessments such as GHSGT and EOCT to measure year long student learning.</p>	<p>Ongoing</p> <p>Weekly assessment of student data</p> <p>Student performance will be formally evaluated at the end of each nine weeks.</p>	<p>N/A</p>

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A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).		
<p>Actions:</p> <p>Implement Extended Day and Extended Year Learning Opportunities</p> <p>The district will establish schedules that will increase academic learning time for students. The effort to address increased learning time for all students includes an extended school day and an extended school year.</p> <p>Extended Day</p> <p>The district is currently using a seven period day schedule to provide increased time for student learning. Each high school provides a third period and/or extended learning time that is specifically designated for credit recovery/remediation, GHSGT preparation, Math I support, Math II support, Math III support, Reading Support, Advanced Placement extension courses, and electives. Through the use of this model, instructional time has increased by 180 hours per year. Additionally, schools provide Saturday Academies (approximately 100 hours) to increase instructional time for students experiencing academic difficulty and give students additional time to prepare for GHSGTs and EOCTs.</p> <p>Extended Year</p> <p>Not only will learning time be extended during the school day, learning time will be extended throughout the school year as well. The school year will be extended in the form of summer enhancement programs. Summer enhancement programs are similar to summer camps; however, each program will focus on a particular student population while simultaneously addressing all student</p>	<p>Timeline:</p> <p>Ongoing:</p> <p>Implementation of Saturday Academy for GHSGT and EOCT prep</p> <p>Ninth Grade Academy Bridge</p> <p>African American Male Project</p> <p>Honors Camp</p>	<p>Budget:</p> <p>Years 1-3:</p> <p>Ninth Grade Bridge/African American Male Project \$23,358</p> <p>Extended Learning Additional Compensation for Teachers and Students Transportation Costs \$52,500</p> <p>Honors Camp \$21,600</p>

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<p>populations. The summer enhancement programs will include: AP Camp, Ninth Grade Bridge, and the African American Male Project.</p> <p>For example, the Advanced Placement Camp will give AP students the opportunity to complete extension activities and to gain additional preparation for the AP exam as well as the Scholastic Aptitude Test (SAT). The Advanced Placement Camp will serve as a transition program for upcoming freshmen who will enter AP classes.</p> <p>The success of a school does not rest solely with the Advanced Placement-level population of a school. All students impact the success of a school. Therefore, a summer enhancement program will be implemented to meet the needs of subgroups of students as well as the general population. For example, the students with disabilities (SWD) subgroup will participate in academic activities utilizing the co-teaching method between regular education and special education teachers. This method will increase the SWD skill level and their ability to pass the GHSGT/EOCT. This effort will increase the number of SWD students who will earn a regular diploma.</p> <p>Another part of the summer enhancement program will address the needs of the African American Males Disadvantaged subgroup. This program will focus on academic remediation and acceleration so that students are prepared for the coursework required for the upcoming grade. This program will also have a mentoring component connected with Albany State University's Center for the African American Male.</p> <p>All students who are not a part of a subgroup specified above will also have the opportunity to participate in the Summer</p>		
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<p>Enhancement Program. These students will participate in creative extension activities for academic subjects while exploring the various themes in the magnet program. For example, the students may study Forensic Science in the form of a crime scene investigation wherein they solve a murder or determine a cause of death, or students may produce a movie they created in the multimedia magnet.</p>		
<p>Implement Adjusted Bell Schedule Albany High School's Bell Schedule</p> <p>First Period--8:45-9:35</p> <p>Second Period-- 9:40-10:30</p> <p>Third Period-- 10:35-11:30</p> <p>Fourth Period and Lunch-- 11:35-1:05</p> <p>Fifth Period-- 1:10-2:05</p> <p>Sixth Period-- 2:10-3:05</p> <p>Seventh Period-- 3:10-4:00</p>	<p>Seven Period Day schedule using third period for credit recovery, Math and Reading Support classes and extended learning opportunities</p>	<p>N/A</p>
<p>Implement System to Measure Effectiveness of Extended Day and Extended Year on Student Academic Achievement</p> <p>The impact of the extended learning time on academic achievement will be measured in a variety of ways. Attendance data will be used to determine the impact that the extended learning activity has on engaging students in after school, Saturday and summer activities related to academic improvement. Each activity will also use pre and post test data from the state's Online Assessment System and other item banks to measure the level of student academic growth during the time of participation in the extended learning activity. Additional formative assessment</p>	<p>Ongoing</p> <p>Administer a pre-assessment for the core content subjects taught during extended day and extended year</p> <p>Administer a post-assessment for the core content subjects taught during extended day and extended year to measure the impact of instruction on student achievement</p> <p>Analyze summative data from the EOCT and GHS GT to determine the impact of extended day</p>	<p>Years 1-3:</p> <p>Repeat from above</p> <p>Ninth Grade Bridge/African American Male Project \$23,358</p> <p>Extended Learning Additional Compensation for Teachers and Students Transportation Costs \$52,500</p> <p>Advanced Placement</p>

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data (nine weeks benchmark exams, unit tests, etc.) and summative assessment data (EOCT and GHSGT) will be used to determine the overall impact of the initiatives, as well as provide information for data-driven decision making concerning the extended learning programs.	and extended learning instruction on student achievement	Camp
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A9. Provide ongoing mechanisms for family and community engagement.		
<p>Actions:</p> <p>Increase participation of parents in I-Care parental engagement program</p> <p>The district encourages stakeholder engagement through a variety of forums. Currently, families participate in the mission of the school through workshops conducted by parent facilitators, I-Care coordinator, graduation coaches, and district staff. These informative workshops provide parents and siblings with information on resources and support available to assist students in reaching their academic goals. Workshop organizers provide child care services through the use of student organizations at each school in order to assist parents with younger children while they are participating in the activities of the school.</p> <p>Research states that children whose parents are actively engaged in their child/children's education, are more likely to achieve a high level of academic success. Currently, the district is utilizing I Care, an initiative that was implemented to strengthen the overall parental engagement focus. I-Care is a three-in-one parental involvement and character building curriculum that is reinforced at home, school, and the community. This curriculum provides training to help parents increase positive interactions with their child/children.</p>	<p>Timeline:</p> <p>Ongoing I-Care parental engagement training</p>	<p>Budget:</p> <p>N/A</p>
<p>Conduct informational training and culture building activities</p> <p>AHS will also conduct informational training and culture building activities away from campus at venues easily accessible to parents and other stakeholders (Payne</p>	<p>Ongoing informational and culture building activities</p>	<p>N/A</p>

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<p>2005). Parents will complete surveys to assess their needs and interests. The results of the parent surveys will determine what activities are implemented. Additionally, yearly surveys will be conducted to measure school climate, and gather recommendations from parents and community stakeholders for school improvement. Through the district's 21st Century Community Learning Centers grant, parents of at-risk students in AHS also participate in a Saturday Academy and have the opportunity to earn their GED.</p>		
<p>Enroll Families in the Communities' Strive to Thrive Initiative</p> <p>Currently, 81.3% of AHS's student population falls within the economically disadvantaged category. As a result, Strive to Thrive, a community anti-poverty initiative, will be utilized to teach empowerment skills and provide resources to aide and support families in becoming self-sufficient. Families will meet 4 times a month for 16 weeks to complete the Bridges of Poverty Training. The training will include the following topics ; Hidden Rules, Language, Economics, Social Barriers, Resources, and Financial Empowerment. The initiative will be housed within AHS for the entire 16 week period after school hours. Strive to Thrive will also provide stipends for the families, meals, and transportation to and from the training. Through the use of SIG funds, families out of AHS will be sponsored through the Strive to Thrive Program. Parents will also have the opportunity to gain their Work Ready certification along with their child(ren) through the district's the Key Train program. Initiatives within this program will be employed in conjunction with support from faith-based organizations, community health organizations as well as state and local</p>	<p>Parent/Sibling GED Program begins. Strive to Thrive anti-poverty initiative begins at the school site (ongoing)</p>	<p>Year 1: Strive to Thrive Fee \$12,000</p> <p>Year 2: Strive to Thrive Fee \$12,000</p> <p>Year 3: Strive to Thrive Fee \$12,000</p>

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<p>support agencies, in a collaborative community partnership with the SIG school.</p>		
<p>Increase parental Communication through the use of iParent and Parent Link</p> <p>Effective communication between schools and parents is necessary to foster a successful academic climate. DCSS has implemented district-wide measures to enhance the parental engagement focus. iParent®, is a 24/7 web-based program that allows parents to access their child/children’s school schedule, class schedule, attendance, discipline, and academic information. Parents can gain real time access to their child/children’s records through this program. Parents can also sign-up to receive email alerts regarding their child/children’s attendance to school, or to a particular class. Parents will be provided the opportunity to utilize the Parent Resource Center computer lab in order to gain access to iParent. Additionally, the district also uses Parent Link. Parent Link is a communications program that enables district level administrators and school-based administrators to send instant alerts and time-sensitive messages to students, parents, faculty, and staff via telephone, email, fax, and (SMS) text message. Messages such as notification of school closings, early dismissal, calendar updates, reminders, attendance notifications, emergencies, and other district and/or school related matters can be sent via ParentLink to further communication between home and school.</p> <p>The premises set forth in iParent® and Parent Link will be extended through the use of parent contracts with struggling students. At the beginning of the school year, parents will be invited to a forum wherein they will receive information</p>	<p>Ongoing training for parents on the use of iParent</p> <p>Ongoing use of Parent Link to communicate with parents</p>	<p>N/A</p>

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<p>regarding all of the changes that will impact AHS. Parents will then sign a pledge agreeing to serve as partners in their child(ren)'s education. Parents will be encouraged to check iParent® consistently and to schedule conferences to discuss their child(ren)'s educational progress. Monitoring is essential for the success of any communication initiative. Counselors, graduation coach and parent facilitator will serve as support to encourage parents to become actively engaged in the learning process through the utilization of 21st century communication technology. Parents will have access to computers to check-out for use on a limited basis. Although parents may not have internet access at home, the community has a variety of venues with free Wi-Fi accessibility.</p>		
<p>Increase parent participation in PTSA, parent conferences and volunteering</p> <p>Furthermore, monthly parent conference days will be set up wherein parents make appointments to discuss student progress. If students are struggling, the SIG school will identify these students and arrange for parent conference. At this point, a new contract specifying the roles of the parent, the student, and the school in achieving improved student academic or disciplinary outcomes will be developed. Follow-up conferences will be scheduled to monitor student progress according to the terms of the contract.</p> <p>The SIG school will also develop a campaign to positively promote the school's progress in attaining SIG goals. The SIG will recruit parents, students, teachers, administrators, and community members to serve as a public relations committee for the SIG school. This committee will develop and implement activities that will encourage parent and community members to visit the</p>	<p>Ongoing increase in parent participation in PTSA, parent conferences and volunteering</p>	<p>N/A</p>

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<p>school and see what positive outcomes are taking place. This committee will also seek to build community relations by securing the SIG school as a facility wherein community events are held. Furthermore, this committee will work with the office of Public Information to ensure that news of positive events taking place in the SIG school are made known to the public and the community at large.</p> <p>Parents are also afforded an opportunity to participate in school activities by serving as chaperones as well as members of PTSA, booster club, and school council. Parents will also have daily access to the parent resource center lab in which they will be afforded the opportunity to work on their GED, work on Work-Ready Certification, and check their students' progress through iParent. Students in business education will provide parents with resumes and electronic portfolios to enhance their employability.</p> <p>Additionally, community stakeholders are engaged in the activities of the school through school councils, partners in excellence program, school volunteers, smaller learning communities' pathways advisory committees, and industry certification committees. Through the district's Partners In Excellence program, community stakeholders are partnered with schools to provide external input in decision-making, tutorial support, mentoring, volunteers and financial assistance for special initiatives.</p>		
<p>Increase stakeholder engagement through the smaller learning communities advisory committees</p> <p>Smaller learning communities' advisory committees assist schools in developing programs that are rigorous and relevant according to current and future business/industry standards. The district is</p>	<p>Ongoing</p> <p>Orientation Meeting for Community Stakeholders, Smaller Learning Communities Advisory Boards, and Public Relations Committee</p>	<p>N/A</p>

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<p>working to ensure that all career, technical, and agricultural education programs are industry certified. AHS has an active advisory board of community stakeholders who provide current industry related requirements for the instructors and students. Business partners collaborate with the district to insure that our students graduate from these programs ready to enter the work force. In addition to serving as advisory board members, members of smaller learning communities' advisory committees will also assist in developing performance tasks and creating project-based assessments wherein students' skills are evaluated in the advisory committee members' areas of expertise.</p> <p>Stakeholder engagement is an integral part of school improvement, and is therefore a component of each school's yearly improvement plan. Guidelines for determining the effectiveness of stakeholder engagement are drawn from the Schools Keys published by the Georgia Department of Education.</p>		
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A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

<p>Actions:</p> <p>Provide operational flexibility</p> <p>The Dougherty County School System understands the need to provide site-based management in the school improvement process. One of the requirements for charter schools is operational flexibility. Currently, there are three charter schools that have flexibility in operation in the district. Consequently, the district has demonstrated the commitment to grant schools the latitude to make site-based decisions that will impact student achievement.</p> <p>The SIG School will have the ability to make decisions concerning expenditures from the SIG in accordance with federal and state accounting procedures. The SIG Staff will also have the flexibility of hiring additional staff to address the mission and goals of the school in meeting the needs of struggling learners. The instructional calendar may also be extended for the SIG school through summer bridge programs for rising ninth grade students and remediation/acceleration courses offered to improve student academic performance. Teachers will be provided a minimum of 10 days (stipend) which will assist with professional learning and school improvement planning.</p> <p>It is important to note that all guidelines regarding staff, scheduling, and the school program set forth in this SIG for the tier I school are in accordance to Georgia Law 20-14-41, “Appropriate levels of intervention for failing schools; master or management team; school improvement team; annual data reports; hearing.”</p>	<p>Timeline:</p> <p>Review the Grant Guidelines with the Local Board of Education and Address Possible Board Policy Changes</p> <p>July 2011-June 30, 2013 Teachers will receive additional days until the end of the grant period</p>	<p>Budget:</p> <p>N/A</p>
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A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).		
<p>Actions:</p> <p>The district provides comprehensive support for school improvement through the Curriculum Academic Team (CAT) of content coaches, testing and evaluation, CTAE, and the executive director of Curriculum and Instruction. CAT support is designed to provide schools with an external review and collaboration on student progress. As a part of the CAT professional learning community, the district and school leadership team evaluate student progress (attendance, grades, discipline, etc.) and make recommendations for improvement through the collaboration of district and school resources. Content coaches in the Department of Curriculum and Instruction also provide the schools with assistance in the form of in-school and Saturday School remediation in preparation for the GHS GT.</p> <p>District content coaches lead content teams at the district and school level in developing units, assessments and lessons to improve instruction and impact student achievement. Technology integration training is also provided through the department with the assistance of instructional specialists. Instructional specialists are master teachers in both content knowledge and the use of 21st Century technology. In addition to support for technology integration, the instructional specialists also provide training for classroom teachers on how to use the Scranton Achievement Series, the Online Assessment System, and additional programs to disaggregate data to drive instruction.</p>	<p>Timeline:</p> <p>Ongoing Monitoring of the SIP by the Coordinator of the Leadership Academy/RT3</p> <p>October First Curriculum Academic Team Visit for Monitoring Progress (45 Day Plan)</p> <p>December Second Curriculum Academic Team Visit for Monitoring Progress (45 Day Plan)</p> <p>March Third Curriculum Academic Team Visit for Monitoring Progress (45 Day Plan)</p> <p>May Fourth Curriculum Academic Team Visit for Monitoring Progress (45 Day Plan)</p> <p>Monitoring Progress (45 Day Plan)</p> <p>November GHS GT Remediation Sessions Conducted by District Content Coaches</p> <p>January-March GHS GT Remediation Sessions Conducted by District</p>	<p>Budget:</p> <p>N/A</p>

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<p>The Department of Curriculum and Instruction, Director of Federal Programs, Coordinator of the Leadership Academy/RT3, and the Finance Department for the district will provide each school with intensive technical support for the implementation and monitoring of the grant. The Director of Federal Programs, in collaboration with the Finance Department, will ensure that the school follows federal guidelines (supplement versus supplant) and appropriate accounting and reporting procedures. The Department of Curriculum and Instruction, Coordinator of the Leadership Academy/RT3 will monitor the implementation of the school improvement framework, provide job-embedded professional development and support the school leadership in the implementation of school transformation. The district will also seek the support of the Georgia Department of Education's Office of School Improvement.</p>	<p>Content Coaches</p> <p>Ongoing Technology Integration Training Conducted by the District's Instructional Specialists</p> <p>Ongoing Technical Support for Budget Management from District and GaDOE Staff</p>	
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B-1. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.		
<p>Actions:</p> <p>Provide professional development and attend the professional development institutes provided by GaDOE.</p> <p>The school's leadership team will attend the GaDOE's summer school improvement training (Leadership Academy, Instructional Coaching, Thinking Maps, SIG conference). Additionally, school leaders will participate in the district's leadership academy workshops on Master Schedule Building and the Framework for Understanding Poverty.</p>	<p>Timeline:</p> <p>Spring and Summer 2011</p>	<p>Budget:</p> <p>GaDOE training \$83,900</p> <p>District training N/A</p>
<p>Post positions to support the SIG initiatives</p> <p>Post the following positions: instructional coach, school to career transition specialist, 49% teachers, Homeland Security and Flight Operations instructors.</p>	<p>Spring and Summer 2011</p>	<p>N/A</p>

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C. Align additional resources with the interventions.		
<p>Actions:</p> <p>The district will continue the collaboration of all federal, state and local funding sources to support the implementation of the transformation school improvement model. Quarterly meetings will be conducted to insure there is no duplication of services and that resources are maximized. Special local option sales tax (SPLOST) funds will be used to provide renovations of school structures to support the implementation of the smaller learning communities for school improvement.</p> <p>District technology technicians and facilities personnel will continue to support the school in maintaining an appropriate environment and infrastructure for school improvement. Professional development funds will be utilized to support teacher training under district-wide initiatives. Teachers in the SIG school will continue to participate in district level professional learning communities; the principal and administrative team will also continue to participate in a district level professional learning community for all building administrators.</p>	<p>Timeline:</p> <p>Ongoing:</p> <p>District Professional Learning Committee Meeting to Align Funding Sources and Improvement Initiatives</p> <p>Renovations of School Structure to Accommodate the Smaller Learning Communities</p> <p>District Level Professional Development Training</p>	<p>Budget:</p> <p>N/A</p>

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D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.		
<p>Actions:</p> <p>The Dougherty County School System’s current practices and policies are appropriate for the complete and effective implementation of the transformation model. However, the district is committed to the full implementation of the school transformation model and will make necessary mandated changes in policies and/or practices in order to insure complete compliance with SIG regulations.</p>	<p>Timeline:</p> <p>Ongoing Update to Local Board of Education Concerning SIG and Necessary Adjustments to Policies and Practices to Accommodate Implementation with Fidelity</p>	<p>Budget:</p> <p>N/A</p>

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E. Sustain the reform after the funding period ends.		
<p>Actions:</p> <p>The current district structure, improvement initiatives and policies, and procedures are appropriate for sustaining the transformation model of reform after the end of the grant. Through the coordination of federal, state and local funds, the district will be able to continue effective instructional and operational practices implemented through the use of SIG funds. Furthermore, instructional programs implemented through the utilization of SIG funds will become self-sustaining with FTE funding for state approved courses.</p> <p>The district will provide on-going teacher training through the use of staff development funds, Title I, CTAE, IDEA and Title IIA. Furthermore, the district will implement the train-the-trainer model wherein teachers will redeliver instruction to their colleagues building the capacity of teachers to sustain the programs long after SIG funds have been depleted. The district will also offer non-monetary incentives for teachers such as flexible scheduling in order to build sustainability. The district will also leverage the funds received in other grant initiatives to sustain the programs established in the SIG school. At the end of the three-year grant cycle, the district plans to have fully implemented professional learning communities that will sustain the changes that have occurred.</p>	<p>Timeline:</p> <p>Years 1-3:</p> <p>Ongoing Collaboration of all Federal, State and Local Funding Sources to Maximize Resources for School Improvement</p> <p>Ongoing District Level Professional Development Activities (Train the Trainer Model, Professional Learning Communities)</p> <p>Ongoing: Implement Flexible Scheduling for Teachers</p>	<p>Budget:</p>

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Attachment 2d - Transformation Model

LEA Name: Dougherty County School System

School Name: Albany High

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

Reading/English Language Arts

2010-2011 School Year

1. First time test takers who score 200 or better on the ELA section of the GHSGT will increase from 90% in 2009-10 to 93% in the 2010-11 school year.
2. First time test takers in the Economically Disadvantaged subgroup who score 200 or better on the ELA section of the GHSGT will increase from 90.7% in 2009-10 to 95.2% in the 2010-11 school year.
3. First time test takers in the Students with Disabilities subgroup who score 200 or better on the ELA section of the GHSGT will increase from 58.3% in 2009-10 to 63.3% in the 2010-11 school year.
4. First time test takers in the Black subgroup who score 200 or better on the ELA section of the GHSGT will increase from 78% in 2009-2010 to 83% in the 2010-2011 school year.
5. First time test takers in the White subgroup who score 200 or better on the ELA section of the GHSGT will maintain at 100% in 2009-2010 to 100% in the 2010-2011 school year.

2011-2012 School Year

1. First time test takers who score 200 or better on the ELA section of the GHSGT will increase from 93% in 2009-10 to 98% in the 2011-12 school year
2. First time test takers in the Economically Disadvantaged subgroup who score 200 or better on the ELA section of the GHSGT will increase from 95.2% in 2010-11 to 98.2% in the 2011-12 school year.
3. First time test takers in the Students with Disabilities subgroup who score 200 or better on the ELA section of the GHSGT will increase from 63.3% in 2010-11 to 68.3% in the 2011-12 school year.
4. First time test takers in the Black subgroup who score 200 or better on the ELA section of the GHSGT will increase from 83% in 2010-2011 to 88% in the 2011-2012 school year.
5. First time test takers in the White subgroup who score 200 or better on the ELA section of the GHSGT will maintain at 100% in 2010-2011 to 100% in the 2011-2012 school year.

2012 - 2013 School Year

1. First time test takers who score 200 or better on the ELA section of the GHSGT will increase from 98% in 2011-12 to 100% in the 2012-13 school year

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2. First time test takers in the Economically Disadvantaged subgroup who score 200 or better on the ELA section of the GHSGT will increase from 98.2% in 2011-12 to 100% in the 2012-13 school year.
3. First time test takers in the Students with Disabilities subgroup who score 200 or better on the ELA section of the GHSGT will increase from 68.3% in 2011-12 to 73.3% in the 2012-13 school year.
4. First time test takers in the Black subgroup who score 200 or better on the ELA section of the GHSGT will increase from 88% in 2011-2012 to 93% in the 2012-2013 school year.
5. First time test takers in the White subgroup who score 200 or better on the ELA section of the GHSGT will maintain at 100% in 2011-2012 to 100% in the 2012-2013 school year.

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Mathematics

2010-2011 School Year

1. First time test takers who score pass or pass+ on the math section of the GHSGT will increase from 81% in 2009-10 to 86% in the 2010-11 school year.
2. First time test takers in the Economically Disadvantaged subgroup who score pass or pass+ on the math section of the GHSGT will increase from 44.6% in 2009-10 to 49.6% in the 2010-11 school year.
3. First time test takers in the Students with Disabilities subgroup who score pass or pass+ on the math section of the GHSGT will increase from 21% in 2009-10 to 26% in the 2010-11 school year.
4. First time test takers in the Black subgroup who score 200 or better on the Math section of the GHSGT will increase from 77% in 2009-2010 to 82% in the 2010-2011 school year.
5. First time test takers in the White subgroup who score 200 or better on the Math section of the GHSGT will maintain at 94% in 2009-2010 to 99% in the 2010-2011 school year.

2011-2012 School Year

1. First time test takers who score pass or pass+ on the math section of the GHSGT will increase from 86% in 2010-11 to 91% in the 2011-12 school year
2. First time test takers in the Economically Disadvantaged subgroup who score pass or pass+ on the math section of the GHSGT will increase from 49.6% in 2010-11 to 54.6% in the 2011-12 school year.
3. First time test takers in the Students with Disabilities subgroup who score pass or pass+ on the math section of the GHSGT will increase from 26% in 2010-11 to 31% in the 2011-12 school year.
4. First time test takers in the Black subgroup who score 200 or better on the Math section of the GHSGT will increase from 82% in 2010-2011 to 87% in the 2011-2012 school year.
5. First time test takers in the White subgroup who score 200 or better on the Math section of the GHSGT will increase from 99% in 2010-2011 to 100% in the 2011-2012 school year.

2012-2013 School Year

1. First time test takers who score pass or pass+ on the math section of the GHSGT will increase from 91% in 2011-12 to 96% in the 2012-13 school year
2. First time test takers in the Economically Disadvantaged subgroup who score pass or pass+ on the math section of the GHSGT will increase from 59.6% in 2011-12 to 64.6% in the 2012-13 school year.
3. First time test takers in the Students with Disabilities subgroup who score pass or pass+

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on the math section of the GHSGT will increase from 31% in 2011-12 to 36% in the 2012-13 school year.

4. First time test takers in the Black subgroup who score 200 or better on the Math section of the GHSGT will increase from 87% in 2011-2012 to 92% in the 2012-2013 school year.
5. First time test takers in the White subgroup who score 200 or better on the Math section of the GHSGT will maintain at 100% in 2011-2012 to 100% in the 2012-2013 school year.

Graduation Rate

2010-2011 School Year

Increase the graduation rate for all students from 66.7% in 2009-10 to 70% in 2010-2011.

2011-2012 School Year

Increase the graduation rate for all students from 70% in 2010-11 to 75% in 2011-2012.

2012-2013 School Year

Increase the graduation rate for all students from 75% in 2011-12 to 80% in 2012-2013.

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Dougherty County School System

SIG

Albany High School

YEAR 1

July 1, 2011 - June 30, 2012

Object Class	Item Description	Costs
100 Personal Services (Salaries)	Leadership Academy/RT3 Coordinator - will be charged with training for school improvement initiatives (1/4 funded by SIG). This position will be charged with overall coordination of the School Improvement Grant (SIG) initiatives. This will include professional development, data analysis, collaborating with hiring and retention of staff, incentives, evaluation of performance.	\$ 20,000.00
	School to Career Transition Specialist- will be charged with making sure that students transition from secondary to post secondary and/or career with credentials.	\$ 55,000.00
	Instructional Coach - provides job embedded pedagogy support for all Teachers: ensure differentiated instruction under the response to intervention is implemented; conduct professional learning communities to evaluate student data, unit planning and collaboration.	\$ 70,000.00
	Teacher salaries for Summer Bridge Program \$36/hr x 5 hours/day = 180/day x 15 days = \$2,700.00 x 8 teachers = \$21,600.00	\$ 21,600.00
	Certified Teacher/Administrator Incentives 54 teachers and 3 Administrators X \$250 each for meeting goals of the School Improvement Grant (SIG)	\$ 14,250.00
	Certified Teacher/ Administrator Incentives 54 teachers and 3 Administrators x \$250 each for meeting AYP goal	\$ 14,250.00
	Certified Support Incentives	\$

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	Paraprofessionals/media specialists awards approved upon meeting or exceeding goals of the SIG 12 Paraprofessionals 1 Media Specialist x \$125 each	1,625.00
	Certified Support Incentives Paraprofessionals/Media specialists awards approved upon meeting or exceeding AYP 12 Paraprofessionals 1 Media Specialist x \$125 each	\$ 1,625.00
	Certified Support Incentives Parent Facilitators awards are based on documentation of state parent plan and survey 1 Parent Facilitator x \$125	\$ 125.00
	Certified Support Incentives Parent facilitators additional awards based on school meeting or exceeding AYP 1 Parent Facilitator x \$125	\$ 125.00
	Graduation Coaches & Counselors Incentives Based on the documentation of student plans 1 graduation coach and 2 counselors x \$250 each	\$ 750.00
	Graduation Coaches & Counselors Incentives approved upon making AYP 1 graduation coach and 2 Counselors x \$250 each	\$ 750.00
	Extended day salaries for credit recovery, tutoring in content areas for 2 days a week for 2.5 hours for 30 weeks beginning August 30 and ending May 1. Teachers will provide 2 hours of services with an additional 30 minutes allotted for planning, advising and progress monitoring. 10 Teachers @ average state rate: \$31.00/hr	\$ 46,500.00

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New Principal Performance Bonus (\$5,000.00)	\$ 5,000.00
Salary for Home Land Security Instructor: We will hire faculty qualified by preparation, education, or experience to carry out the objectives of this technical career pathway.	\$ 45,000.00
Salary for Flight Operations Instructor: We will hire faculty qualified by preparation, education, or experience to carry out the objectives of this technical career pathway.	\$ 74,000.00
Summer Professional Development (off- contract) Teacher (60) Stipends of \$204.00 /day X 10 days	\$ 122,400.00
Four - Part Time (49%) Teachers (one for each Academic Discipline)	\$ 120,000.00
Teacher Salaries for Summer Advanced Placement Camp \$36/hr x 5 hours/day = 180/day x 15days = \$2,700.00 x 8 teachers = \$21,600.00	\$ 21,600.00
Highly Qualified New Teacher(s) hired and highly qualified teachers transferring to the school from within the district \$1500.00 x 15 Teachers	\$ 22,500.00
Transportation for Summer Advanced Placement Camp: Bus Driver's Salary (2) Drivers @ \$16.00/hr = \$32.00 x 2 hours/day x 15 days x 2 drivers = \$960.00	\$ 960.00
Transportation for Summer Enhancement Program: Bus Driver's Salary (2) Drivers @ \$16.00/hr = \$32.00 x 2 hours/day x 15 days x 2 drivers = \$960.00	\$ 960.00
Transportation for Field Experience at Albany State University Criminal Justice Department (2) bus drivers \$16.00 / hr = \$32.00 X 2 hrs = \$64.00	\$ 64.00
Transportation for Field Experience at Fox News Center (2) bus drivers \$16.00 / hr = \$32.00 X 2 hrs = \$64.00	\$ 64.00
Transportation for Field Experience to Columbus, Ga to attend Aviation School Bus Driver Salary: \$16/hr = \$32.00 x 8 = \$256 x 2 buses = \$512.00	\$ 512.00

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

	Transportation for Field Experience to Cape Canaveral Bus Driver Salary: \$16/hr= \$32 x 16= \$512 x 2 bus = \$1,02400	\$ 1,024.00	
	Stipends for development of SIG Scope of Work and Budget Development	\$ 7,000.00	\$ 667,684.00
200	Benefits		
	Leadership Academy/RT3 Coordinator Benefits- (1/4 funded by SIG) Benefits @ 36.96%	\$ 7,392.00	
	School to Career Transition Specialist Benefits- Benefits @ 36.96%	\$ 20,328.00	
	Instructional Coach Benefits @ 36.96%	\$ 25,872.00	
	Teacher salaries for Summer Bridge Program \$36/hr x 5 hours/day = 180/day x 15 days = \$2,700.00 x 8 teachers = \$21,600.00 Benefits @ 8.14%	\$ 1,758.00	
	Certified Teacher/Administrator Incentives Benefits 54 teachers and 3 Administrators X \$250 for meeting goals of the School Improvement Grant (SIG) Benefits @ 8.14%	\$ 1,160.00	
	Certified Teacher/ Administrator Incentives Benefits 54 teachers and 3 Administrators x \$250 for meeting AYP goal Benefits @ 8.14%	\$ 1,160.00	
	Certified Support Benefits Paraprofessionals/media specialists awards approved upon meeting or exceeding goals of the SIG 12 Paraprofessionals 1 Media Specialist x \$125 Benefits @ 8.14%	\$ 133.00	
	Certified Support Benefits Paraprofessionals/Media specialists awards approved upon meeting or exceeding AYP	\$ 133.00	

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12 Paraprofessionals 1 Media Specialist x \$125 Benefits @ 8.14%	
Certified Support Benefits Parent Facilitators awards are based on documentation of state parent plan and survey	
1 Parent Facilitator x \$125 Benefits @ 8.14%	\$ 11.00
Certified Support Benefits Parent facilitators additional awards based on school meeting or exceeding AYP	
1 Parent Facilitator x \$125 Benefits @ 8.14%	\$ 11.00
Graduation Coaches & Counselors Benefits Based on the documentation of student plans	
1 graduation coach and 2 counselors \$250 Benefits @ 8.14%	\$ 62.00
Graduation Coaches & Counselors Benefits approved upon making AYP	
1 graduation coach and 2 Counselors \$250 Benefits @ 8.14%	\$ 62.00
Extended day salaries for credit recovery, tutoring in content areas for 2 days a week for 2.5 hours for 30 weeks beginning August 30 and ending May 1. Teachers will provide 2 hours of services with an additional 30 minutes allotted for planning, advising and progress monitoring.	
10 Teachers @ average state rate: \$31.00/hr Benefits @ 8.14%	\$ 3,786.00
New Principal Performance Bonus (\$5,000.00) Benefits @ 8.14%	\$ 407.00
Salary for Home Land Security Instructor- Benefits @ 36.96%	\$ 16,632.00
Salary for Flight Operations Instructor- Benefits @ 36.96%	\$ 27,351.00

**Georgia Department of Education
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Summer Professional Development (off-contract) Teacher (60) Stipends of \$204.00 /day X 10 days- Benefits @ 8.14%	\$ 9,964.00
Four - Part Time (49%) Teachers (one for each Academic Discipline)- Benefits @ 8.14%	\$ 9,768.00
Teacher Salaries for Summer Advanced Placement Camp \$36/hr x 5 hours/day = 180/day x 15days = \$2,700.00 x 8 teachers = \$21,600.00- Benefits @ 8.14%	\$ 1,759.00
Highly Qualified New Teacher(s) hired and highly qualified teachers transferring to the school from within the district \$1500.00 x 15 Teachers- Benefits @ 8.14%	\$ 1,832.00
Transportation for Summer Advanced Placement Camp:	
Bus Driver's Salary (2) Drivers @ \$16.00/hr = \$32.00 x 2 hours/day x 15 days x 2 drivers = \$960.00 - Benefits @ 8.14%	\$ 79.00
Transportation for Summer Enhancement Program: Bus Driver's Salary (2) Drivers @ \$16.00/hr = \$32.00 x 2 hours/day x 15 days x 2 drivers = \$960.00 - Benefits @ 8.14%	\$ 79.00
Transportation for Field Experience at Albany State University Criminal Justice Department (2) bus drivers \$16.00 / hr = \$32.00 X 2 hrs = \$64.00 - Benefits @ 8.14%	\$ 6.00
Transportation for Field Experience to Columbus, Ga to attend Aviation School Bus Driver Salary: \$16/hr = \$32.00 x 8 = \$256 x 2 buses = \$512.00 Benefits @ 8.14%	\$ 42.00
Transportation for Field Experience to Cape Canaveral Bus Driver Salary: \$16/hr = \$32 x 16 = \$512 x 2 bus = \$1,024.00 Benefits @ 8.14%	\$ 84.00
Transportation for Field Experience at Fox News Center (2) bus drivers \$16.00 / hr = \$32.00 X 2 hrs = \$64.00 - Benefits @ 8.14%	\$ 6.00
	\$ 129,877.00

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300	Purchased Professional Services	ASCD-Content and Pedagogy: Differentiated Instruction / Standards-Based Instruction, Project Based Instruction (9 days) and Instructional Coaching (9 days) consultants @ \$5,500 per day	\$ 99,000.00	\$ 189,500.00
		Marzano Research Laboratory Associates (6 days) @ \$5,500 per day	\$ 33,000.00	
		Professional Development for High School 101 and Career Choices Curriculum	\$ 2,500.00	
		Professional Development for Paideia Consultant (10 days @ \$5,500 / day)	\$ 55,000.00	
500	Other Purchased Services	Fuel Costs for Summer Advanced Placement Camp @ \$1.00 / mile x 15 miles = \$50.00 per day x 15 days = \$750.00 x 2 buses = \$1500.00	\$ 1,500.00	
		Fuel Costs for Summer Enhancement Program @ \$1.00 / mile x 15 miles = \$50.00 per day x 15 days = \$750.00 x 2 buses = \$1500.00	\$ 1,500.00	
		Fuel Costs for Field Experience at Albany State University Criminal Justice Department 20 miles @ \$1.00 / mile = \$20.00 x 2 buses = \$40.00	\$ 40.00	
		Fuel Costs for Field Experience to Columbus, Ga to attend Aviation School 200 miles @ \$1.00 / mile = \$200.00 x 2 buses = \$400.00	\$ 400.00	
		Fuel Costs for Field Experience to Cape Canaveral 730 miles @ \$1.00 / mile = \$730.00 x 1 bus = \$730.00	\$ 730.00	
		Fuel Costs for Field Experience at Fox News Center (20 miles @ \$1.00 / mile = \$20.00 x 2 buses = \$40.00)	\$ 40.00	
		Fuel Costs for Extended Day @ \$1.00 / mile x 50 miles = \$50.00 / per day x 60 days = \$3,000.00 x 2 buses = \$6,000.00	\$ 6,000.00	
		GaDOE Summer Leadership Academy travel reimbursement	\$ 2,000.00	

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

	Instructional Coaches Training travel reimbursement	\$ 1,000.00	
	Thinking Maps Trainer of Trainers travel reimbursement	\$ 8,400.00	
	School Improvement Grants Schools Training travel reimbursement	\$ 13,000.00	\$ 34,610.00
600	Supplies		
	Career Choices Curriculum	\$ 2,180.00	
	(1) Student Response System @ \$3200.00 per class set X 20 classrooms	\$ 64,000.00	
	Staff Development supplies and materials	\$ 30,000.00	
	Law Magnet Courtroom /Classroom Supplies - For the purchase of supplies for students in CTAE construction pathway to construct as a classroom project.	\$ 28,000.00	
	Electronic Readers and E-books for Summer Advanced Placement Camp (30) E-Readers @ \$350.00 each = \$10,500.00	\$ 10,500.00	
	Software to support content mastery and language acquisition	\$ 7,000.00	
	Homeland Security Lab Set Up - (DCSS Carl Perkins grant can support 1/2 the cost for the intial setup (\$81,000 x .50 = \$40,500)	\$ 40,500.00	
	Mobile Apple Mac Lab for interactive media setup (\$30,000 each x 2)	\$ 60,000.00	
	Aviation Equipment (Computers, televisions, headsets, control panel, GPS module, weather station) (DCSS Carl Perkins grant can support 1/2 the cost for the intial setup (\$74,286 x .50 = \$37,143)	\$ 37,143.00	
	Video Broadcasting Lab: iPads (28 x \$600=16,800), iPad Cart - \$3909, Digital Video Cameras (10 x \$300= \$3000)	\$ 23,709.00	\$ 303,032.00

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

700	Property (Equipment)	911 Simulator for Emergency Services Pathway & Homeland Security Pathway	\$ 15,000.00	\$ 61,000.00
		Flight Simulator & Wind Tunnel for Flight Operations Pathway	\$ 46,000.00	
800	Other Objects	Registration for Reading Endorsement Classes (\$425 x 3 classes= 1275 x 57 staff members)	\$ 72,675.00	\$ 174,775.00
		GaDOE Summer Leadership Academy Registration fee	\$ 21,000.00	
		Instructional Coaches Training Registration fee	\$ 10,000.00	
		Thinking Maps Trainer of Trainers Registration fee	\$ 15,000.00	
		School Improvement Grants Schools Training Registration fee	\$ 13,500.00	
		Strive to Thrive training fee to empower families and break the cycle of poverty and dropout in the community. (\$1,200 fee x 10 families)	\$ 12,000.00	
		Indirect Cost Rate 2.00%	\$ 30,600.00	
900	Other Uses			

School Total

\$1,560,478.00

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SIG Dougherty County School System

Albany High School

YEAR 2 July 1, 2012 - June 30, 2013

Object Class	Item Description	Costs
100 Personal Services (Salaries)	Leadership Academy/RT3 Coordinator - will be charged with training for school improvement initiatives (1/4 funded by SIG)	\$ 20,000.00
	School to Career Transition Specialist- will be charged with making sure that students transition from secondary to post secondary and/or career with credentials.	\$ 55,000.00
	Instructional Coach - provides job embedded pedagogy support for all Teachers: ensure differentiated instruction under the response to intervention is implemented; conduct professional learning communities to evaluate student data, unit planning and collaboration.	\$ 70,000.00
	Certified Teacher/Administrator Incentives 54 teachers and 3 Administrators X \$350 for meeting goals of the School Improvement Grant (SIG)	\$ 19,950.00
	Certified Teacher/ Administrator Incentives 54 teachers and 3 Administrators x \$350 for meeting AYP goal	\$ 2,925.00
	Certified Support Paraprofessionals/media specialists awards approved upon meeting or exceeding goals of the SIG 12 Paraprofessionals 1 Media Specialist x \$225	\$ 2,925.00
	Certified Support Paraprofessionals/Media specialists awards approved upon meeting or exceeding AYP 12 Paraprofessionals 1 Media Specialist x \$225	\$ 2,925.00

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	<p>Certified Support</p> <p>Parent Facilitators awards are based on documentation of state parent plan and survey</p> <p>1 Parent Facilitator x \$225</p>	<p>\$ 225.00</p>
	<p>Certified Support</p> <p>Parent facilitators additional awards based on school meeting or exceeding AYP</p> <p>1 Parent Facilitator x \$225</p>	<p>\$ 225.00</p>
	<p>Graduation Coaches & Counselors</p> <p>Based on the documentation of student plans</p> <p>1 graduation coach and 2 counselors \$350</p>	<p>\$ 1,050.00</p>
	<p>Graduation Coaches & Counselors</p> <p>approved upon making AYP</p> <p>1 graduation coach and 2 Counselors \$350</p>	<p>\$ 1,050.00</p>
	<p>Extended day salaries for credit recovery, tutoring in content areas for 2 days a week for 2.5 hours for 30 weeks beginning August 30 and ending May 1. Teachers will provide 2 hours of services with an additional 30 minutes allotted for planning, advising and progress monitoring.</p> <p>10 Teachers @ average state rate: \$31.00/hr</p>	<p>\$ 46,500.00</p>
	<p>New Principal Performance Bonus (\$5,000.00)</p>	<p>\$ 5,000.00</p>
	<p>Summer Professional Development (off-contract) Teacher (60) Stipends of \$204.00 /day X 5 days</p>	<p>\$ 61,200.00</p>
	<p>Four - Part Time (49%) Teachers (one for each Academic Discipline)</p>	<p>\$ 120,000.00</p>

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	Teacher Salaries for Summer Advanced Placement Camp \$36/hr x 5 hours/day = 180/day x 15days = \$2,700.00 x 8 teachers = \$21,600.00	\$ 21,600.00	
	Highly Qualified New Teacher(s) hired and highly qualified teachers transferring to the school from within the district \$1500.00 x 10 Teachers	\$ 15,000.00	
	Transportation for Summer Advanced Placement Camp: Bus Driver's Salary (2) Drivers @ \$16.00/hr = \$32.00 x 2 hours/day x 15 days x 2 drivers = \$960.00	\$ 960.00	
	Transportation for Summer Enhancement Program: Bus Driver's Salary (2) Drivers @ \$16.00/hr = \$32.00 x 2 hours/day x 15 days x 2 drivers = \$960.00	\$ 960.00	
	Transportation for Field Experience to Columbus, Ga to attend Aviation School Bus Driver Salary: \$16/hr = \$32.00 x 8 = \$256 x 2 buses = \$512.00	\$ 512.00	
	Transportation for Field Experience to Cape Canaveral Bus Driver Salary: \$16/hr = \$32 x 16 = \$512 x 2 bus = \$1,024.00	\$ 1,024.00	
	Transportation for Field Experience at Albany State University Criminal Justice Department (2) bus drivers \$16.00 / hr = \$32.00 X 2 hrs = \$64.00	\$ 64.00	
	Transportation for Field Experience at Fox News Center (2) bus drivers \$16.00 / hr = \$32.00 X 2 hrs = \$64.00	\$ 64.00	
			\$ 449,159.00
200	Benefits		
	Leadership Academy/RT3 Coordinator - will be charged with training for school improvement initiatives (1/4 funded by SIG) Benefits @ 36.96%	\$ 7,392.00	
	School to Career Transition Specialist- will be charged with making sure that students transition from secondary to post secondary and/or career with credentials Benefits @ 36.96%	\$ 20,328.00	
	Instructional Coach Benefits @ 36.96%	\$ 25,872.00	

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Teacher salaries for Summer Bridge Program \$36/hr x 5 hours/day = 180/day x 15 days = \$2,700.00 x 8 teachers = \$21,600.00 Benefits @ 8.14%	\$ 1,758.00
Certified Teacher/Administrator Incentives 54 teachers and 3 Administrators X \$250 for meeting goals of the School Improvement Grant (SIG) Benefits @ 8.14%	\$ 1,160.00
Certified Teacher/ Administrator Incentives 54 teachers and 3 Administrators x \$250 for meeting AYP goal Benefits @ 8.14%	\$ 1,160.00
Certified Support Paraprofessionals/media specialists awards approved upon meeting or exceeding goals of the SIG 12 Paraprofessionals 1 Media Specialist x \$125 Benefits @ 8.14%	\$ 133.00
Certified Support Paraprofessionals/Media specialists awards approved upon meeting or exceeding AYP 12 Paraprofessionals 1 Media Specialist x \$125 Benefits @ 8.14%	\$ 133.00
Certified Support Parent Facilitators awards are based on documentation of state parent plan and survey 1 Parent Facilitator x \$125 Benefits @ 8.14%	\$ 11.00
Certified Support Parent facilitators additional awards based on school meeting or exceeding AYP 1 Parent Facilitator x \$125 Benefits @ 8.14%	\$ 11.00
Graduation Coaches & Counselors Based on the documentation of student plans 1 graduation coach and 2 counselors \$250 Benefits @ 8.14%	\$ 62.00
Graduation Coaches & Counselors	\$

Georgia Department of Education
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approved upon making AYP 1 graduation coach and 2 Counselors \$250 Benefits @ 8.14%	62.00
Extended day salaries for credit recovery, tutoring in content areas for 2 days a week for 2.5 hours for 30 weeks beginning August 30 and ending May 1. Teachers will provide 2 hours of services with an additional 30 minutes allotted for planning, advising and progress monitoring. 10 Teachers @ average state rate: \$31.00/hr Benefits @ 8.14%	\$ 3,786.00
New Principal Performance Bonus (\$5,000.00) Benefits @ 8.14%	\$ 407.00
Summer Professional Development (off-contract) Teacher (60) Stipends of \$204.00 /day X 5 days- Benefits @ 8.14%	\$ 4,982.00
Four - Part Time (49%) Teachers (one for each Academic Discipline)- Benefits @ 8.14%	\$ 9,768.00
Teacher Salaries for Summer Advanced Placement Camp \$36/hr x 5 hours/day = 180/day x 15days = \$2,700.00 x 8 teachers = \$21,600.00- Benefits @ 8.14%	\$ 1,759.00
Highly Qualified New Teacher(s) hired and highly qualified teachers transferring to the school from within the district \$1500.00 x 10 Teachers- Benefits @ 8.14%	\$ 1,221.00
Transportation for Summer Advanced Placement Camp: Bus Driver's Salary (2) Drivers @ \$16.00/hr = \$32.00 x 2 hours/day x 15 days x 2 drivers = \$960.00 - Benefits @ 8.14%	\$ 79.00
Transportation for Summer Enhancement Program: Bus Driver's Salary (2) Drivers @ \$16.00/hr = \$32.00 x 2 hours/day x 15 days x 2 drivers = \$960.00 - Benefits @ 8.14%	\$ 79.00
Transportation for Field Experience at Albany State University Criminal Justice Department (2) bus drivers \$16.00 / hr = \$32.00 X 2 hrs = \$64.00 - Benefits @ 8.14%	\$ 6.00

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	Transportation for Field Experience to Columbus, Ga to attend Aviation School Bus Driver Salary: \$16/hr = \$32.00 x 8 = \$256 x 2 buses = \$512.00 Benefits @ 8.14%	\$ 42.00	
	Transportation for Field Experience to Cape Canaveral Bus Driver Salary: \$16/hr = \$32 x 16 = \$512 x 2 bus = \$1,024.00 Benefits @ 8.14%	\$ 84.00	
	Transportation for Field Experience at Fox News Center (2) bus drivers \$16.00 / hr = \$32.00 X 2 hrs = \$64.00 - Benefits @ 8.14%	\$ 6.00	
			\$ 80,301.00
300	Purchased Professional Services		
	Marzano Research Laboratory Associates (3 days) @ \$5,500 per day-Content and Pedagogy: Differentiated Instruction / Standards-Based Instruction, Project Based Instruction (4 days) and Instructional Coaching (4 days) consultants @ \$5,500 per day	\$ 60,500.00	
	Professional Development for High School 101 and Career Choices Curriculum	\$ 2,500.00	
	Professional Development for Paideia Consultant (5 days @ \$5,500 / day)	\$ 27,500.00	\$ 90,500.00
500	Other Purchased Services		
	Fuel Costs for Summer Advanced Placement Camp @ \$1.00 / mile x 15 miles = \$50.00 per day x 15 days = \$750.00 x 2 buses = \$1500.00	\$ 1,500.00	
	Fuel Costs for Summer Enhancement Program @ \$1.00 / mile x 15 miles = \$50.00 per day x 15 days = \$750.00 x 2 buses = \$1500.00	\$ 1,500.00	
	Fuel Costs for Field Experience to Columbus, Ga to attend Aviation School 200 miles @ \$1.00 / mile = \$200.00 x 2 buses = \$400.00	\$ 400.00	

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	Fuel Costs for Field Experience to Cape Canaveral 730 miles @ \$1.00 / mile = \$730.00 x 1 bus = \$730.00	\$ 730.00	
	Fuel Costs for Field Experience at Albany State University Criminal Justice Department 20 miles @ \$1.00 / mile = \$20.00 x 2 buses = \$40.00	\$ 40.00	
	Fuel Costs for Field Experience at Fox News Center (20 miles @ \$1.00 / mile = \$20.00 x 2 buses = \$40.00)	\$ 40.00	
	Fuel Costs for Extended Day @ \$1.00 / mile x 50 miles = \$50.00 / per day x 60 days = \$3,000.00 x 2 buses = \$6,000.00	\$ 6,000.00	
	School Improvement Grants Schools Training travel reimbursement (Remaining travel expense for Title SIG Grant)	\$ 3,500.00	\$ 13,710.00
600	Supplies	(1) Student Response System @ \$3200.00 per class set X 2 classrooms	\$ 6,400.00
		Staff Development supplies and materials	\$ 20,000.00
		Electronic Readers and E-books for Summer Advanced Placement Camp (30) E-Readers @ \$350.00 each = \$10,500.00	\$ 10,500.00
		Software to support content mastery and language acquisition	\$ 7,000.00
			\$ 43,900.00
700	Property		
	(Equipment)		
			\$ -
800	Other Objects	Registration for Reading Endorsement Classes (\$425 x 3 classes= 1275 x 5 staff members)	\$ 6,375.00

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	School Improvement Grants Schools Training Registration fee	\$ 3,500.00	
	Strive to Thrive training fee to empower families and break the cycle of poverty and dropout in the community. (\$1,200 fee x 10 families)	\$ 12,000.00	
	Indirect Cost Rate 2.00%	\$ 14,000.00	\$ 35,875.00
900	Other Uses		

School Total **\$ 713,445.00**

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

Dougherty County School System

SIG

Albany High School

YEAR 3

July 1, 2013 - June 30, 2014

Object Class	Item Description	Costs
100 Personal Services (Salaries)	Leadership Academy/RT3 Coordinator - will be charged with training for school improvement initiatives (1/4 funded by SIG)	\$ 20,000.00
	School to Career Transition Specialist- will be charged with making sure that students transition from secondary to post secondary and/or career with credentials.	\$ 55,000.00
	Instructional Coach - provides job embedded pedagogy support for all Teachers: ensure differentiated instruction under the response to intervention is implemented; conduct professional learning communities to evaluate student data, unit planning and collaboration.	\$ 70,000.00
	Certified Teacher/Administrator Incentives 54 teachers and 3 Administrators X \$500 for meeting goals of the School Improvement Grant (SIG)	\$ 28,500.00
	Certified Teacher/ Administrator Incentives 54 teachers and 3 Administrators x \$500 for meeting AYP goal	\$ 28,500.00
	Highly Qualified New Teacher(s) hired and highly qualified teachers transferring to the school from within the district \$1500.00 x 10 Teachers	\$ 15,000.00
	Certified Support Paraprofessionals/media specialists awards approved upon meeting or exceeding goals of the SIG 12 Paraprofessionals 1 Media Specialist x \$375	\$ 4,875.00
	Certified Support	\$ 4,875.00

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	Paraprofessionals/Media specialists awards approved upon meeting or exceeding AYP 12 Paraprofessionals 1 Media Specialist x \$375	
	Certified Support Parent Facilitators awards are based on documentation of state parent plan and survey 1 Parent Facilitator x \$375	\$ 375.00
	Certified Support Parent facilitators additional awards based on school meeting or exceeding AYP 1 Parent Facilitator x \$375	\$ 375.00
	Graduation Coaches & Counselors Based on the documentation of student plans 1 graduation coach and 2 counselors \$375	\$ 1,125.00
	Graduation Coaches & Counselors approved upon making AYP 1 graduation coach and 2 Counselors \$375	\$ 1,125.00
	Extended day salaries for credit recovery, tutoring in content areas for 2 days a week for 2.5 hours for 30 weeks beginning August 30 and ending May 1. Teachers will provide 2 hours of services with an additional 30 minutes allotted for planning, advising and progress monitoring. 10 Teachers @ average state rate: \$31.00/hr	\$ 46,500.00
	New Principal Performance Bonus (\$5,000.00)	\$ 5,000.00
	Summer Professional Development (off-contract) Teacher (60) Stipends of \$204.00 /day X 2 days (Additional support from Race to the Top Grant)	\$ 24,280.00
	Four - Part Time (49%) Teachers (one for each Academic Discipline)	\$ 120,000.00

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	Transportation for Summer Advanced Placement Camp: Bus Driver's Salary (2) Drivers @ \$16.00/hr = \$32.00 x 2 hours/day x 15 days x 2 drivers = \$960.00	\$ 960.00
	Transportation for Summer Enhancement Program: Bus Driver's Salary (2) Drivers @ \$16.00/hr = \$32.00 x 2 hours/day x 15 days x 2 drivers = \$960.00	\$ 960.00
	Transportation for Field Experience at Albany State University Criminal Justice Department (2) bus drivers \$16.00 / hr = \$32.00 X 2 hrs = \$64.00	\$ 64.00
	Transportation for Field Experience to Columbus, Ga to attend Aviation School Bus Driver Salary: \$16/hr = \$32.00 x 8 = \$256 x 2 buses = \$512.00	\$ 512.00
	Transportation for Field Experience to Cape Canaveral Bus Driver Salary: \$16/hr = \$32 x 16 = \$512 x 2 bus = \$1,024.00	\$ 1,024.00
	Transportation for Field Experience at Fox News Center (2) bus drivers \$16.00 / hr = \$32.00 X 2 hrs = \$64.00	\$ 64.00
200	Benefits	
	Leadership Academy/RT3 Coordinator - will be charged with training for school improvement initiatives (1/4 funded by SIG) Benefits @ 36.96%	\$ 7,392.00
	School to Career Transition Specialist- will be charged with making sure that students transition from secondary to post secondary and/or career with credentials Benefits @ 36.96%	\$ 20,328.00
	Instructional Coach Benefits @ 36.96%	\$ 25,872.00
	Teacher salaries for Summer Bridge Program \$36/hr x 5 hours/day = 180/day x 15 days = \$2,700.00 x 8 teachers = \$21,600.00 Benefits @ 8.14%	\$ 1,758.00
	Certified Teacher/Administrator Incentives	\$ 1,160.00

\$ 429,114.00

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54 teachers and 3 Administrators X \$250 for meeting goals of the School Improvement Grant (SIG) Benefits @ 8.14%	
Certified Teacher/ Administrator Incentives	
54 teachers and 3 Administrators x \$250 for meeting AYP goal Benefits @ 8.14%	\$ 1,160.00
Certified Support Paraprofessionals/media specialists awards approved upon meeting or exceeding goals of the SIG	
12 Paraprofessionals 1 Media Specialist x \$125 Benefits @ 8.14%	\$ 133.00
Certified Support	
Paraprofessionals/Media specialists awards approved upon meeting or exceeding AYP	
12 Paraprofessionals 1 Media Specialist x \$125 Benefits @ 8.14%	\$ 133.00
Certified Support	
Parent Facilitators awards are based on documentation of state parent plan and survey	
1 Parent Facilitator x \$125 Benefits @ 8.14%	\$ 11.00
Certified Support	
Parent facilitators additional awards based on school meeting or exceeding AYP	
1 Parent Facilitator x \$125 Benefits @ 8.14%	\$ 11.00
Graduation Coaches & Counselors	
Based on the documentation of student plans	
1 graduation coach and 2 counselors \$250 Benefits @ 8.14%	\$ 62.00
Graduation Coaches & Counselors	\$

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approved upon making AYP	62.00
1 graduation coach and 2 Counselors \$250 Benefits @ 8.14%	
Extended day salaries for credit recovery, tutoring in content areas for 2 days a week for 2.5 hours for 30 weeks beginning August 30 and ending May 1. Teachers will provide 2 hours of services with an additional 30 minutes allotted for planning, advising and progress monitoring. 10 Teachers @ average state rate: \$31.00/hr Benefits @ 8.14%	\$ 3,786.00
New Principal Performance Bonus (\$5,000.00)Benefits @ 8.14%	\$ 407.00
Summer Professional Development (off- contract) Teacher (60) Stipends of \$204.00 /day X 2 days-Benefits @ 8.14%	\$ 9,964.00
Four - Part Time (49%) Teachers (one for each Academic Discipline)-Benefits @ 8.14%	\$ 1,993.00
Teacher Salaries for Summer Advanced Placement Camp \$36/hr x 5 hours/day = 180/day x 15days = \$2,700.00 x 8 teachers = \$21,600.00-Benefits @ 8.14%	\$ 1,759.00
Highly Qualified New Teacher(s) hired and highly qualified teachers transferring to the school from within the district \$1500.00 x 10 Teachers-Benefits @ 8.14%	\$ 1,221.00
Transportation for Summer Advanced Placement Camp: Bus Driver's Salary (2) Drivers @ \$16.00/hr = \$32.00 x 2 hours/day x 15 days x 2 drivers = \$960.00 - Benefits @ 8.14%	\$ 79.00
Transportation for Summer Enhancement Program: Bus Driver's Salary (2) Drivers @ \$16.00/hr = \$32.00 x 2 hours/day x 15 days x 2 drivers = \$960.00 - Benefits @ 8.14%	\$ 79.00
Transportation for Field Experience at Albany State University Criminal Justice Department (2) bus drivers \$16.00 / hr = \$32.00 X 2 hrs = \$64.00 - Benefits @ 8.14%	\$ 6.00

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		Transportation for Field Experience to Columbus, Ga to attend Aviation School Bus Driver Salary: \$16/hr = \$32.00 x 8 = \$256 x 2 buses = \$512.00 Benefits @ 8.14%	\$ 42.00	
		Transportation for Field Experience to Cape Canaveral Bus Driver Salary: \$16/hr = \$32 x 16 = \$512 x 2 bus = \$1,024.00 Benefits @ 8.14%	\$ 84.00	
		Transportation for Field Experience at Fox News Center (2) bus drivers \$16.00 / hr = \$32.00 X 2 hrs = \$64.00 - Benefits @ 8.14%	\$ 6.00	
				\$ 77,508.00
300	Purchased Professional Services	Marzano Research Laboratory Associates (2 days) @ \$5,500 per day-Content and Pedagogy: Differentiated Instruction / Standards-Based Instruction, Project Based Instruction (2 days) and Instructional Coaching (2 days) consultants @ \$5,500 per day	\$ 33,000.00	
		Professional Development for Paideia Consultant (2 days @ \$5,500 / day)	\$ 11,000.00	\$ 44,000.00
500	Other Purchased Services	Fuel Costs for Summer Advanced Placement Camp @ \$1.00 / mile x 15 miles = \$50.00 per day x 15 days = \$750.00 x 2 buses = \$1500.00	\$ 1,500.00	
		Fuel Costs for Summer Enhancement Program @ \$1.00 / mile x 15 miles = \$50.00 per day x 15 days = \$750.00 x 2 buses = \$1500.00	\$ 1,500.00	
		Fuel Costs for Field Experience to Columbus, Ga to attend Aviation School 200 miles @ \$1.00 / mile = \$200.00 x 2 buses = \$400.00	\$ 400.00	
		Fuel Costs for Field Experience to Cape Canaveral 730 miles @ \$1.00 / mile = \$730.00 x 1 bus = \$730.00	\$ 730.00	

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	Fuel Costs for Field Experience at Albany State University Criminal Justice Department 20 miles @ \$1.00 / mile = \$20.00 x 2 buses = \$40.00	\$ 40.00	
	Fuel Costs for Field Experience at Fox News Center (20 miles @ \$1.00 / mile = \$20.00 x 2 buses = \$40.00)	\$ 40.00	
	Fuel Costs for Extended Day @ \$1.00 / mile x 50 miles = \$50.00 / per day x 60 days = \$3,000.00 x 2 buses = \$6,000.00	\$ 6,000.00	
	School Improvement Grants Schools Training travel reimbursement (Remaining travel expense for Title SIG Grant)	\$ 3,500.00	\$ 13,710.00
600	Supplies		
	(1) Student Response System @ \$3200.00 per class set X 2 classrooms	\$ 6,400.00	
	Staff Development supplies and materials	\$ 15,000.00	
	Electronic Readers and E-books for Summer Advanced Placement Camp (30) E-Readers @ \$350.00 each = \$10,500.00	\$ 10,500.00	
	Software to support content mastery and language acquisition	\$ 7,000.00	
			\$ 38,900.00
700	Property (Equipment)		\$ -
800	Other Objects		
	Registration for Reading Endorsement Classes (\$425 x 3 classes= 1275 x 5 staff members)	\$ 6,375.00	
	School Improvement Grants Schools Training Registration fee	\$ 3,500.00	
	Strive to Thrive training fee to empower families and break the cycle of poverty and dropout in the community. (\$1,200 fee x 10 families)	\$ 12,000.00	

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		Indirect Cost Rate 2.00%	\$ 12,502.00	\$ 34,377.00
900	Other Uses			

School Total **\$ 637,609.00**

YEAR 1 \$ **1,560,478.00**
YEAR 2 \$ **713,445.00**
YEAR 3 \$ **637,609.00**

\$ 2,911,532.00

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Attachment 4a - Budget Template**

LEA 2011-2012 BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Year 1 – Full Implementation			
School Name	GaDOE training \$83,900 District training				
Albany High	N/A	\$ 1,560,478.00	\$713,445.00	\$637,609.00	\$2,911,532.00
School Name					
School Name					
LEA-level Activities	Select new principal Hire Staff to support the initiative Insure school staff attends GaDOE’s professional learning sessions Monitor and evaluate school’s progress in reaching AYP goals Provide appropriate district support				
Total Budget	\$ 1,560,478.00		\$713,445.00	\$637,609.00	\$2,911,532.00

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Attachment 5 - Checklist

Section A. SCHOOLS TO BE SERVED

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

<p>1. Data Sources and Narrative</p> <ul style="list-style-type: none"> ✓ All sections of the School Profile are complete (Attachment 1a: Elementary School Profile, Attachment 1b: Middle School Profile, Attachment 1c: High School Profile). Minimum requirement ✓ The narrative reflects the analysis of multiple sources of data to determine school needs. If the narrative reflects the analysis of additional sources of data, such as process, demographic and/or perception data, summary reports for the data must be attached to the application. ✓ A rationale for selection of intervention model is provided. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>2. Capacity</p> <ul style="list-style-type: none"> ✓ Description identifies multiple resources (e.g., human, material, technical, etc.) and related support (e.g., commitment of school board to remove barriers, credentials of staff, recruitment process, area technical colleges and universities, job-embedded professional learning, etc.). ✓ Complete all parts of Section B. 2. ✓ Attachment 7a: Capacity Factor Chart, Attachment 7b: Restructuring Team Checklist, and Attachment 7c: Selecting Turnaround Leaders are tools that you may use to assist in determining the LEA's capacity to provide adequate resources and related support. ✓ To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for: <ul style="list-style-type: none"> • Demonstrating capacity to devote staff, facilities, funding, services, and other resources exclusively to the management contracting function. • Demonstrating flexibility in removing barriers for the contract schools. • Ensuring that the LEA's central office staff will support successful implementation of the contract. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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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				
Will: Our LEA is willing to take extreme action in failing schools.				
Outsiders: Our LEA is willing to bring in external support if needed for student learning.				
Insiders: Our LEA is willing to require central staff to make many changes to support restructured schools.				
Flexibility: Our LEA is willing to give capable leaders unprecedented freedom to change, even if this creates inconsistency and inconvenience.				

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

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Attachment 7b - Restructuring Team Checklist

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

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

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

- **A Drive for Results**

A record of implementing change despite political and practical barriers.
An unyielding belief that all children-no matter how disadvantaged-can learn.
Organizing and planning skills to keep the decision process and implementation for each failing school on track.

- **Relationship and Influence Skills**

Good relationships with a wide range of district staff, parents, and community organizations.
Willingness and ability to disagree with others politely; a “thick skin.”
Teamwork skills to complete tasks responsibly and support team members.
Strong influence skills.

- **Readiness for Change**

An open mind about ways to improve student learning.
Willingness to learn about what kinds of big changes work under differing circumstances.
Willingness to try new restructuring strategies.
No political agenda that may interfere with student learning-centered decisions.

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

Knowledge of the formal and informal decision-making processes in your district.
Knowledge of past efforts to change and improve schools in your LEA.
Knowledge of education management, effective schools research with a focus on what has been proven to produce student learning results with disadvantaged children.

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

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 Attachment 7c - Selecting Turnaround Leaders**

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

Summarize your findings here:

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

We can cannot recruit additional turnaround leaders.

Possible turnaround candidates within the LEA:

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

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

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Attachment 8 - School Improvement Services

Division of School Improvement - Services

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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APPENDIX A: SEA Allocations to LEAs and LEA Budgets

APPENDIX A

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

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

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

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Maximizing the Impact of Regular FY 2010 SIG Allocations

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

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

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

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

Continuation of \$2 Million Annual Per School Cap

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

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implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (*e.g.*, a school of 500 students might require \$1 million annually, whereas a large, comprehensive high school might require the full \$2 million annually).

In addition, the annual \$2 million per school cap, which permits total per-school funding of up to \$6 million over three years, reflects the continuing priority on serving Tier I or Tier II schools. An SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

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

LEA Budgets

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
3. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
5. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
6. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).

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SEA Allocations to LEAs

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

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.
5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.
7. Note that the requirement in section II.B.9(a) of the SIG requirements, under which an SEA that does not serve all of its Tier I schools must carry over 25 percent of its FY 2009 SIG allocation to the following year, does not apply to FY 2010 SIG funds.

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

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An

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SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.

3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.
5. Apportion any FY 2009 carryover school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver to extend the period of availability to September 30, 2014).
6. Use FY 2010 school improvement funds to make the first year of three-year grant awards to LEAs (unless the SEA has received a waiver of the period of availability for its FY 2010 funds). Continuation awards for years 2 and 3 would come from SIG appropriations in subsequent fiscal years.

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APPENDIX B: Persistently Lowest –Achieving Schools Guidance

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Firefighter Equipment List	Suggested Quantity	Estimated Cost Each	Extended Total Cost	
Single Sided Mobile Red Rack 76" long x 20" deep x 79" tall by Reacy Rack	9	858.95	6,012.65	Most equipment can be purchased at www.edanley.com
4 3/8" Carabiner	1	33.00	33.00	
Ultra-Safe Retractable Ladder Harness (25' Nylon Web)	1	665.00	665.00	
12-lb Sledgehammer	1	70.00	70.00	
SM00140-001 SM916 Stepmill for CPAT	1	4,675.00	4,675.00	or
50 lb. Weighted Vest-Small-IAFF #950-1118	1	330.00	330.00	
50 lb. Weighted Vest-Medium-IAFF #950-1120	1	330.00	330.00	www.galls.com
50 lb. Weighted Vest-Large-IAFF #950-1125	1	330.00	330.00	
Ceiling Breach & Pull Machine w/Pivoting and Attaching Brakes	1	4,870.00	4,870.00	
Practice Forcible Entry Machines (galvanized stand not included)	1	1,175.00	1,175.00	
Practice Ceiling Breach & Pull Machine w/adjustable weight stack	1	3,980.00	3,980.00	
105 lb Caucasian Rescue Randy	2	834.95	1,669.90	
165 lb IAFF Rescue Randy w/reinforcement	2	1,184.95	2,369.90	
Large Firefighter Gloves 7 wt	18	49.95	899.10	
6 lb flat head fire axe 36"	4	65.95	263.80	
6 lb Pick Point Fire Axe 36"	4	77.95	311.80	
Initial Stick for Trauma Bag	3	105.95	317.85	
6" Elliptical Pike Poles - Rubbish Hook	2	93.95	187.90	
12' Folding Ladder	1	231.95	231.95	
24' alum. 2 section ladder	1	611.95	611.95	
12' roof channel ladder	1	261.95	261.95	
14' roof channel ladder	1	285.95	285.95	
30" orange zak entry tool	1	204.95	204.95	
30" Hooligan Tool	1	183.95	183.95	
30" std. Claw hooligan tool	1	168.95	168.95	
huxbar	1	204.95	204.94	
stack tip-quad deluge	1	301.95	301.95	
stacked tips	1	239.95	239.95	
Oxygen Case w/supplies	1	239.95	239.95	
Orange Squac Bags	2	55.95	111.90	
8' Elliptical Pike Pole - Dry Wall Hook	2	96.95	193.90	
12' Elliptical Pike Pole - stranded Hook	1	106.95	106.95	
18" PPV (Honda Engine)	1	2,689.95	2,689.95	
20" Vent Master Ventilation Fire Saw w/Depth Gage 5.4 HP	1	2,070.95	2,070.95	
1 1/2" Handline Nozzle 2/pistol grip	4	1,134.95	4,539.80	
6" Pike Pole	1	130.00	130.00	
8' Elliptical Pike Pole Two Grips - rubbish hook	2	98.95	197.90	
8' Elliptical Pike Pole Two Grips - dry wall hook	2	99.95	199.90	
8' Elliptical Pike Pole Two Grips - standard hook	1	80.95	80.95	
12' Elliptical Pike Pole Double Gripper - Standard hook	1	112.95	112.95	
Hydrant Wrench	2	66.95	133.90	
Super Spanner Wrench	2	20.95	41.90	
11 Weight Alum. Spanner Wrench	4	13.95	55.80	
Nylon Life Belt Medium (42-44) Life Belt with Pompier Hook w/o sheath	1	168.95	168.95	
Nylon Life Belt Large (46-48) Life Belt with Pompier Hook w/o sheath	1	168.95	168.95	
ISI Viking Air Pack - 2002 Model	15	2,985.00	2,985.00	
Extra cylinders	15	495.00	495.00	
Gear (prices and item numbers from www.galls.com)				
Bullard® UST Traditional Style Structural Fire Helmet - FE404 Yellow	15	279.99	4,199.85	
Galls® Nomex® Lenzing Fire Hood - FE269	15	31.99	479.85	
Fire Dex® Nomex Fire Coat - FE395 Yellow	15	999.99	14,999.85	
Fire Dex® Nomex Fire Pants - FE396 Yellow	15	729.99	10,949.85	
Thorogood® 14" Power HV Structural Bunker Boot - FW103 black	15	209.99	3,149.85	
Motorola® Professional 2-Way Radio (8-Channel/2 Watt)	6	279.99	1,679.94	
TOTAL			81,373.18	

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Firefighter Equipment List	Suggested Quantity	Estimated Cost Each	Extended Total Cost	
Single Sided Mobile Red Rack 76" long x 20" deep x 79" tall by Ready Rack	9	858.95	6,012.65	Most equipment can be purchased at www.edarley.com
4 3/8" Carabiner	1	33.00	33.00	
Ultra-Safe Retractable Ladder Harness (25' Nylon Web)	1	665.00	665.00	or
10-lb Sledgehammer	1	70.00	70.00	
SM00140-001 SM916 Stepmill for CPAT	1	4,675.00	4,675.00	www.galls.com
50 lb. Weighted Vest-Small-IAFF #950-1118	1	330.00	330.00	
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Motorola® Professional 2-Way Radio (8-Channel/2 Watt)	6	279.99	1,679.94	
TOTAL			81,373.18	

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Flight Operations

***Item must meet all
CREQ grant
"Purchasing
Guidelines" for the
funded year for
reimbursement**

Equipment	quantity	cost	total	CAPITAL ITEM*	reimbursement
Computers	29	\$1,500.00	\$43,500.00	X	
flight simulators	2	\$20,000.00	\$40,000.00	X	
flt sim yokes/pedals	29	\$300.00	\$8,700.00	X	
52" flat screen	1	\$2,500.00	\$2,500.00	X	
wind tunnel	1	\$6,000.00	\$6,000.00	X	
E6B trainer	1	\$600.00	\$600.00	X	
Instrument demo pkg	1	\$2,500.00	\$2,500.00		
headsets	29	\$50.00	\$1,450.00		
Jeppeson stu fit kits	29	\$225.00	\$6,525.00		
Avionics control panel	1	\$1,000.00	\$1,000.00	X	
Weather station	1	\$3,700.00	\$3,700.00	X	
Visual training aids	1	\$300.00	\$300.00		
Cessna 172SP pilot manuals	29	\$25.00	\$725.00		
24-hour UTC clock	1	\$20.00	\$20.00		
scroll saw	1	\$250.00	\$250.00	X	
safety glasses	29	\$4.00	\$116.00		
safety glasses cabinet	1	\$200.00	\$200.00		
GPS Module	1	\$2,200.00	\$2,200.00		
total			\$120,286.00		



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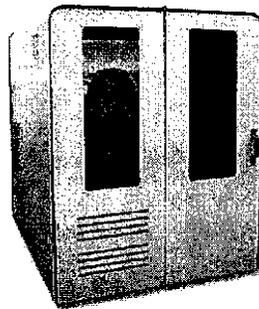
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Advanced Aviation Training

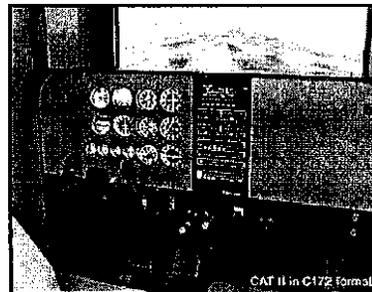


Closed Cockpit AATD - Complete Customizable Closed Cockpit Advanced Aviation Training Device - Certifiable by the FAA

Closed cockpit custom simulator package including all controls, software, instructor software, gauges, monitor and PCs in a closed cockpit arrangement customizable to customer's requirements.

Open Cockpit AATD - Complete Customizable Open Cockpit Advanced Aviation Training Device - Certifiable by the FAA

Same as the Closed Cockpit AATD, but with an open cockpit design.



Available Options: for Closed and Open Cockpit designs

- Multiple monitors
- GPS navigation

[Learning Labs' Calendar of Events](#)

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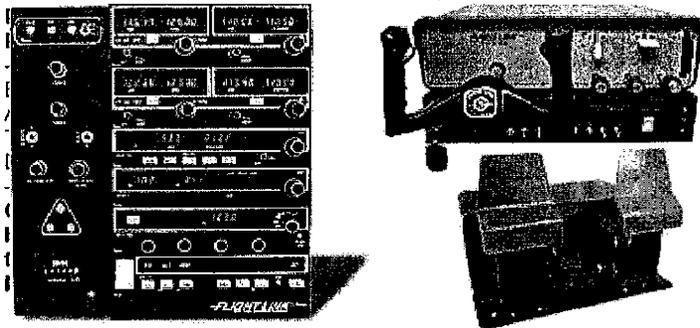
Learning Labs, Inc. Represents Flight Link Aviation Training Devices

Page 2 of 3

- GPS navigation
- Glass cockpit
- Dual controls (pilot and co-pilot)
- Seat height adjustment
- Wet compass

Light Twin Engine with variable pitch propeller and optional retractable gear for Beech, Cessna, Piper, Columbia, and Mooney available.

Basic Aviation Training



Flight Link AV-B console, subpanel, rudder control module, KR-1 avionics stack, specific gauges necessary for flight model, monitor, and PC.

Basic Flight Training

Standard Flight Training Package - Flight Link AV-B console, subpanel, rudder control module, KR-1 avionics stack.

Basic Flight Training/Gaming package - Flight Link AV-A console and USB rudder control module (RCM)

Benefits

Benefits of Flight Link products:

- PC and Macintosh Compatible
- Compatible with most simulator programs including Microsoft Flight Simulator and X-Plane
- Prevent accidents due to inadvertent flight into IMC



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	Schools an SEA MUST identify in each tier	Newly eligible schools an SEA MAY identify in each tier
Tier I	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” [§]	Title I eligible** elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier II	Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.”	Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier III	Title I schools in improvement, corrective action, or restructuring that are not in Tier I. ^{††}	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two years.

[§] “Persistently lowest-achieving schools” means, as determined by the State--

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

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

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

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

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

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