

School Improvement Grants Application

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Elementary and Secondary Education Act
Fiscal Year 2010
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State Name: Georgia



U.S. Department of Education
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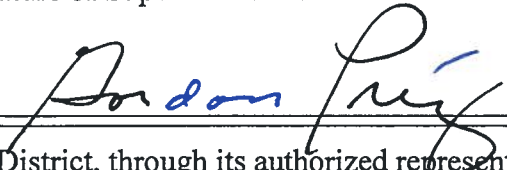
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Cover Page

LEA Name: Douglas County School System	LEA Mailing Address: 9030 Hwy 5 Douglasville, GA 30134
LEA Contact for the School Improvement Grant Name: Dr. Catherine Magouyrk Position and Office: Associate Superintendent, Student Achievement and Leadership Contact's Mailing Address: 9030 Hwy 5, Douglasville, GA 30134 Telephone: 770-651-2110 Fax: 770-651-2129 Email Address: catherine.magouyrk@douglas.k12.ga.us	
Superintendent (Printed Name): Dr. Gordon Pritz	Telephone: 770-651-2032
Signature of Superintendent: X 	Date: April 14, 2011
The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.	

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LEA Name: Douglas 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
Lithia Springs HS	130186000853		X					X

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LEA Name: Douglas County School System

School Name: Lithia Springs High School (LSHS)

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.

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	Lithia Springs GAPSS Classroom Observation Summary	< 25%	25-50%	51-75%	76-100%
	Instruction Strand Total Number of Observations: 176				
C 1.1	Lesson/units are clearly aligned with GPS/QCC.				86%
I 1.3	Learning goals are aligned to the GPS/QCC and are communicated by the instructor.			65%	
	Students apply learning goals in performance tasks aligned to the standards.			68%	
I 2.1	Sequencing of the instructional period is predictable and logical.			60%	
	The lesson begins with a clearly defined opening to strengthen learning.		40%		
	Instruction has a defined work period.			65%	
	Instruction ends with a summary activity that reinforces the learning.	18%			
	Content specific vocabulary is developed in context.			57%	
I 2.2	Higher order thinking skills and processes are utilized in instruction.		47%		
	Higher order thinking skills and processes are evident in student work.		43%		
I 2.3	Instruction is differentiated to meet student readiness levels, learning profiles, and interests.		31%		
I 2.4	Instruction and tasks reinforce students' understanding of the purpose for what they are learning and its connection to the world beyond the classroom.			57%	
I 2.5	The classroom instructor implements grouping strategies.		37%		
I 2.7	The use of technology is integrated effectively into instruction.		42%		
	Students effectively use technology during the class period.	21%			
I 3.1	Instructional goals, activities, interactions, and classroom environment convey high expectations for student achievement.		47%		
I 3.3	Students demonstrate personal efficacy and responsibility.		45%		
	Assessment Strand				
A 2.2	Formative assessments are utilized during instruction to provide immediate evidence of student learning and to provide specific feedback to students.			51%	
	Written commentary is aligned to the GPS standard(s) and elements or QCC content standards.	23%			

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Target Areas for Improvement
Lithia Springs High School
GAPSS Analysis Review – Date: November 2009**

Curriculum	Instruction	Assessment	Professional Learning
<p>A1.3, C3.2 During collaborative planning sessions, create a balanced approach for assessment and a process to analyze student work. Adjust instruction based on collaborative meeting discussions and student data. IR pg 20, 38</p> <p>C3.1, C3.2 Create a plan for frequent walk-through observations that includes timely feedback to staff. Fully implement E-Walk processes and utilize results for school improvement initiatives. Include teacher leaders in the E-Walk process. IR pg 18, 20</p> <p>I2.1, I2.2, I2.5 Increase the use of differentiated instruction, flexible grouping, and higher order questioning techniques to promote engagement and student achievement in all classrooms and develop strategies to more effectively apply and monitor these best practices. IR pg 67, 69, 74</p>			<p>PL 2.7 Develop a plan for monitoring effectiveness of professional learning implementation in the classroom. IR pg 163,164</p>
Planning and Organization		Leadership	
<p>PO 4.1 Create a hard copy of the discipline plan. Although the school is in the process of revising the discipline plan, the current plan needs to remain in place and be consistently enforced by all. IR pg 105</p>		<p>L4.1, L4.2, L4.3 Develop a data driven leadership team that is fully representative of the school community that makes decisions and solves problems related to student achievement. Clearly articulate the role of the team, establish protocols, and disseminate information. IR pg 206, 209, 211</p>	
School Culture		Student Family and Community Support	
<p>SC 2.4 Address inconsistencies in staff enforcement of student behavior expectations. IR pg 227</p>		No Recommendations	

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

1. Why is Lithia Springs High School (LSHS) not meeting the Adequate Yearly Progress objectives?
2. What are the major academic concerns that need to be addressed at LSHS?
3. What are the major cultural/climate concerns that need to be addressed at LSHS?
4. What does family engagement look like at LSHS?

The student needs of Lithia Springs High School were determined through a review of the student achievement data from 2007 through 2010, school demographic data, and other data that would help identify existing or potential barriers to student achievement.

	2007-2008			2008-2009			2009-2010		
	AYP	Targets Missed	GR	AYP	Targets Missed	GR	AYP	Targets Missed	GR
Lithia Springs HS	No	Math GR	65.5	No	Math GR	67.6	No	Math ELA GR	75

School	2007-2008		2008-2009		2009-2010	
	Math	English	Math	English	Math	English
	All Students	All Students	All Students	All Students	All Students	All Students
Lithia Springs HS	65.5	87.8	66.8	88.3	55.2	82.9

AYP DATA

Review of data shows that Lithia Springs High School has consistently failed to make Adequate Yearly Progress (AYP) for the past four years.

2008: LSHS did not meet AYP in the All Students, Black, and Economically Disadvantaged subgroups in the area of math. LSHS did not meet the Graduation Rate.

2009: LSHS did not meet in the Black and Economically Disadvantaged subgroups in the area of math, or in Graduation Rate.

2010: LSHS did not meet in math in the subgroups of All Students, Black, White and Economically Disadvantaged; in English/Language Arts in the subgroups of All Students, Black and Economically Disadvantaged; or in Graduation Rate.

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A closer look at the scores indicates that the subgroup scores remained relatively the same from 2007 through 2009; however, the AMO increased resulting in the school not meeting the AYP goal in 2010 for Language Arts.

EOCT DATA

MATHEMATICS: The test data from the End of Course Tests (EOCT) and AYP data supports the need for improvement in mathematics. Lithia Springs High School has a significantly higher failure rate for Math I and Math II than the other high schools in the Douglas County School system.

Math I: Lithia Springs had a failure rate of 65% on the 2010 Spring administration of the Math I EOCT compared to the system's 44%.

Math II: 77% of Lithia Springs High School students failed the Spring 2010 EOCT compared to the system's 52%.

ELA

Ninth Grade Literature: The review of the End of Course Data (EOCT) indicates that 28% of the students at Lithia Springs did not pass the 9th grade Literature EOCT in 2010 in both the winter and spring administrations. This is a slight improvement from the 2009 winter and spring administrations which yielded scores of 39 and 30% respectively. The results of the 2010 winter administration indicated that 35% of the students did not pass; however, there was an improvement in the spring results with a failure rate of 28%.

American Literature: Lithia Springs High School's EOCT scores for the winter (30%) and spring (28%) 2010 administration show a 10% higher failure rate for American Literature than the system's winter (20%) and spring (18%) scores. Since the 2007 administration, Lithia Springs has consistently had a higher failure rate than the system. The difference in the school's failure rate and the system's ranges from 5 percentage points (winter 2009) to 10 percentage points on several other administrations.

SCIENCE

Biology: Biology (EOCT) scores have consistently ranged from 40-59% failing since 2007. The most recent scores have varied greatly. In Spring 2009, Lithia Springs had 59% of the students failing the EOCT in Biology; however, in the Winter 2010 the percentage of students failing dropped to 39%, the lowest in the past four years. In the Spring 2010 the failure rate jumped to 53% not passing the Biology EOCT.

Physical Science: In the winter administration of 2007, 39% of the students failed the Physical Science EOCT. The Spring 2007 through Spring 2009 Physical Science scores ranged from 47% failing to 67% failing.

The Physical Science results have shown remarkable improvement with only 38% of the students failing the Winter 2010 and 30% failing the Spring 2010 administrations.

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SOCIAL STUDIES: Social Studies continues to be a weak area for Lithia Springs as noted by their US History and Economics EOCT scores. The failure rate from Winter 2007 through Spring 2009 ranges from 45 to 73% failing the test.

US History: The most recent scores of 62% (Winter 2010) and 61% (Spring 2010) indicate a large majority of students continue to fail the US History EOCT, and there has been little improvement over the past four years.

Economics: The Economics EOCT failure rate for the past four years steadily ranges from 36 to 48%. Lithia Springs High School's Economics EOCT scores show a higher failure rate for Winter 2010 (38%) than the system's failure rate of 26%. The same is true for the spring scores where Lithia Springs has a failure rate of 46% while the system failure rate for the spring was 31%.

GHSWT

The Georgia High School Writing Test scores dropped 6 percentage points from 91% passing in 2009 to 85% passing in 2010. There was a slight increase in 2011 to 93% passing. Lithia Springs High School's writing scores have lagged behind the system and state scores in the subgroups of Black, White, and Hispanic. Lithia Springs scored 88% of the Black subgroup meeting and exceeding expectations on the Writing test in 2010, while the system reported 92% and the state reported 91%. In the White subgroup the system had 94% meeting and exceeding expectations while Lithia Springs reported 90%. The state and system had 93% and 91% respectively meeting or exceeding the writing standard, while Lithia Springs had only 88% meeting or exceeding the standard. Additionally, the students with disabilities subgroup scored significantly lower than the system and state. The system had 63% of the students with disabilities meeting the writing standard and the state reported 67% meeting the standard. Only 48% of the students with disabilities at Lithia Springs High School met the writing standard.

Georgia Assessment of Performance on School Standards DATA:

In November of 2009, a Georgia Assessment of Performance on School Standards (GAPSS) Analysis was conducted by a team of colleagues in the Douglas County School System. The review team recommended several areas for school improvement. The areas of instruction and assessment indicated the greatest area of need. The areas were identified by classroom observations, a certified staff survey, and a review of the documents at the school.

GAPSS Analysis Target Areas of Improvement: Recommendations for Curriculum, Instruction, Assessment, Professional Learning Planning and Organization, School Culture, and Leadership were made. The recommendations are listed below.

- Curriculum: C3.1 and C3.2- Create a plan for frequent walk-through observations that includes timely feedback to staff. Fully implement eWalk processes and utilize results for school improvement initiatives. Include teacher leaders in the eWalk process.
- Instruction: I2.1, I2.2, I2.5- Increase the use of differentiated instruction, flexible grouping, and higher order questioning techniques to promote engagement and student achievement in all classrooms and develop strategies to more effectively

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apply and monitor these best practices.

- Assessment: A1.3- During collaborative planning sessions, create a balanced approach for assessment and a process to analyze student work. Adjust instruction based on collaborative meeting discussions and student data.
- Professional Learning: PL2.7- Develop a plan for monitoring effectiveness of professional learning implementation in the classroom.
- Planning and Organization: PO 4.1- Create a hard copy of the discipline plan. Although the school is in the process of revising the discipline plan, the current plan needs to remain in place and be consistently enforced by all.
- Leadership: L4.1, L4.2, L4.3- Develop a data driven leadership team that is fully representative of the school community that makes decisions and solves problems related to student achievement. Clearly articulate the role of the team, establish protocols, and disseminate information.
- School Culture: SC 2.4- Address inconsistencies in staff enforcement of student behavior expectations.

GAPSS Classroom Observation Summary: The classroom observations conducted by the GAPSS team indicate that only 18% of the classes observed used summarizing strategies in instruction. Higher order thinking skills were demonstrated in less than 50% of the classrooms. Only 31% of the classrooms demonstrated differentiated instruction with only 36% using grouping strategies. Students were observed using technology effectively only 21% of the time; while teachers were observed integrating technology into instruction effectively 42% of the time. Professional Learning in the areas of summarization, differentiation, and integrated technology would improve classroom rigor and higher order thinking skills acquisition.

Other GAPSS observation data indicated that the instruction mode was whole group 55% of the time and 45% of the time the teacher's role was that of facilitator. The teacher monitored student progress 36% of the time and was observed as a lecturer only 16% of the time. Students were engaged in performance tasks 43% of the time and recall activities only 10% of the time.

The GAPSS Certified Staff Survey Results indicated that only 12% of the teachers believe that teachers consistently analyze student work and work collaboratively to build consensus for a common understanding of proficiency and rigor. The survey revealed that teachers see themselves as consistently using performance data and the review of student work to revise curriculum implementation and to align resources only 18% of the time. Other areas that are not viewed by teachers as being used consistently are differentiated instruction (32%), flexible grouping (20%), and data driven interventions (25%). Additionally, the survey revealed that only 22% of the teachers feel like technology is used effectively to maximize student learning. The GAPSS Staff Survey results align with the results of the observations conducted by the team members.

The school's needs revealed through the review of student achievement data, GAPSS observation data, and certified staff survey along with other data will be addressed in order to improve student achievement in all subject areas. Additionally, the review of free and reduced lunch data showed startling changes. From 2005 to 2011, LSHS's free and reduced lunch rate has increased from 39% to 68%. With 68% of the student population identified as Economically

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Disadvantaged, it is important for the faculty to understand the impact of poverty on their students and their learning.

2010-11 School Year- Free and Reduced Percentages

	SY 1999	SY2005	SY2006	SY2007	SY2008	SY2009	SY2010	SY2011
System Avg	28.13	42.16	46.21	48.13	50.03	53.27	57.29	60.01
Lithia Springs HS	21.08	39.36	48.45	47.11	51.44	57.45	61.09	67.68

Data Narrative:

The SREB Committee to Improve High School Graduation Rates and Achievement agreed there is a threshold level of knowledge and skills in reading, writing and math that *all* high school graduates must reach. This includes the ability to:

- read, comprehend and apply complex written materials for continued learning and success in a job.
- use math to solve multi-step problems, estimate, plan and set priorities, and read and understand numerically based information.
- acquire and apply academic and technical knowledge and skills in both education and work settings in order to complete assignments and tasks and solve problems.
- communicate orally and in writing to a variety of audiences.
- demonstrate the skills and habits of responsible students and citizens.

College and career readiness is a concern for students at LSHS. Being college-ready means a high school graduate has the reading, writing and math knowledge and skills to qualify for and succeed in entry-level, credit-bearing, college-degree courses without the need for remedial classes. Similarly, being career-ready — ready to enter and advance in a job or succeed in training for a good job — means that high school graduates can read, comprehend, interpret and analyze complex technical materials, can use mathematics to solve problems in the workplace, and can pass a state-approved industry certification or licensure exam in their field.

The student needs of Lithia Springs High School were determined through the review of various data resources for student achievement data, school demographic data, community perceptions, certified staff interviews, and other data that might identify existing or potential barriers to student achievement. The data revealed that All students as a subgroup have needs that should be addressed. Additionally, special education students, as a subgroup were the lowest performing subgroup of all subgroups at LSHS. Finally, the EOCT data revealed that all students are not learning content at the application level. The high number of students failing the EOCT demonstrates that student learning is not deep enough for students to apply future learning in high school or beyond high school to their work or higher education opportunities.

Common Threads: A review of standardized test data, GAPSS Analysis Recommendations, Staff Surveys and informal stakeholder input provided insight to answers to those essential questions. As the various data sources were reviewed and analyzed, specific root causes for poor school performance and low student achievement were identified as common threads.

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This list of identified concerns provides the starting point for designing the path toward change.

- Isolated content; lack of interdisciplinary instructional design or cross-curricula connections
- Instruction is the same for all students; no differentiation
- Reading instruction limited for a very few, but needed for many across content areas
- Mathematics content drill with a lack of authentic application; scaffolding is required for students with deficit skills, and hands-on application to real-world problem solving is not used in instruction in every classroom every day. Textbooks and worksheets are a primary resource in designing instruction in core content areas.
- Lack of student use of technology
- No student goal planning (life skills/habits for success)
- Negative student behavior
- Attendance (Tardies and cutting class)
- Lack of understanding of the impact poverty has on learning
- Secluded teachers and classrooms
- Unmotivated students
- Unengaged students
- Lack of teacher initiated collaboration

Identified Concern	Strategy
Integrate core content standards	STEM, Project-Based Learning, Collaboration
Provide instruction to meet individual student needs	Differentiation
Increase reading and writing instruction across all content areas	Reading and Writing Across the Curriculum
Incorporate mathematics rigor through authentic application	STEM, Project-Based Learning, Collaboration between Science, Math, and CTAE teachers
Provide skills for life- habits for success	Teachers As Advisors, Advisement, Student Academic Plans for Success, Attendance/Tardy Protocols
Engage students in learning	Project Based Learning and STEM
Consider home life and impact of poverty	Family engagement and poverty training
More instructional time for reading and mathematics	Extended Learning Time and Summer Bridge Program
Prepare students for 21st Century skills	STEM, Project Based Learning and Technology Integration
Enhance student opportunities in Mathematics, Science, and Technology for work, technical school, or college	STEM, Project-Based Learning
Improve school climate, student discipline, attendance	PBIS, Collaboration, Project Based Learning

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Family engagement is minimal with staff members citing it as a problem. The PTSA membership is currently primarily composed of teachers. The PTSA has re-established itself this year after only having teachers as members during the past 3 years. Teachers often mention that parents are not involved and that there is nothing they can do if the parents do not help. Other teachers feel compelled to serve as both parent and teacher to students because they want to help the students. In a meeting of 85 parents, the parents discussed parent apathy, poor communication, and the need to put in place a parent engagement component for the school.

Goals of the Lithia Springs High School (LSHS) Plan

Based on the data and interviews with stakeholders the plan for change at LSHS will need to include the strengthening of instruction of mathematics, science, literacy, technical achievement, critical thinking and problem solving skills. Studies have shown that project-based learning (PBL) and STEM programs of study lead to gains in reading, science and mathematics test scores and increased communication and collaboration between students and their teachers. Additionally, students' perceptions that their academic and career/technical teachers were working together, also increased students' average scores. Through PBL and a strong STEM curriculum, students will be able to think about their interests and abilities in relation to potential careers. Additionally, they will gain broader exposure to the world of work by visiting workplaces in the community and speaking with business representatives, as well as expand their understanding of the variety of jobs in a career area/industry. Students will also become aware of the different academic/technical skills required to do different jobs and understand the connection between school, work, and achieving their goals. Through internships, students can realize that different jobs are characterized by different work cultures and working environments. Finally, through the support of the staff and community, student self-esteem will increase by engaging in hands-on tasks and interacting with teachers and adult workers in the world of work. As the school works through its plan, parents and the community will become engaged through programs and communication designed to elicit their support, opinions, and engagement. There will be a deliberate plan of action to engage all stakeholders in the school and its instructional programs and activities.

Strategies and Strategy Descriptions

Reading

Reading literacy is addressed for all students based on their needs. For those students with extreme needs, interactive software designed to identify specific reading needs and provide individualized instruction is provided on a daily basis. Students requiring extra support will be scheduled into the Read 180 classroom. Teachers will provide reading and writing instruction in the content area to provide specialized reading skills specific to the subject content.

The overall reading scores show that a fourth of the students failed the EOCT in ELA; however, over half the students failed the Science and Social Studies EOCTs. After much consideration and evaluation of the data, the SIG committee determined that failure was due to low reading skills for content area reading and a lack of student engagement in daily instruction.

An ELA coach will be hired to support the staff and conduct collaborative learning, planning, and work sessions with the teachers. The coach will also meet with the math, science, social studies coaches, and STEM coordinator to plan reading and writing professional development

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specific to the content areas.

Mathematics

Through the support of Metro RESA (MRESA) and the University of West Georgia (UWG), a mathematics lesson study will take place during Year 1. Additionally, math and science teachers will collaborate to identify common skills instruction so that students can deepen understanding and see the connections between math and science. This collaboration of math and science teachers will strengthen the implementation of Project Lead the Way (PLTW) and the students who enter the engineering and bioscience classes.

A mathematics coach will be hired to work with the math teachers and assist teachers in the application of content and use of performance tasks learned through their lesson study work and other professional development.

Science

Science and Math teachers will work with the UWG in the development of project based learning (PBL) and STEM instruction. All science and mathematics teachers will be involved throughout a three year period in the development, evaluation, and on-going revision of an integrated PBL-approach directed toward improved student achievement in science and mathematics. The University of West Georgia will provide a professor each semester of the grant to work on instructing, collaborating, and coaching math and science teachers.

A science coach will be hired to work with the science teachers and assist teachers in the application of content and use of performance tasks learned through their lesson study work and other professional development.

Social Studies

A Social Studies coach will be hired to work with social studies teachers and assist teachers in the application, content, and use of performance tasks learned through their lesson study work and other professional development.

Special Education

A continuum of special education services will be provided to eligible students in accordance with federal and state guidelines as they pertain to IDEA. Special Education and general education teachers will be trained in appropriate co-teaching methods. Training will be job-embedded with opportunities for observations and immediate feedback. Special Education teachers will be provided content specific training from content coaches, GLRS, and MRESA as needed. Special Education teachers and General Education teachers will be provided time for collaborative planning which will include student data analysis.

IDEA funded Special Education coaches will be available to work with special education teachers and assist in the application of co-teaching, best practice strategy acquisition and usage, and interpretation of test data. Special Education coaches will work closely with the content area coaches to demonstrate model lessons that include the use of differentiated instruction and formative assessments.

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Collaborative Teacher Teams

The teachers of LSHS will identify specific teachers to create Teacher Teams. These teams will work collaboratively to create authentic learning activities. Teams will be built from teachers of varying disciplines to establish interdisciplinary learning experiences. Teachers also work with department team members to identify data sources and conduct data analysis to design and create the learning experiences correlated to specific learning needs.

Collaborative teacher teams will 1) conduct data analysis and identification of correlated instructional strategies; 2) model lessons for the Standards-Based Classrooms; 3) identify strategies to increase rigor in the classroom and address specific student needs; 4) create and maintain Standards-Based Classrooms; and 5) identify other instructional needs.

Project-based and STEM instruction will require the collaboration of math, science, and CTAE teachers to plan instruction for students.

Student Engagement

A key to improving instruction is to engage students in learning experiences and assignments that are aligned to college-ready standards and enable them to see meaning and purpose in what they are being asked to learn. Students learn more when they are engaged intellectually, emotionally, socially, and behaviorally in learning. They need more opportunities to apply academic knowledge and skills through authentic projects so that they can gain a deeper insight into how academic learning connects to the real world and why they should master such knowledge.

- Intellectual engagement- Skills and facts are best learned and retrained when embedded in assignments that require students to analyze, solve problems, apply in a new context and synthesize in their own words.
- Emotional engagement- Students must be involved in learning activities that connect to their own interests, goals and life experiences.
- Behavioral engagement- Students need opportunities to learn and apply the habits of success that result in them becoming more independent, high-achieving learners.
- Social engagement- When students feel connected to a student organization or an adult in the building, they will be more motivated to remain in school and succeed.

Project-Based Learning

In Project-Based Learning (PBL), students go through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century Skills (such as collaboration, communication & critical thinking), and create high-quality, authentic products and presentations.

LSHS will work with SREB using the Buck Institute materials to increase student learning and prepare students for STEM learning opportunities and 21st century skills. As part of the planning process and through meetings with staff, students, parents, and the community, overwhelmingly everyone wanted the grant to be a vehicle for change for ALL students. Parents were excited

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about the STEM opportunities for students, but wanted to make sure that all students left LSHS with the necessary skills required in a 21st Century work or education environment. Since both pathways require project-based learning and both teach problem-based and collaborative skills, the committee knew this plan would meet the learning needs of ALL students.

Specific courses will be identified and partnered to create opportunities for authentic projects for students to apply content knowledge. The Georgia Performance Standards (GPS) and Framework Performance Tasks are maximized in this process. Students will be actively engaged in the learning process which requires higher order thinking skills, content knowledge and communication skills. Students are required to present the completed project and their findings to peers, community members and/or stakeholders through the use of technology.

The courses selected for integrated instruction will be selected by the Lithia Springs faculty. The first year, teachers will learn the process of PBL and design a project through the professional learning process. Collaborative teacher team projects will begin in Year 2 with the completion of one project. By the end of Year 3, two additional projects should be completed.

STEM

This approach to instruction and learning is designed to transform the teaching of subject areas such as mathematics and science by incorporating technology and engineering into regular curriculum thereby by creating a “meta-discipline.” Instruction will change from the typical teacher-centered classroom to one that is driven by problem solving. This type of classroom requires students to be actively engaged in a situation through discovery and exploratory learning in order to find a solution.

Integration of curriculum

The four parts of STEM have been taught separately and most of the time independent from each other for years. By adopting the STEM philosophy Science, Technology, Engineering, and Mathematics all play an integral part in the teaching of the whole. The science, engineering, and mathematics fields are made complete by the technology component that provides a creative and innovative way to problem solve and apply what has been learned.

All students benefit from the STEM program because it teaches independent innovation and allows students to explore greater depths of all of the subjects by utilizing the skills learned. These types of skills are going to be required in order for today’s students to be tomorrow’s global leaders. All jobs are requiring workers to have a greater ability to think critically, work as a member of a team as well as independently, and close the performance gap between our American students and those being produced in other countries.

Project Lead the Way (PLTW) and GADOE will be the resources and curricula for the LSHS STEM program. PLTW will be offered in addition to the traditional classes offered through the school’s CTAE program. PLTW offers an exciting and challenging curriculum that will improve attendance, increase student retention and graduation, and ultimately close the gap between high school graduation and entry into postsecondary options through academic, technical and personal readiness. LSHS has Engineering and Healthcare Science pathways; however, the opportunities

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for students in engineering and healthcare science who want to focus on math, science and technology related careers in those fields are limited. A benefit to PLTW is that students can receive college credit if they receive a passing score on the PLTW exam.

To ensure that the school, students and staff are prepared, PLTW will be implemented in the 2012 school year. Teacher training, instructional materials procurement, student and family engagement and communication will take place in Year 1.

PLTW Program Overview

PLTW offers a challenging, hands-on math, science, and technology course of study for students in middle and high schools. PLTW, Inc. is a not-for-profit organization partnering with middle and high schools, organizations in the private sector and higher education institutions to improve the quality of education and to increase the number and quality of engineers graduating from our educational system. The program requires students to reach higher standards established by the National Academy of Sciences, The National Council of Teachers of Mathematics, and the International Technology Education Association.

PLTW's primary goals are:

- To increase the percentage of high school students who complete college-preparatory studies and perform at the proficient level in reading, mathematics and science, and
- To blend the essential content of traditional college-preparatory studies with challenging career and technical studies.

A steering committee with representation from post secondary schools, the Douglas County Chamber, and members from local industry will be formed to support the pathways of engineering and biomedical sciences. The focus of the steering committee will be to support the programs through employee-student mentorships, ensure the pathways stay focused and abreast of the rapidly changing trends in technology and science, and to provide paid internships to students during their junior year of study at LSHS. The steering committee will also begin collaboration focusing on identifying students who represent underserved populations in Pre-engineering Programs.

PLTW training will allow the teachers who go through the intensive training process to redeliver methods and strategies to LSHS math and science teachers. While the curriculum and resources from the program are used within the PLTW classroom, the curriculum and professional learning can be shared with all staff, including the middle school science and math teachers.

Proposed Timeline for Implementation of STEM

The following was developed as a planning guide for the implementation of PLTW at LSHS:

Year 1:

- Identify STEM Staff: Hire STEM coordinator, identify PLTW teachers, school/community liaison
- Form a Steering Committee & Task Force: Select representatives from school, business,

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community and parents; establish a regular schedule of meetings to provide oversight. Task force examples: curriculum development, staff preparation, employer support, facilities preparation, and equipment needs and acquisition.

- Staff preparation for STEM: Selected teachers will attend the STEM Institute conducted by GADOE July 6-15, 2011.
- LSHS faculty training: Provide multiple opportunities for staff to gain an understanding of STEM and its relationship to project-based learning; visit other STEM and PBL schools; develop project based learning/integrated curriculum ideas.
- Recruit Students (Jan-Mar): Distribute information on the PLTW program to all freshmen, hold parent meetings, develop plans of study with interested students, and plan summer activity to orient students to the new classrooms.
- Identify Postsecondary Education Partners: Develop a plan for articulation agreement and/or concurrent enrollment.
- Prepare Facilities and Equipment: Adapt a classroom as “home base” and prepare necessary space.

Year 2:

- Professional learning for STEM will take place over 5 days prior to school starting through the GADOE.
- Plan Student Educational Enrichment Programs: Develop resources and specific tutoring programs to prepare students entering the classes in 10th grade (math and science).
- LSHS faculty training: Provide multiple opportunities for staff to gain an understanding of STEM and its relationship to project-based learning; visit other STEM and PBL schools; develop project based learning/integrated curriculum ideas; begin the STEM collaboration process with Math, Science, and CTAE teachers, have identified teachers attend a PLTW training program for the engineering and biomedical courses they will be teaching.
- Recruit Students (Jan-Mar): Distribute information on the PLTW program to all freshmen, hold parent meetings, develop plans of study with interested students, and plan summer activity to orient students to the new classrooms.
- Identify Postsecondary Education Partners: Develop a plan for articulation agreement and/or concurrent enrollment.
- Prepare Facilities and Equipment: Adapt a classroom as “home base,” prepare necessary space, obtain and install necessary equipment as required by PLTW
- Plan Student Educational Enrichment Programs - Business Speaker and Field Trip Programs, (explore which companies will participate, topics of most interest, schedule for the year. Develop a calendar of events for these activities.

Year 3:

- Recruit Students (Jan-Mar): Distribute information on the PLTW program to all freshmen, hold parent meetings, develop plans of study with interested students, and plan summer activity to orient students to the new classrooms.
- Identify Postsecondary Education Partners: Develop a plan for articulation agreement and/or concurrent enrollment.
- Plan Student Educational Enrichment Programs - Business Speaker and Field Trip

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Programs, (explore which companies will participate, topics of most interest, schedule for the year). Develop a calendar of events for these activities.

21st Century Technology Integration

In order to meet the learning needs of today's students, and prepare them for post-secondary education and employment opportunities, technology must be integrated into daily instruction. During the 2011-2012 school year, LSHS will add technologies such as Promethean ActivBoards in every classroom, wireless accessibility throughout the building, additional wireless computing devices and interactive response systems. These enhancements will allow for more engaging lessons, better access to information and preparation of students to thrive in today's workplace. One component of Project-Based learning is presentation of findings and results. Students are required to use technology to present the completed project and their findings to peers, community members and/or stakeholders. Students may select to present through a basic electronic slideshow or create more complex presentations through web design and web or video conferencing. Increasing technology skills better prepares students for the 21st Century society. Modeling these presentations better equips students for post-secondary success. An instructional technology specialist will be added in the second year of the grant to support students and teachers with the project-based learning requirements and technology integration.

Advisement

An effective guidance and advisement-system connects students' programs of study to a stated educational and career goal. This system provides students with skills for life and habits that will produce successful learners. The guidance and advisement system must focus on helping students to develop habits in seven areas.

1. Build and maintain productive relationships with peers and adults.
2. Organize, manage time and develop study skills.
3. Develop strong reading and writing skills.
4. Develop strong mathematics skills.
5. Set goals and make plans to reach them.
6. Access resources to achieve goals.
7. Increase student attendance and reduce student tardies.

Time will be built into the school schedule for the teachers and students to meet weekly. The curriculum will be based on the needs of the students and to support the PBL and STEM initiative. Depending on the subject or subject specificity of the lesson, students may receive a grade in the subject that coincides with the lesson. From the interviews conducted, parents, teachers, and students discussed that they wanted staff to care and teach them how to be successful. Follow-up to all lessons will take place during the course of the day as students work in various subjects. It will be critical that there is follow-up to ensure that the new habit becomes a practice and the students see the relationship and importance to all that they learn. Additionally, students currently develop a 5-year plan in middle school. Students will visit and re-visit their 5-year plan establishing goals, marking successes, and making necessary revisions. Students will also develop a resume as they progress through school so that they can see their skills and achievements grow as they move through high school.

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Understanding Poverty

In the past five years, Lithia Springs High School's free and lunch rate has doubled to 68%. With 68% of the student population identified as Economically Disadvantaged, it is important for the faculty to understand the impact of poverty on their students and their learning. Professional learning opportunities will be provided to all faculty members to guide their instructional decisions, improve student-teacher relationships and create a school culture that fosters high student expectations. Training is provided by Dr. Ruby Payne's aha! Process, Inc. Her work provides *A Framework for Understanding Poverty* and research-based strategies for low-performing schools.

Family and Community Engagement

The Georgia Department of Education has adopted National PTA Standards for Family-School Partnerships as the state's model in engaging parents, students and the community. Lithia Springs High School will also adopt the standards for family-school partnerships. The standards are:

- Standard 1: Welcoming all families into the school community—Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.
- Standard 2: Communicating effectively—Families and school staff engage in regular, two-way, meaningful communication about student learning.
- Standard 3: Supporting student success—Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.
- Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.
- Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.
- Standard 6: Collaborating with community—Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

The PTSA has been comprised of teachers and staff with no parent and student participation. During the 2010-2011 school year, the PTSA was re-instated with a more equitable representation of parents, students and teachers. During the SIG informational meeting, several parents requested the Family Engagement Specialist position be put in place, so that consistent communication and support could be provided to the families of LSHS. The parents also requested that a survey be conducted to determine the types of workshops parents desired. They also wanted to have periodic updates of the progress of the grant.

Parent and community engagement will be a deliberate planned action with communication and personal written contact. The grant itself has been a catalyst for change in the area of parental

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involvement. Eighty-five parents attended the meeting and they talked about growing the PTSA and challenging other parents to become involved.

Research says the strongest and most consistent predictors of parent involvement at school and at home is specific school programs and teacher practices that encourage parent involvement at school and guide parents in how to help their children with school work at home. School initiated activities to help parents change the home environment can have a strong influence on children's school performance. Parents need specific information on how to help and what to do. Most students at all levels want their families to be more knowledgeable partners about schooling and are willing to take active roles in assisting communications between home and school. When parents come to school regularly, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life.

At the conclusion of the three year grant period, parental involvement will be maximized. Parents' ability to support their students' educational goals will be increased. All lines of communication between the school and stakeholder groups will be identified and the modes of communication between parents and school staff will be clearly defined.

Support and Monitoring of Grant

Support and monitoring of the grant will take place through an outside evaluator. The evaluation is designed to parallel the comprehensiveness of the reform effort. The focus of the evaluation will be on disaggregated information pertaining to student and teacher performance. The resulting information will provide decision-makers with information to assist them in fine tuning the reform effort and provide a focus on specific challenges.

The evaluation will be conducted by the Evaluation Center, University of West Georgia. The Center has conducted several evaluations for Douglas County School District and is familiar with the system and its schools. The Center has a proven track record in delivering quality services; hence, it was natural for us to include them as the external evaluator for this effort.

The Evaluation Center operates as an independent, non-university funded department within the University structure. The Center has the freedom to issue reports and findings without having to submit preliminary, draft documents for university approval. Hence, we do not have any concerns about the Center's ability to maintain the appropriate levels of fidelity when evaluating components that relate to services being provided by other UWG entities.

The evaluation will have two components: process and outcome. The process component will focus on how well the program is being implemented and fidelity in the implementation of the proposed plan. The process component is not limited to, but will answer the following questions:

1. Are project plans being implemented as proposed?
2. What challenges have been identified?
3. How are these challenges being addressed?
4. Has the project encountered any unanticipated constraints?
5. How have these constraints been removed?

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6. Is the proposed timeline being maintained?
7. Are teachers committed to the reform?
8. Are other certified staff members committed to the reform?
9. Are classified staff members committed to the reform?
10. Is there adequate time for professional development?
11. Is there adequate time for planning?
12. Are teachers professional development needs being met?
13. Do teachers feel like they are part of the reform team?
14. Do other certified staff members feel like they are part of the reform team?
15. Do classified staff members feel like they are part of the reform team?
16. Do students realize that “change is occurring?”
17. Are changes reaching the classroom level?
18. Are teachers being kept informed of project activities?
19. Are teachers participating in project planning activities?

The outcome component is designed to determine the project’s success in achieving its objectives. The outcomes component will answer the following questions:

20. Is student engagement and participation in learning activities increasing?
21. Is student behavior improving?
22. Is student attendance improving?
23. Is student academic performance improving?
24. Are teachers feeling more confident about their abilities to facilitate student learning experiences?
25. Are more teachers demonstrating appropriate classroom management skills?
26. Are more teachers demonstrating appropriate instructional skills?
27. Are teachers demonstrating appropriate peer relationship skills?
28. Are teachers demonstrating appropriate and desirable skills related to developing and maintain appropriate student relationship skills?
29. Is the climate of the school improving?
30. Do community leaders support the school’s reform efforts?

Resources and Current Personnel:

The Area Director over the Lithia Springs High School feeder zone will provide support to the principal and school, as well as other central office administration. The area director will conduct walk-throughs and meet with the principal every two weeks and the Associate Superintendent of Student Achievement and Leadership will conduct a walk through and meet with the principal at least one time per month. The School Improvement Specialist will meet with the Associate Superintendent of Student Achievement and Leadership once per week once the grant begins and eventually every two weeks during the grant period.

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During the summer of 2011 an implementation and monitoring plan will be developed by the school leadership team, area director, and school improvement grant specialist. The system utilizes eWalk and follows school progress data. eWalk templates will be designed and created to monitor instruction and the effectiveness of professional learning. Beginning next year, unit tests in all subject areas will be district-wide and scores uploaded into Thinkgate, the system data and assessment software program. All students in grades 1-10 will participate in a universal screening through AIMSweb to identify specific skill weaknesses and provide direction for the RTI process.

The school system began a redelivery model, *Unlocking the Secrets*, with Learning Focused Schools (LFS) during the 2010-2011 school year. LFS is assisting the district in establishing 21st Century standards-based classrooms in every school. Academic coaches will provide LFS training infused into project-based learning professional development and various other training modules. LFS strategies will be emphasized and revisited consistently during professional learning communities. In keeping with the emphasis on formative assessments in the classroom, the academic coaches will work with the staff in developing assessment prompts as part of the lesson plans. Administrators and coaches will continue to conduct walk-throughs to monitor implementation of professional learning.

New Personnel:

- A School Improvement Specialist will be hired to oversee the grant process and to ensure that timelines and monitoring benchmarks are met. The specialist will oversee professional learning and its implementation, STEM and project-based learning timelines, collaboration, parent engagement, and student support (see job description in appendix.) The specialist will monitor the work of the academic coaches and STEM coordinator. The school improvement specialist will report to the Associate Superintendent of Student Achievement and Leadership.
- Four Academic Coaches will be hired to work in each content area to work with and assist teachers in the application of content and use of performance tasks learned through their lesson study work and other professional development. The Academic Coaches will report to the School Improvement Specialist/Principal. Some of the major academic coach responsibilities will be to
 - Redeliver training from DOE sponsored professional learning opportunities, consultant training, CLASS Keys, and Learning Focused Schools (see job description in appendix).
 - Academic coaches will conduct weekly professional learning community sessions with each content area. These sessions will focus on integration of professional learning strategies into daily instruction.
 - Each week the following planning infrastructure will take place: One job-embedded professional learning session, one professional learning community session lead by an academic coach, and three collaborative planning sessions.
 - Work closely with the outside consultants and provide resources and support to teachers. They will also monitor implementation of all professional learning to ensure the fidelity of strategies and methodology.
 - Collaborate with teachers as they work with their project-based learning teams and department teams planning instruction, reviewing data, and implementing

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strategies from professional development training.

- A STEM Coordinator will be hired to facilitate the implementation of the PBL/STEM program. The coordinator will lead/redeliver faculty training in PBL/STEM and collaborate with PBL/STEM teachers in designing integrated lessons of study. The coordinator will provide technology integration support in the school during the first year of the grant both for STEM and project-based learning. The coordinator will also conduct parent engagement activities related to STEM so that parents understand what their students are studying and how they can provide support at home. Finally, the coordinator will work with the half time STEM school/community liaison to establish the connection with business and the community. The STEM coordinator will also assist the STEM school/community liaison in the areas of finding internships for students, coordinating and identifying companies for the steering committee, and seeking funding through grants and the business community to build capacity for the program and to increase course offerings (see job description in appendix.) The STEM Coordinator will report to the School Improvement Specialist/Principal.
- A Half-Time STEM school/community liaison will be hired to help establish connections with business and the community. The liaison will attend Douglas County Chamber of Commerce events to network and provide internships for students, coordinate and identify companies for the steering committee, and seek funding. By maintaining this close working relationship with the business community, the liaison will build capacity for the program and course offerings. They will formulate and administer a community comprehensive program that will include K-12 and post-secondary constituents (see job description in appendix). This person will report to the SIG Specialist/Principal.
- A SIG Family Engagement Specialist will be hired to work with families and students. With the increase in economically disadvantaged students and growing English Language Learners (ELL) population, a resource person for parents is greatly needed. The SIG Family Engagement Specialist will also be used to call parents when students have been absent from school for more than 3 days. The school will also establish a parent resource center (see job description in appendix). The SIG Family Engagement Specialist will report to the SIG school improvement specialist/Principal.
- A Half-time SIG Grant Clerical Assistant will be hired to assist the SIG Improvement Specialist and system grant accountant with fiduciary responsibilities such as purchase orders, SIG inventory, time sheets, review and set up annual budget, and process budget amendments. They will also monitor and prepare SIG reports for the SIG Specialist, system grant accountant, and external evaluator. The clerk will report to the SIG Specialist.
- An Instructional Technology Specialist will be hired in years 2 and 3 to work with students and teachers in the integration of technology. The Instructional Technology Specialist will collaborate with teachers, coaches, outside consultants, parents, and students in their project development/presentation preparation (see job description in appendix). The specialist will provide ongoing support for faculty and staff with all instructional technology purchases, including hardware and software. The technology

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specialist will report to the principal and System Technology Director.

d) Provide rationale for the intervention model selected.

The Lithia Springs High School community recognizes that a real transformation must take place in every aspect of school operations and the work has begun. The staff, students, parents, and community representatives see this as an opportunity to build their fundamental capacity and apply their will to change the future of this community by strengthening the educational experiences of all its students and staff. They want change and they have helped to craft a plan which reflects their needs.

The Douglas County School System chose the Transformation intervention model for Lithia Springs High School. Given the application requirements and short timeline, district officials decided it was most prudent to choose this model. Three of the four models require implementation by the beginning of the 2010-11 school year. The only exception is Closure, which would occur at the end of the 2010-11 school year.

Closing a school requires a well managed and transparent process which should be carried out under the most stable conditions. Additionally, the populations in the remaining four high schools in the district could not absorb the transfer of 1500 additional students. Therefore, a school closure is not the best option or feasible at this juncture.

The Turnaround model requires the removal of 50 percent of the staff and the principal in a very short window of time. Using this model has serious implications for staffing and placement decisions at this time of the academic and staff recruiting year. The Restart model would require more upfront work with the community than time permitted given the drastic changes required. This model would permit the school to be managed by another educational management organization. Setting up and getting a charter school started with the needed community buy-in for this choice would be difficult under these time constraints.

Each model, including the transformation model, requires the school district to determine sanctions, policies, procedures, and possible staff and budget changes prior to the beginning of the fiscal year and/or the final state budget. This makes it difficult to engage in wise or prudent planning to ensure a positive 2011-12 school year. The lives of students and staff will be impacted greatly, so district officials must plan carefully for the required and recommended changes.

The plan we will execute requires a transformation in teaching methods, use of data to drive decisions, transformational leadership, and faculty and staff commitment. This model will work to change the performance of the students, staff, and parents involved in this effort and will also transform the central office support as well as the entire community.

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

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model it has selected.

Full and effective implementation of the transformation model at Lithia Springs High School requires collaboration, encouragement, and support that must be provided by the district office. At the district level, there is a definite capacity to utilize school improvement funds to provide adequate resources and related support to GHS in implementing the required strategies of the transformation model.

The application process for the School Improvement Grant has been one of district, school, and stakeholder involvement. The school system is committed to the successful implementation of the school improvement grant, the professional growth of teachers and administrators, and the improved achievement of students. Once the grant is approved, timelines, expectations, procedures and practices will be integrated into the school's comprehensive improvement plan. Specific sources for support have been explored at the school and district level.

The School Board members have eagerly embraced the opportunity to create a sense of urgency for school and district transformation. The Board demonstrated its commitment through its unanimous vote to be flexible in removing barriers that could hinder the improvement process. To stay informed and monitor progress, the Board will receive quarterly implementation updates on the progress at Lithia Springs High School.

The central office will provide a foundation for sustainability support and monitoring. Specific departments to be involved in this process include the departments of Student Achievement and Leadership, Business and Finance, Operations, Policy and Accountability, and Student Support and Services. A system-level School Improvement Grant Specialist will be hired utilizing SIG funding to manage, monitor, and measure the successful implementation and fidelity of the process. This specialist will work with the school-based academic coaches, STEM coordinator, administration, teaching staff, and the SIG Family Engagement Specialist. The specialist's primary responsibilities will include, but not be limited to, ensuring that the school is meeting all the requirements of the SIG in a timely manner, monitoring the use of available resources (human, material, fiscal, technical, time), coaching/mentoring school-based academic coaches, providing for and attending trainings that build capacity and ensure sustainability in identified growth areas, and ensuring that a plan is in place to cascade the learning throughout the school. Monitoring will take place utilizing weekly classroom walk-throughs, discussions with the principal and academic coach, and a monthly review of academic coach logs. This person will report directly to the Associate Superintendent for Student Achievement and Leadership.

Four school-based academic coaches will be hired to work with the teachers and principal to deliver professional development, work with professional learning communities, collaborate with teams of teachers regarding student data, lesson planning and assessment development, support the integration of technology, and conduct model lessons. They will also be actively involved in the implementation of CLASS Keys. Finally, they will have the responsibility of working with teachers to ensure professional development implementation and the fidelity of strategies and methodology. Monitoring fidelity and implementation will take place through walk-throughs, data collection and evaluation, collaboration meetings, and through individual meetings with teachers. Additional support will be provided during the three years through the hiring of a

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STEM coordinator, Technology Specialist, Family Engagement Coordinator, and half-time STEM school/community liaison. The job descriptions for the additional personnel are included in the appendix.

Outside support from groups such as University of West Georgia, SREB, Georgia Youth Science and Technology Centers, Metro RESA, and the Georgia Department of Education will strengthen the capacity of the school and district, assisting the district and Lithia Springs' staff in their focus on student achievement. These outside agencies will provide oversight to the system's efforts to monitor ongoing success of implementation through the eyes of external evaluators who are removed from the day-to-day process of school and system operations. Through this comprehensive evaluation model, the focus for improvement will remain laser-like even through changes, including the attrition of personnel. All funds received through the grant will be used to support the outlined plan for improvement.

Support for Selection of New Staff

The current principal of Lithia Springs High School began his tenure on July 2010 with a vision to increase student achievement through the implementation of a STEM program and project based learning for all students. The DCSS Human Resources Department will work closely with the administration of LSHS to recruit and retain staff members whose credentials and expertise support the school's improvement efforts. The selection process for hiring will include a group interview session where questions will focus on the applicant's ability to become immersed in a transformation setting. Applicants will have to respond to questions and prompts that will demonstrate their ability to promote learning in a non-traditional, rigorous learning environment that stresses high expectations for those students that have typically not been successful in schooling while also challenging those students who typically have been successful.

Support for Staff Evaluation

DCSS began the study of Class Keys in January 2010 and will complete the study in May 2011. Certified staff will be evaluated using Class Keys beginning in the 2012 school year. Teacher input has led the process of setting goals for student achievement which will be a component of the evaluation process. Likewise, administrators will be evaluated using Leader Keys in the 2012 school year. All administrators in the district will be trained by June 2011. The evaluation process at LSHS will ensure teachers and administrators have a clear understanding of content area goals, professional learning support to help students attain these goals, and insight into the rewards for making progress toward meeting and exceeding the goals. Additionally, teachers will be informed of the consequences for not meeting goals or for not making progress toward goal mastery.

The district also has provided training through Learning Focused Schools. This related support will continue to be available to Lithia Springs High School as the training continues to drill down to the classroom level where teachers will be involved in planning differentiated lessons to address the specific learning needs of students in the classroom. Monitoring of implementation of best practices will be performed through classroom observations with data from the observations captured, analyzed, and communicated through eWalks. Administrators use I-Pads for which eWalk software has been purchased and uploaded as well as templates for various types of classroom observations. Additionally, training has been provided on how to utilize the software to capture evidence observed during classroom visits. Staff members will also be

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provided training on how to analyze the data from eWalks to support improvement in instructional delivery.

Graduation Support

Realizing the need for ongoing student support to raise the graduation rate, the Douglas County School System continues to provide the position of Graduation Coach in each of its schools. The Graduation Coach's chief responsibilities include working with identified high impact students to ensure their success in school by providing academic and emotional support.

Support for Technology

As Lithia Springs moves to becoming a 21st century digital school, on-going district support will be provided by the district's technology and maintenance departments. This support will include ensuring the infrastructure is in place to support the quantity and quality of technology needed for both student and staff use. Additionally, it means that staff members have the professional support to ensure they have an broad knowledge of technology integration in the instructional setting. Renovations are currently planned for Lithia Springs High School. The maintenance and technology departments will work collaboratively with school staff to support the grant through all phases from proposal development through the implementation and evaluation. Finally, in year two, a technology integration specialist will provide collaborative and instructional technology support to the LSHS staff. The technology integration specialist job description can be found in the appendix of the grant.

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

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addresses the LEA's actions it has taken, or will take, to:
<ol style="list-style-type: none"> a. Design and implement the interventions consistent with the final requirements of the model selected for each school. b. Recruit, screen, and select external providers, if applicable, to ensure their quality. c. Align other resources with the interventions. d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively. e. Sustain the reforms after the funding period ends.
4. Complete the appropriate portion of Attachment 2 that delineates the timeline to implement the selected intervention model in each Tier I and Tier II school.
5. Complete the appropriate portion of Attachment 2 that pertains to annual goals. The annual goals will be used to monitor the Tier I and Tier II schools that receive school improvement funds. The LEA must report each school's annual goals for student achievement on the State's assessment in Reading/English Language Arts and Mathematics, as well as graduation rate for high schools. This does not apply to the school closure model.

6/7. Complete Attachment 3 for each Tier III school the LEA commits to serve. The LEA must describe the services the school will receive and/or the activities the school will implement as well as the annual goals that the LEA will use to monitor progress.
<p>8. The LEA must describe and provide evidence of how it has consulted with relevant stakeholders (e.g., parents, community representatives, business and industry leaders, school staff, school council members, students, higher education leaders, etc.), as appropriate, regarding the LEA's application and plans for implementation of school improvement models in its Tier I and Tier II schools.</p> <p>The Douglas County School District identified the need for stakeholder engagement in the preparation and implementation of School Improvement Grant 1003(g) for Lithia Springs High School. At every step of this process, stakeholders, both internal and external, have been informed of all available information and input has been sought regarding upcoming decisions.</p> <p>Engagement has come in the form of several objectives:</p> <ul style="list-style-type: none"> ▪ Become informed on grant and impact to district ▪ Inform internal & external stakeholders of possible changes and solicit input ▪ Develop & present the Superintendent's recommendation to the Board of Education ▪ Stakeholder engagement and involvement <p>All information provided to the public (including presentations, federal guidelines, and announcements of community meetings) has been made available through the district's web site, parent letters, phone contact, and local media.</p>

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Once the district was informed of the grant, the writing team began meeting with each other, the principal of LSHS, and the Department of Education to obtain a more in-depth understanding of the possible impact to the district.

With a presentation provided by the Department of Education and an understanding of the possible impact to the school, the district began presenting the information to district administrators, internal & external stakeholders at the impacted schools, and the general community. At each meeting, input was solicited regarding thoughts, questions, and concerns.

Utilizing the input received through previous stakeholder engagement meetings, the grant writing team met to begin the process of writing the grant and planning the transformation process.

Lithia Springs High School SIG Timeline

Date	Engagement/Work Process
Week of March 14	Review data and models; GAPSS report; evaluate LSHS current reality
	Meet with Sylvia Hooker and DOE, communicate with board members the opportunity
	Meet with Southern Poly to plan support for STEM relationship
	Explore Project Lead the Way, West GA relationship opportunities, STEM Academy
March 21	Disseminate information to & solicit input from all principals & administrators at principal meeting
	Redeliver information to faculty & staff at impacted schools
	Send press release to administrators & media
	Present SIG information at board meeting, request board approval to move forward with SIG and transformation model
March 22	Send letter to parents at impacted schools announcing SIG and public information session
	Information & Board Presentation made available to public & media
	Announce Public Information Session to public & media
	Create dedicated e-mail address to solicit input
March 23	Focus group sessions with teachers
March 24	Focus groups sessions with students
	Public information session held at LSHS
March 25	Review of information collected from meetings set work for the next week
Week of March 28	Planning process and connections with data and focus group information; begin draft grant development and budget information

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	collection. Focus areas: curriculum and instruction, professional development, student achievement, parent involvement
Week of April 4	Grant writing and budget development
April 11	Meet with teachers at LSHS to present grant draft and budget
	Present grant draft and budget to Board
April 12-13	Make grant and budget revisions
April 14	Grant submitted to DOE

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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 Year1: 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.

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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 school wide 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: Douglas County School System
School Name: Lithia Springs High School
Grades: 9-12
School Enrollment Total:

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

SCHOOL DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Year1:	Year 2:
AYP status	DNM	DNM	DNM	DNM			
AYP targets the school met	Participation ELA Math	Participation ELA	Participation ELA	Participation			
AYP targets the school missed	Graduation Rate	Math Graduation Rate	Math Graduation Rate	Math ELA Graduation Rate			
School improvement status	N/A	NI-1	NI-2	NI-3			
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	75,600	75,600	75,600	75,600			

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Attachment 1c - High School Profile

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Year1:	Year 2:
Percentage of limited English proficient students who attain English language proficiency	NA	NA	NA	10.0%			
Graduation rate (percentage)	64.7%	67.6%	73.7%	75%			
Dropout rate (percentage)	NA	3.5%	2.8%	3.5%			
Student attendance rate (percentage)	NA	68.6%	64.3%	63.3%			
Number of students completing advanced coursework (AP)	24	21	30	25			
Percentage of students completing advanced coursework (AP)	33.3%	23.1%	40.0%	27.2%			
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	Year1:	Year 2:
Number of students completing advanced coursework (dual enrollment classes)	0	1	0	0			
Percentage of students completing advanced coursework (dual enrollment classes)	0	<1%	0	0			
College enrollment rate	26.7%	25.7%	29.4%	29.4%			
Number of discipline incidents coded as 900 as reported to state	EDFacts	22	11	18			
Number of truants	EDFacts	EDFacts	EDFacts				
Teacher attendance rate							

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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	Year1:	Year 2:
Number of certified staff	117	115	127	117	115		
Number of teachers evaluated	105	103	116	107	105		
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory	105	103	114	105	104		
Percentage rated Unsatisfactory	0	0	2	2	1		
Percentage non-renewed	2	2	1	3	1		

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Attachment 1c - High School Profile

Subgroups	N	2006-2007	N	2007-2008	N	2008-2009	N	2009-2010
FAY Students with Test Scores	392	88.5%	335	87.8%	359	88.3%	368	82.9%
Percentage Black	173	86.1%	161	86.3%	183	89.6%	195	81.5%
Percentage White	176	91.5%	120	90.8%	114	91.2%	124	87.1%
Percentage Hispanic	26	80.8%	29	75.9%	40	85.0%	32	68.8%
Percentage Asian	*	*	*	*	*	*	*	*
Percentage American Indian	*	*	*	*	*	*	*	*
Percentage Multiracial	10	100%	16	93.8%	18	66.7%	*	*
Percentage Students with Disabilities	37	56.8%	30	60.0%	40	65.0%	39	41.0%
Percentage Economically Disadvantaged	155	82.6%	153	83.7%	198	88.9%	212	79.2%

N indicates the number of FAY students in subgroup

* Not enough students in subgroup to report

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Attachment 1c - High School Profile

GHS GT Spring First-time 11th Grade Test-Takers English Language Arts Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Year1:	Year 2:
Percentage Black	98%	98.5%	98.5%	98.5%			
Percentage White	97.7%	97%	97.5%	99.2%			
Percentage Hispanic	100%	96.9%	95.6%	96.9%			
Percentage Asian	*	*	*	*			
Percentage American Indian	*	*	*	*			
Percentage Multiracial	100%	100%	100%	92%			
Percentage Students with Disabilities	98%	97%	95.8%	97.5%			
Percentage Economically Disadvantaged	99%	98.3%	98.1%	97.5%			

* Not enough students in subgroup to report

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Attachment 1c - High School Profile

GHS GT Spring First –time 11th Grade Test-Takers English Mathematics

Percent of Students Who Met or Exceeded

Subgroups	N	2006-2007	N	2007-2008	N	2008-2009	N	2009-2010
FAY Students with Test Scores	390	64.6%	336	65.5%	358	66.6%	368	55.2%
Percentage Black	172	58.7%	163	57.1%	182	61.5%	196	50.5%
Percentage White	175	70.9%	120	74.2%	114	80.7%	123	61.8%
Percentage Hispanic	26	61.5%	28	60.7%	40	57.5%	32	53.1%
Percentage Asian	*	*	*	*	*	*	*	*
Percentage American Indian	*	*	*	*	*	*	*	*
Percentage Multiracial	10	50.0%	16	81.2%	18	55.6%	*	*
Percentage Students with Disabilities	37	21.6%	30	36.7%	40	30.0%	39	10.3%
Percentage Economically Disadvantaged	153	58.8%	153	58.8%	198	66.2%	212	52.4%

N indicates the number of FAY students in subgroup * Not enough students in subgroup to report

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Attachment 1c - High School Profile

GHS GT Spring First-time 11th Grade Test-Takers Mathematics Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Year1:	Year 2:
Percentage Black	97.0%	98.5%	98.5%	98.5%			
Percentage White	98.0%	97.9%	99.0%	99.2%			
Percentage Hispanic	100%	96.3%	96.9%	96.9%			
Percentage Asian	*	*	*	*			
Percentage American Indian	*	*	*	*			
Percentage Multiracial	100%	100%	92%	92%			
Percentage Students with Disabilities	98%	97%	97.5%	97.5%			
Percentage Economically Disadvantaged	99%	98.2%	98.2%	98.2%			

*Not enough students in subgroup to report

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Attachment 1c - High School Profile

Mathematics I: Algebra/Geometry/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Year1:	Year 2:
Percentage passed course				87%			
Percentage passed EOCT				43%			

Mathematics II: Geometry/Algebra II/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Year1:	Year 2:
Percentage passed course				89%			
Percentage passed EOCT				28%			

*****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	Year1:	Year 2:
Percentage passed course	EDFacts	EDFacts	EDFacts	91%			
Percentage passed EOCT	58%	62%	65%	72%			

English Language Arts: American Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Year1:	Year 2:
Percentage passed course	EDFacts	EDFacts	EDFacts	84%			
Percentage passed EOCT	65%	62%	70%	69%			

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Attachment 2d - Transformation Model

LEA Name: Douglas County School System

School Name: Lithia Springs High School

The LEA must:

A1. Replace the principal who led the school prior to commencement of the transformation model.		
<p>Actions:</p> <p>The principal will not be replaced. Dr. Fred Ervin began his position July 2010 and had begun a plan for improvement.</p> <p>Leadership is essential in the creation of a positive and effective learning environment. Due to increased accountability and monitoring requirements, a reward program will be implemented for the principal based on performance. The principal will receive a \$5000 reward for a gain of at least five percentage points on each of the eight End of Course Tests, completing a minimum of 400 walk-throughs using the eWalk program, documented attendance at one professional learning community meeting per week, and receiving a satisfactory annual evaluation. In order to receive the reward the principal must accept a contract for the following school year at LSHS.</p>	<p>Timeline:</p> <p>Principal hired 7/1/2010</p> <p>Years 1-3</p>	<p>Budget:</p> <p>State and local based salary</p> <p>Year One: \$5000</p> <p>Year Two: \$5000</p> <p>Year Three: \$5000</p>
<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>A2. (1)</p> <p>Efforts outlined in this proposal will increase student achievement by establishing a systematic and principled process to assess teacher's practices and leadership capacity for measuring, managing, and monitoring the process of instruction. Furthermore, the processes and procedures for assessment and evaluation which are designed to increase student achievement and graduation rates align with the identification of job-embedded professional development as well as the rewards and compensation components of this school improvement grant.</p> <p>Research has shown that effective teachers are the dominant factor in student learning</p>	<p>Timeline:</p> <p>NA/ Introduction</p>	<p>Budget:</p> <p>NA/ Introduction</p> <p>NA/ Introduction</p>

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<p>and are directly related to student success. Marzano (2009) has noted that effective teachers are those who can use instructional strategies in order to achieve student learning results (effective teacher = student achievement). Since principals do not directly instruct students, an effective principal is one who establishes the conditions in his or her school to systematically develop teacher effectiveness (effective principal = effective teachers).</p> <p>In The Widget Effect, Weisberg, et al, (2009) reinforced that schools generally fail to recognize and identify the variations in teacher performance and to align teacher needs with student learning needs through effective professional development focused on student learning.</p> <p>It is the desire of the Douglas County School System to create a performance culture of continuous improvement where district instructional support leaders, school level administrators, and school-based certified personnel have individual growth plans that are specifically tailored to identified areas of need. The intent is to ensure that all those responsible for educating our students are adequately equipped with the skills and knowledge needed to ensure that all students are successful through attainment of personal, targeted goals. To ensure continued growth, job-embedded professional learning activities will be provided to teachers as well as lesson study participation, and model lesson demonstrations so that they can not only plan for instruction, but observe instruction, the management of instruction, as well as technology utilization and integration.</p> <p>It is imperative that the evaluation instrument for teachers and administration be aligned to expectations for growth with emphasis on effective implementation of a standards based classroom and student achievement.</p> <p>CLASS Keys: During the 2010-2011 school year, the district began the <i>CLASS Keys</i> Study Process.</p> <p>During the Year1: school year, Lithia Springs High School (and the entire district) will implement <i>CLASS</i> (Classroom Analysis of School Standards) <i>Keys</i> – Georgia’s new teacher evaluation process. The following strands are the basis for the standards, elements, and rubrics:</p> <ul style="list-style-type: none"> • Curriculum and Planning • Standards-Based Instruction 	<p>NA/ Introduction</p> <p>NA/ Introduction</p> <p>NA/ Introduction</p> <p>NA/ Introduction</p> <p>NA/ Introduction</p> <p>July 2010: Teacher materials for <i>CLASS Keys</i> were collected and readied for training.</p> <p>September 2010: With the assistance of the GaDOE, <i>CLASS Keys</i> Training and Re-Delivery began.</p>	<p>NA/ Introduction</p> <p>NA/ Introduction</p> <p>NA/ Introduction</p> <p>NA/ Introduction</p> <p>State professional learning funds and Title II</p> <p>State professional learning funds and Title II</p> <p>State professional learning funds and</p>
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<p>defined into performance standards with rubrics and accompanying evidence and artifacts.</p> <p>An Area Director will use the instrument to evaluate the principal. The principal uses the instrument to evaluate the assistant principals. Administrators in the Department of Student Achievement and Leadership will also be evaluated using <i>Leader Keys</i>.</p> <p>Administrators are to be trained on the instrument in June 2011 so that the implementation is equitable and transparent.</p> <p>Teachers and administrators at LSHS will have addendums added to their contracts, within the first month of school, which will be written to reflect specific goals focused on student growth for each year to include both professional development and student achievement. Subjects that have GHSGT's and EOCT's attached to them will have specific performance goals related to past student performance on these exams. All other subjects will have achievement goals linked to specific performance indicators within their discipline.</p> <p>The Douglas County School System and LSHS are committed to evaluating all personnel in a fair and consistent manner that will take into consideration their impact on student achievement. This will allow us to build a school culture that focuses on the core of our beliefs.</p> <p>A2. (2) In preparation for the implementation of both CLASS Keys and Leader Keys evaluation processes, LSHS, and the entire school district, will be working with a consultant from the Learning Forward to develop a district assessment growth model that will provide common unit assessments in all subject areas, aligning pacing guides and ensuring that the assessments and pacing guides are correlated to the GPS. Teachers will also develop a common protocol that will be used to write equitable student achievement goals.</p>	<p>NA/Introduction</p> <p>April 2011-June 2013; ongoing</p> <p>April 2011-June 2013; ongoing</p> <p>NA/Introduction</p>	<p>State professional learning funds and Title II</p> <p>State professional learning funds and Title II</p> <p>State professional learning funds and Title II</p> <p>NA</p>
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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>Timeline:</p>	<p>Budget:</p>

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<p>Lithia Spring High School (LSHS) will provide a tiered incentive/reward program to promote quality teaching and student achievement. The outlined incentive reward program includes all certified and classified staff members with the exception of the principal.</p> <p>Incentives: Incentives available to staff members include, but not limited to, state based stipends for attending processional learning, sign-on bonuses for satisfactory evaluation.</p> <p>Rewards: Rewards available to staff members include, but not limited to, pay-for-performance bonuses, based on annual student achievement goals and graduation rate.</p> <p>Recognizing the importance of attracting and retaining high quality certified staff members who are committed to raising student achievement, a \$1,000 incentive bonus will be paid to all certified staff members assigned to LSHS who demonstrated satisfactory performance. Certified staff members must have:</p> <ul style="list-style-type: none"> a) Participated in reform planning activities; b) Participated in reform related professional development activities; c) Participated in the implementation of reform plans; d) Participated in reform related evaluation activities; and e) Accepted a contract for the following school year at LSHS. <p>An exception may be made for staff members who(se):</p> <ul style="list-style-type: none"> a) Cannot return due to extenuating circumstances such as personal illness or illness of an immediate family member, relocation outside the Atlanta metropolitan area; or b) Position is eliminated due to Reduction in Force. <p>In addition, under the Transformation Model, instructional staff members will receive performance-based rewards based on progress toward meeting or exceeding the annual goals for Lithia Springs High School for EOCT or GHSGT in Math and English/Language Arts as well as an improved High School Graduation Rate as outlined in the annual school improvement plan. Such rewards will be comprised as year-end bonuses. GHSGT proficiency is defined as first time test takers who were present between Full Time Equivalency</p>	<p>Year1: Multiple measures of teacher performance and student achievement data will be analyzed (EOCT, GHSGT, District common unit assessments, CRCT, walk through data, Class Keys evaluation instrument). Based upon these measurements and data, the certified staff will receive incentives and/or rewards at the end of each year. The entire staff will receive rewards at the end of each academic year when the graduation rate has increased from the previous year.</p> <p>Teachers who do not show growth and/or whose students do not achieve at increased levels, will be identified and removed after the protocols in the <i>CLASS Keys</i> have been executed.</p> <p>Year 2: Multiple measures of teacher performance and student achievement data will be analyzed. (EOCT, GHSGT, District common unit assessments, CRCT, walk through data, Class Keys evaluation instrument). Based upon these measurements and data, the certified staff will receive rewards at the end of each year. The entire staff will receive rewards at the end of each academic year when the graduation rate has increased from the previous year.</p> <p>Teachers who do not show growth and/or whose students do not achieve at increased levels, will be identified and removed after the protocols in the <i>CLASS Keys</i> have been executed.</p>	<p>Year 1: \$321,750</p> <p>Incentives and Rewards: Please see Incentive/Reward Chart.</p> <p>NA</p> <p>Year 2: \$321,750</p> <p>Incentives and Rewards: Please see Incentive/Reward Chart</p> <p>NA</p>
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<p>(FTE) dates. End of Course Test (EOCT) pass rate is the percent of students who “Meet or Exceed” the standards. Certified staff will receive \$500 for meeting or exceeding the annual goals in Reading/Language Arts and \$500 for meeting or exceeding the annual goals in Math. Certified staff will also receive either a \$500 rewards for:</p> <ul style="list-style-type: none"> a) a 5% increase in the graduation rate or a \$750 reward for an 8% increase in the graduation rate; and b) Teachers who submit at least five confirmable, unduplicated mini-case studies of how their efforts in developing supportive professional relationships with underperforming students (who are in danger of not graduating) has resulted in the increased performance of each student. A template will be developed and provided to address the role of the staff member in working with the at-risk student. 	<p>Year 3: Multiple measures of teacher performance and student achievement data will be analyzed. (EOCT, GHSGT, District common unit assessments, CRCT, walk-through data, Class Keys evaluation instrument). Based upon these measurements and data, the certified staff will receive rewards at the end of each year. The entire staff will receive rewards at the end of each academic year when the graduation rate has increased from the previous year.</p>	<p>Year 3: \$321,750</p> <p>Incentives and Rewards: Please see Incentive/Reward Chart.</p>
<p>Teachers who receive satisfactory performance evaluations and who return for the following school year will receive incentives and rewards ranging from \$1000 up to \$2750 if all Annual Goals for LSHS are fully met. (See Incentive/Reward chart.)</p>	<p>NA/Introduction</p>	<p>NA</p>
<p>The Georgia Department of Education <i>CLASS Keys</i> Evaluation Model will be used to assess the academic gains of students assigned to each teacher at Lithia Springs High School. Specifically, Standard 1 under Student Achievement states that “The teacher has a positive impact on student learning and academic achievement.”</p>	<p>NA/Introduction</p>	<p>NA</p>
<p>Teacher performance under the Student Achievement standard will be rated in one of the following categories: Not Evident, Emerging, Proficient or Exemplary. A variety of sources will be utilized in determining individual teacher performance using the <i>CLASS Keys</i> Evaluation Model. The sources include district-developed common assessments and Pearson AIMSweb universal screening tool.</p> <p>For those teachers who do not accomplish increased achievement of their students based upon periodical assessments of student growth, the protocols outlined in the <i>Class Keys</i> Evaluation Model will be followed.</p> <p>As part of the transformation model, teachers who are determined inefficient in</p>	<p>Teachers who do not show growth and/or whose students do not achieve at increased levels, will be identified and removed after the protocols in the <i>Class Keys</i> have been executed.</p>	

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<p>their job performance, must be removed from the school. If a staff member receives an unsatisfactory rating, the staff member may be terminated or identified to begin the At Risk process for employee support. Any staff member receiving two consecutive unsatisfactory Annual Reviews as part of the Class Keys evaluation system will be terminated from employment at Lithia Springs High School. The Douglas County School District has a process in place for supporting at risk employees. Upon receiving an unsatisfactory rating on the Annual Review, a Professional Development Plan (PDP) will immediately be developed and implemented. The Director of Human Resources will work closely with the school in the identification of improvement initiatives, the development of a timeline for initiatives included in the PDP, and the implementation of initiatives. At minimum, the timeline will include monthly conferences between the administrator and the staff member to document progress toward improvement in the areas identified on the PDP. District level staff will work with LSHS to support improvement, and to establish a timeline during which improvement must be observed before moving to termination. These consequences will be clearly explained to all LSHS staff members during a preplanning staff meeting or at the time of employment for personnel not on staff during preplanning.</p> <p>Classified staff members will also be recognized for their important contributions to student achievement and creating and sustaining an environment that is conducive to learning. Recognizing the importance of attracting and retaining high quality classified staff members who are committed to raising student achievement and improving the overall school climate, a \$300 incentive bonus will be paid will be paid to all classified staff members assigned to LSHS who demonstrative satisfactory performance. Classified staff members must have:</p> <ul style="list-style-type: none">a) Participated in job embedded reform planning activities;b) Participated in job embedded reform related professional development activities;c) Participated in the implementation of reform plans;d) Participated in reform related evaluation activities; ande) Continue employment at LSHS for the following school year;	<p>Teachers who do not show growth and/or whose students do not achieve at increased levels, will be identified and removed after the protocols in the <i>Class Keys</i> have been executed</p> <p>Years 1-3</p>	<p>NA</p> <p>Classified Staff Rewards/Incentives</p> <p>Year 1: \$21,000</p> <p>Year 2: \$21,000</p> <p>Year 3: \$21,000</p>
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<p>f) Receive an overall satisfactory evaluation with at least 90% of essential duties rated as satisfactory.</p> <p>All classified staff assigned to Lithia Springs High who receive satisfactory performance evaluations and who return for the following school year will receive incentives and rewards ranging from \$300 up to \$750 if all Annual Goals for LSHS are fully met.</p>	<p>Years 1-3</p>	<p>Incentives and Rewards: Please see Incentive/Reward Chart</p>
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Certified / Classified Staff Incentive/Reward Chart				
Tier 1	Tier 2		Tier 3	
Incentives	Rewards		Rewards	
Certified staff members assigned to LSHS who receive satisfactory performance evaluations using Class Keys and who return to LSHS for the following school year.	Certified staff members assigned to LSHS who receive satisfactory performance evaluations using Class Keys. AND Meeting or exceeding the LSHS Annual Goals for Reading/ LA as written in the annual school improvement plan	Certified staff members assigned to LSHS who receive satisfactory performance evaluations using Class Keys. AND Meeting or exceeding the LSHS Annual Goals for Mathematics as written in the annual school improvement plan	Certified staff members assigned to LSHS who receive satisfactory performance evaluations using Class Keys. AND Graduation rate for all students increased at least 5% from the previous year graduation rate	
Certified Staff	Certified Staff			
Certified staff members must have: a) Participated in reform planning activities; b) Participated in reform related professional development activities; c) Participated in the implementation of reform plans; d) Participated in reform related evaluation activities; and e) Accepted a contract for the following school year at LSHS.	Certified staff must: a) Submit at least five unduplicated confirmable mini-case studies of how their efforts in developing supportive professional relationships with underperforming students (who are in danger of not graduating) has resulted in the increased performance of each student.	Certified staff must: a) Submit at least five unduplicated confirmable mini-case studies of how their efforts in developing supportive professional relationships with underperforming students (who are in danger of not graduating) has resulted in the increased performance of each student.		
Exceptions for Certified Staff				
An exception may be made for staff members who(se): a) Cannot return due to extenuating circumstances such as personal illness or illness of an immediate family member; b) Relocate to a district not contiguous to Douglas County; or c) Position is eliminated due to Reduction in Force.				
Certified Staff	Certified Staff			
\$1000	\$500	\$500	5% Increase \$500	8% Increase \$750

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Tier 1	Tier 2		Tier 3	
Incentives	Rewards		Rewards	
Classified Staff	Classified Staff			
Classified staff assigned to LSHS who receive an overall satisfactory evaluation.	Meeting or exceeding the LSHS Annual Goals for Reading/ LA as written in the annual school improvement plan	Meeting or exceeding the LSHS Annual Goals for Mathematics as written in the annual school improvement plan	Graduation rate for all students increased at least 5% from the previous year graduation rate	
Classified staff members must have: a) Participated in job embedded reform planning activities, as appropriate; b) Participated in job embedded reform related professional development activities, as appropriate; c) Participated in the implementation of reform plans, as appropriate; d) Participated in reform related evaluation activities, as appropriate; e) Receive an overall satisfactory evaluation with at least 90% of essential duties rated as satisfactory; and f) Continue employment at LSHS for the following school year.	Classified staff must: a) Submit at least five unduplicated confirmable mini-case studies of how their efforts in developing supportive professional relationships with underperforming students (who are in danger of not graduating) has resulted in the increased performance of each student	Classified staff must: a) Submit at least five unduplicated confirmable mini-case studies of how their efforts in developing supportive professional relationships with underperforming students (who are in danger of not graduating) has resulted in the increased performance of each student.		
Exceptions for Classified Staff				
An exception may be made for Classified staff members who(se): a) Cannot return due to extenuating circumstances such as personal illness or illness of an immediate family member; b) Relocate to a district not contiguous to Douglas County; or c) Position is eliminated due to Reduction in Force.				
Certified Staff	Classified Staff			
\$300	\$100	\$100	5% Increase \$100	8% Increase \$200

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.

Actions:
Implementing the Georgia Performance Standards through standards-based instruction is critical for students to not only learn content and skills, but to be able to apply and retain what they have learned. There will be an expectation that standards-based instruction take place consistently and pervasively with fidelity throughout the

Timeline:
NA/Introduction

Budget:
NA

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<p>building. Student achievement data indicates that students do not understand content at the mastery level.</p> <p>Professional development will focus upon standards-based instruction, differentiation, rigor, math content and pedagogy, literacy instruction, <i>CLASS Keys</i>, assessment, and the integration of technology over the next three years.</p> <p>Professional learning will take place as extended learning time after school, during planning time, during the school day on professional learning days, and before and after the school year. It will be job-embedded.</p> <p>Job-embedded professional development is usually characterized by the following:</p> <ul style="list-style-type: none"> • It occurs on a regular basis (<i>e.g.</i>, daily or weekly); • It is aligned with academic standards, school curricula, and school improvement goals; • It involves educators working together collaboratively and is often facilitated by school instructional leaders or school-based professional development coaches or mentors; • It requires active engagement rather than passive learning by participants; and • It focuses on understanding what and how students are learning and on how to address students' learning needs, including reviewing student work and achievement data and collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data. <p>Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice.</p> <p>The academic coaches will play a vital role in the fidelity of professional learning redelivery. Having them in the building with teachers will allow them to be able to redeliver professional learning activities during teacher planning periods. This will limit teachers from being out of class and students missing quality instruction. The coaches will also ensure that strategies and instructional plans are implemented consistently throughout the building. While the coaches will be providing support to</p>	<p>NA/Introduction</p> <p>NA/Introduction</p> <p>See professional development chart in the appendix</p> <p>See professional development chart in the appendix</p> <p>District initiative Years 1-3 ·</p>	<p>NA</p> <p>NA</p> <p>Academic Coach Salaries: 4 coaches: \$320,000</p> <p>See professional development chart in the appendix</p> <p>Academic Coach Salaries: 4 coaches: \$320,000</p>
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<p>teachers, their role in the successful implementation of the grant cannot be minimized.</p> <p>The academic coaches will work with the teachers and principals to deliver professional development, work with professional learning communities, collaborate with teams of teachers regarding student data, lesson planning and assessment development, and conduct model lessons. They will also be actively involved in the implementation of CLASS Keys. Finally, they will have the responsibility of working with teachers to ensure professional development implementation and the fidelity of strategies and methodology. Monitoring fidelity and implementation of practices learned through professional learning will take place through walk-throughs, data collection and evaluation, collaboration meetings, and through individual meetings with teachers.</p> <p>The three-year professional development plan includes practices that will sustain the learning and pedagogy of teachers as well as improve student achievement.</p> <p>All professional development goals focus upon instructional and assessment practices such as, but not limited to:</p> <ul style="list-style-type: none"> • The nature and structure of learning assignments • Styles of instructional delivery • Decisions about how to plan and deliver instruction • Emphasis teachers place on various types of knowledge (connecting GPS with application to problem-solving and everyday experiences) • Ways teachers assess students’ understanding • Ways teachers provide feedback to students • Teachers’ use of technology in the classroom • Managing the classroom environment to increase student learning and participation <p>Professional Learning - Years 1-3: <i>CLASS Keys:</i> In order to facilitate the implementation of <i>CLASS Keys</i>, professional development will play a major role in the reframing of this school. First and foremost there will be training on and implementation of our teacher evaluation system, <i>CLASS Keys</i>. The faculty will complete their study and training on <i>CLASS Keys</i> in May 2011. The <i>CLASS Keys</i> evaluation tool will be implemented in the</p>	<p>NA/Introduction</p> <p>See professional development chart in the appendix</p> <p>See professional development chart in the appendix</p> <p>District initiative Years 1-3</p>	<p>Academic Coach Salaries: 4 coaches: \$320,000</p> <p>See professional development chart in the appendix</p> <p>See professional development chart in the appendix</p> <p>State professional learning and Title II funding</p>
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<p>part of the grant, instructional coaches in the core academic areas and the STEM coordinator, under the guidance of the SIG Specialist, will work with teacher teams in creating collaboration. Each week the following planning infrastructure will take place: One job-embedded professional learning session, one professional learning community session lead by an academic coach, and three collaborative planning sessions. Through the assistance of SREB, University of West GA, and GYSTC the teachers will be guided through the collaborative process of project-based instruction design and through their specific content planning. Data collection and student work will also be evaluated during teacher collaboration.</p> <p>Additional time for school-wide STEM collaboration will be provided two hours per week for 18 weeks. This collaboration will take place after school.</p> <p>Active Literacy- Reading and Writing Across the Curriculum Content area coaches, the STEM coach, and in the second year, the Instructional Technology Specialist will attend training through the GADOE in active literacy and technical writing. The training will be delivered through collaborative sessions with teachers and the implementation monitored through lesson plans and walk-throughs, and evaluated through test results during the three years of the grant.</p> <p>Improving students' ability to comprehend and express their ideas both verbally and through written text prepares them for opportunities in work and post-secondary learning. Additionally, it is important to provide opportunities for students to embrace a love for reading and life-long learning, both of which will not occur if students cannot comprehend and read fluently. Finally, through improved literacy students will have greater success in content area studies.</p> <p>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 school wide 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</p>	<p>training and support process that occurs throughout the 3 years of the grant.</p> <p>Years 1-3</p> <p>Years 1-3: Ongoing-This is a continuous training and support process that occurs throughout the three years of the grant. The coaches will redeliver; this is job embedded and will be taught through the collaboration process.</p> <p>NA/Introduction</p> <p>NA/Introduction</p>	<p>Academic coaches, STEM coordinator, and Technology Specialist (Years 2 and 3) will be funded positions providing support Salaries: Years 1-3: Coaches : \$320,000 (4 x \$80,000) STEM Coord: \$80,000 SIG Spec: \$125,000 1/2STEM Comm Liaison: \$40,000 Years 2-3: \$65,000 **See budget for supplies Years 1-3: \$155,844 stipends</p> <p>See budget attachment (weekly professional development)</p> <p>Year 1: Travel for coaches, STEM Coord and SIG Spec: \$2100</p> <p>Year 2: Travel for coaches, STEM Coord, SIG Spec & Technology Specialist: \$2520</p> <p>Year 3: Travel for coaches, STEM Coord, SIG Spec & Technology Specialist: \$2520</p> <p>Training through GADOE is at no cost</p>
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<p>the following:</p> <ul style="list-style-type: none"> • Learn, retain, and use vocabulary • Take better notes in class • Edit and revise their writing • Speak and listen more effectively • Technical writing <p>Differentiation: 10 days of support is planned initially for school year 2011-12 through Metro RESA. Four of the ten days of training are designed to provide educators with an understanding and practical application of instructional strategies that will meet the needs of the varied readiness levels of learners that challenge instruction in a classroom. These sessions are designed to put participants in a differentiated setting where they can experience the kinds of strategies that support learning on varied interest, readiness levels and learning styles as well as engage them in dialogue to examine differentiated planning and implementation currently being used. A focus on lesson planning will be designed to support the monitoring of student progress allowing for continuous improvement in differentiation. <u>Six</u> of the ten days will be designed for observations and monitoring of the practice of differentiation followed by instructional debriefing with teachers to support strategic planning of differentiation based on common assessments.</p> <p>PL Online (PD360): DCSS is committed to providing high quality professional learning resources in order to support professional learning including job-embedded professional learning. The district provides teachers the opportunity to access PD360. PD360 provides online professional learning opportunities to all LSHS educators for use as needed to strengthen their pedagogy and content knowledge. PD360 can be used as part of individual growth plans or for professional development plans.</p> <p>Technology: Professional learning will be provided on 21st Century Classroom technology and the effective use of instructional technology. This technology will include the use of Promethean Boards, Thinkgate, Pearson AIMSweb Universal Screener, grade books, graphing calculators and supported probes, and student instructional software. Thinkgate and Pearson AIMSweb training is a district initiative with cost being paid with district funding. As part of the project based learning/STEM initiative, teachers will learn how to integrate technology and</p>	<p>Year 1-3: Initial training- Metro RESA Ongoing-This is a continuous training and support process that occurs throughout the 3 years of the grant.</p> <p>The coaches will redeliver to new staff or when retraining is required; this is job embedded and will be taught through the collaboration process.</p> <p>Ongoing- District Initiative Years1-3</p> <p>Years 1- 3</p>	<p>Year 1: \$17,200 (4 days training) Sub cost: \$27,200</p> <p>Academic Coach Salaries: 4 coaches: \$320,000</p> <p>State professional learning funds or Title II</p> <p>Year 1: \$194,800 (netbooks, carts)</p> <p>Year 2: \$97,000 (netbooks & carts, document cameras)</p> <p>Year 3: \$44,800</p>
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<p>students will learn how to use technology for project development, presentation, research, and learning. The goal of the technology integration is a true blended learning environment.</p> <p>SREB: Instructional Technology Training To improve the instruction and student achievement at Lithia Springs High School, it is important that the staff see the connection between practice and learning. Avenues for implementation, practice, and fidelity must be put in place to ensure capacity for sustaining what is learned and practiced in the 21st learning environment beyond this three year grant cycle. Staff training in technology integration will be conducted in Year 1 with plans for additional technology integration being implemented in Year 2. This will include the purchase of technology to support their instruction and the needs of students. Technology equipment will be ordered during the summers of 2011, 2012, and 2013 allowing for staff and student use in the fall of each year.</p> <p>An SREB technology trainer will be on-site to provide training to school leaders and staff in all aspects of using technology as an instructional tool in all content areas. Training will begin with the training of school leaders and instructional coaches, and then continue with ongoing teacher training.</p> <p>The goal for school leaders and teachers alike is to increase their resourcefulness and efficacy with technology tools and to use what they learn to improve instruction and increase student achievement. Among other things, the technology trainer will teach effective searching techniques to uncover links to support learning; ways to share with others; and how to use blogs, glogs, and wiki textbooks to support academic objectives. Training can occur during planning periods or during half-day sessions. (See Implementation Monitoring Chart developed in summer of 2011 in conjunction with school leadership).</p> <p>Instructional Coach Training: Instructional Coaches will be trained as LFS trainers and these individuals will complete the LFS Coaching training to strengthen monitoring and accountability in using the LFS Framework for standards based classrooms. This training will be provided through the school district. Additionally, the</p>	<p>Year 1: 10 days Year 2: 10 days Year 3: 10 days</p> <p>STEM Coordinator and Instructional Technology Specialist in years 2 and 3 will also support implementation and training</p> <p>Year 1: 10 days Year 2: 10 days Year 3: 10 days</p> <p>See Implementation Monitoring Chart developed in summer of 2011 in conjunction with school leadership</p> <p>Provided by GADOE Years 1-3- Coaches will attend all training provided by GADOE. The training will build the skill expertise of the coaches and allow them</p>	<p>(netbooks & carts)</p> <p>\$16,500 training cost per year This is job embedded and after school</p> <p>STEM Coordinator salary in years 1-3: \$80,000 per year</p> <p>Instructional Technology Specialist salary for years 2 and 3: \$65,000 each year</p> <p>\$16,500 training cost per year This is job embedded and after school</p> <p>NA</p> <p>Year 1 – Year 3: Travel and hotel cost for 4 academic coaches, STEM coordinator (\$2100)</p> <p>Year 2: Travel and hotel cost for 4 academic coaches, STEM coordinator, Technology</p>
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instructional coaches will attend the state coaches training as well as other trainings provided by the state. Trainings they receive from the state will be redelivered to staff, as appropriate.	to provide better support to staff.	Integration Specialist (\$2520)
New Principal Performance Management Training: Training provided by the GADOE	Years 1-3	Year 3: Travel and hotel cost for 4 academic coaches, STEM coordinator, Technology Integration Specialist (\$2520) Year 1: \$700 Year 2: \$700 Year 3: \$700
Beginning Principals' Academy through Georgia State University: The principal will attend this academy. The purpose of the academy to build the capacity of beginning school leaders to increase student achievement. Beginning principals will participate in reflective and collaborative professional development related to effective school-level leadership directly linked to the school administrators' main role of facilitating high quality teaching and learning. The academy is year-long workshop with eight monthly sessions (September through April).	Years 1-3: Monthly workshop Sept-Apr	Paid with local funds No cost
SREB: Guidance/Advisement: Habits of Success Through more than two decades research and experience in improving high schools and middle grades schools, the Southern Regional Education Board (SREB) has identified the key characteristics of successful students. These characteristics — or <i>habits of success</i> — represent skills that all students need in high school, postsecondary studies, advanced training and careers. Based on this research and field experience, SREB has developed a publication to help states, districts and schools ensure more student acquire these critical habits of success. <i>Skills for a Lifetime: Teaching Students the Habits of Success</i> , is designed to help schools develop a culture that results in more students becoming motivated, responsible students — a culture in which <i>all</i> students can acquire the habits of success that they will need in high school, postsecondary studies, advanced training and careers.	Onsite coaching and professional development days- lesson development for advisement that will support the components of student achievement, project based learning/STEM, and social skills; coaching teachers: Year 1: 20 days job embedded + 1 day of training prior to school and preplanning Year 2: 12 days Year 3: 9 days	Year 1: 20 days- \$27,500 Year 2: 12 days- \$16,500 Year 3: 9 days- \$12,650 Books for Teachers: \$800 First training will take place prior to school starting and additional training for this will be during the school day or after school No cost for subs. 1 day: \$35,100 of training prior to school and preplanning Year 1

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<p>A SREB advisement coach will provide job-embedded and pull-out training for teachers to learn and implement Habits of Success lessons in their advisement periods; additionally, the SREB advisement coach will monitor the implementation of Habits of Success through classroom observations, teacher conferences, and surveys of both teachers and students. The coach will also work with teachers in developing other advisement lessons for students that will link to the initiative of project based learning and STEM. Students will receive technology-based lessons, presentation skills, as well as other work-related skills to support their opportunities for internships in their junior and senior years.</p>	<p>Onsite coaching and professional development days- lesson development for advisement that will support the components of student achievement, project based learning/STEM, and social skills; coaching teachers: Year 1: 20 days job embedded + 1 day of training prior to school and preplanning Year 2: 12 days Year 3: 9 days</p>	<p>Year 1: 20 days- \$27,500 Year 2: 12 days- \$16,500 Year 3: 9 days- \$12,650</p> <p>Books for Teachers: \$800</p> <p>First training will take place prior to school starting and additional training for this will be during the school day or after school No cost for subs. 1 day: \$35,900 of training prior to school and preplanning Year</p>
<p>SREB: Project Based Learning (PBL) with Embedded Academics (All Areas Excluding Math and Science) An SREB PBL coach will provide job-embedded and pull-out training for teachers to learn and implement an instructional program for PBL with Embedded Academics in all areas except math and science. Project Based Learning focused on math and/or science concepts will be directed by a different external provider: professors from the University of West Georgia. Even though PBL coaching will be completed by two different external providers, both parties have committed to collaborating with each other to ensure a consistent and complementary approach.</p>	<p>Onsite coaching and professional development days: Year 1: 20 days Year 2: 12 days Year 3: 9 days</p>	<p>Year 1: 20 days- \$27,500 Year 2: 12 days- \$16,500 Year 3: 9 days- \$12,650</p>
<p>The SREB PBL coach and UWG professors will provide training for teachers to design and assign challenging, authentic real-world projects and tasks that require academic knowledge and skills to complete. Additionally, they will monitor the implementation of PBL through classroom observations, teacher conferences, and surveys of both teachers and students.</p>	<p>NA/Introduction</p>	<p>NA</p>
<p>A PBL Focus Team will be formed in the summer of 2011 that will include teachers, counselors, the STEM coordinator, the math coach, the science coach, and at least one administrator. The SREB PBL coach and UWG professors will work closely with this group as together they monitor the implementation of Project Based Learning through classroom observations, teacher conferences, and surveys of both teachers and students. The SREB PBL coach will facilitate this group as they form goals and indicators for the Project Based Learning</p>	<p>NA/Introduction</p>	<p>NA</p>

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<p>program, as well as the measures that will be used to determine the impact the program has on student achievement.</p> <p>SREB: Support for Project Lead The Way (PLTW) and STEM An SREB PLTW coach will be available to provide continuous training to counselors and school leaders on how to help students consider participating in the Project Lead The Way program at their school</p> <p>A SREB PLTW Coach will train teachers on how to implement strategies for integrating academic content — reading, mathematics and science — into the curriculum; and how to provide teachers with easy-to-follow steps for creating coordinated projects with academic teachers.</p> <p>The SREB PLTW coach will also conduct workshops through which Project Lead The Way teachers can work with English, mathematics and science teachers to plan and implement integrated projects that blend academic and technical concepts. The SREB PLTW coach will work closely with the school’s STEM coordinator to ensure that PLTW activities are aligned with the STEM Pathways requirements. The SREB PLTW coach has experience in teaching in PLTW/STEM, implementing the program, and establishing the PLTW/STEM classroom. She will be able to coach and support teachers in their development of the program and pedagogy.</p> <p>Metro RESA Mathematics In an effort to improve instruction in mathematics, teachers in Douglas County will participate in lesson study that is founded in Learning Focused School (LFS) strategies. Metro will provide training on Lesson Study and facilitate the first cycle of Lesson Study. A lesson study cycle involves: 1) a lesson study group setting a focus and developing the “research lesson”, a lesson that is researched and carefully planned by the lesson study group; 2) one teacher teaching the “research lesson” in their classroom while the other members of the group observe the lesson, noting the student responses and student learning; 3) the lesson study group debriefing the lesson – what went well, what could be improved, what was the evidence of student learning; and 4) the lesson study group revising the lesson to be taught in another classroom. Metro RESA will provide 3 consultants at \$750 per day: 1) lesson study trainer and</p>	<p>Onsite coaching and professional development days: Year 1: 20 days</p> <p>Year 2: 12 days</p> <p>Year 3: 9 day</p> <p>30 days of instruction/coaching</p>	<p>Year 1: 20 days- \$27,500</p> <p>Year 2: 12 days- \$16,500</p> <p>Year 3: 9 days- \$12,650</p> <p>Year 1 & 2: RESA- \$22,500 (GPS content facilitator-12 days) 14 Teachers/ 1 Coach- 4 days in summer (\$18,000) Sub days 6 during the year (\$5,712)</p>
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<p>facilitator; 2) math content (GPS Algebra); 3) math content (GPS Geometry).</p> <p>Metro RESA currently has two full time employees who are secondary math specialists. However, the Department of Education has assigned those individuals to serve as School Improvement Specialists exclusively in Title I schools who are classified as NI 1 or 2. They are unable to assist other schools, conduct RESA-wide workshops, etc. since their assignments are specifically to certain schools for the duration of the school year. Therefore, a contract with an outside consultant will be established to meet the needs of LSHS, and since this individual will not be a Metro RESA employee, a daily rate fee structure will apply.</p>	<p>NA/Introduction</p>	<p>See budget appendix (Metro RESA Math Lesson Study)</p>
<p>Training for Secondary Teachers in the Integration of Science and Mathematics through Problem Based Learning</p> <p>Course Design: The University of West GA will train all science and mathematics teachers, throughout a three year period, in the development, evaluation, and on-going revision of an integrated problem based learning (PBL) approach directed toward improved student achievement in science and mathematics. This training will be job-embedded (50 contact hr minimum) and will take place during planning times (30 hrs). The UWG facilitator will monitor implementation during instructional periods (20 hrs).</p>	<p>Year 1: Introduce teachers to Inquiry and Problem Based Learning and graphing calculator integration Spring – purchase calculators & probes</p> <p>Year 2: Summer – 5 day calculator & probe training at LSHS for 25 Math & Science teachers and 2 Math & Science coaches; Focus on problem-based learning and collaboration</p>	<p>Year 1: \$20,000 consultant fee; \$7673 books; \$20,315 dues & fees; \$32,550 equipment & consumables</p> <p>Year 2: \$20,000 consultant fee; \$4000 for Cobb Co instructors; \$20,315 dues & fees; \$10,000 consumables; \$40,500 stipends</p>
<p>General Course Goals:</p> <ol style="list-style-type: none"> 1. Improve science and mathematics teachers’ understanding of and abilities to use instructional strategies and technologies using a PBL approach leading to mastery of course standards with resulting increases in students’ achievements in science and mathematics (using district unit assessments, student artifacts, teacher-made mini assessments, EOCT scores, GSHGT, attitude surveys ... as identified in the evaluation plans). 2. Increase the level of collaboration among science and mathematics teachers to use a Problem Based Learning (PBL), technology enhanced, approach to improve cross-curricular instruction leading to mastery of course standards with resulting increases in students’ achievements in 	<p>Year 3: Full implementation of Inquiry and problem-based learning</p>	<p>Year 3: \$20,000 consultant fee; \$20,315 dues & fees; \$10,000 consumables;</p>

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<p>science and mathematics (using district unit assessments, student artifacts, teacher-made mini assessments, EOCT scores, GSHGT, attitude surveys ... as identified in the evaluation plans).</p> <p>Additionally, Math and Science teachers will have the opportunity to join math and/or science organizations in order to participate in conferences that allow them to see how others have used best practices, participate in professional development options based on their personal needs and interests, see hands-on demonstrations of best practices, meet with researchers and leaders in their field, and network in a friendly environment with other teachers who have common academic interests. Science teachers who join NSTA will have access to free online professional learning videos and podcasts demonstrating specific skills or lessons related to science content or technology.</p> <p>GYSTC Services for Science/STEM: Beginning Fall 2012, West GYSTC, a non-profit organization headquartered at UWG, will support the STEM focused program of study for Lithia Springs High School. The three primary areas that GYSTC will support include:</p> <p>STEM education is an integration of all disciplines of study as a means to solve problems and challenges that we face. In particular, GYSTC will identify ways to relate reading and writing into the STEM course. GYSTC will also help science and ELA teachers collaborate to develop ways to elicit assignments that will be graded in their classes, as they relate to what students will experience in their STEM block. This can be done both in the regular classroom as a consultant, and in joint meetings of science & ELA teachers.</p> <p>Building upon and expanding the experiences that students have had in middle school is essential to the success of this model. The GYSTC coordinator proposes vertical teaming by inviting feeder middle school science teachers to visit LSHS science teachers for both meetings and in class observations. Particular focus will be given to ninth graders who have participated in robotics programs at Turner Middle School. Using this example, teachers will be guided to develop other opportunities for students to transfer and expand upon what they have learned in 8th grade physical science. High school teachers and students will be involved in</p>	<p>Conference registration will take place yearly</p> <p>Years 2 & 3</p> <p>Year 2</p>	<p>Yearly: \$20,315</p> <p>Years 2 & 3: \$5,250 for 12 days of work by GYSTC Coordinator</p> <p>Year 2: \$5,250 Year 3: \$5,250</p>
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<p>leading a middle school robotics competition as a means to enrich their learning experiences.</p> <p>Assessment is at the heart of the challenge that has brought this grant to LSHS. Drawing upon extensive assessment experience at the state level, the GYSTC coordinator will provide resources and additional consultants to help bolster methods that have proven successful in raising scores on the Georgia High School Graduation Test and EOCT's in science. This will consist of professional learning during planning or after school, followed up with visits/support in science classrooms.</p> <p>GADOE STEM Institute The Georgia Department of Education is hosting the first Georgia STEM Institute this summer from July 6-15, 2011.</p> <p>Participating schools send teams of CTAE and academic teachers to Atlanta for a 10-day immersion experience in STEM.</p> <p>Teachers attending the Institute will have the opportunity to exchange ideas, interact with members of different STEM industries and visit STEM sites.</p> <p>The purpose of the Institute is to have teachers use the Institute's experiences to develop classroom instruction that integrates fundamental knowledge and real applications.</p> <p>This professional learning activity will give science, math, CTAE teachers, and the STEM coordinator an opportunity to work together and begin their plans toward implement STEM based instruction in their classrooms.</p> <p>SIG Fall Conference The School Improvement Grant Conference will focus on topics that will support implementation and monitoring of the school improvement grant.</p> <p>Summer Leadership Academy GADOE Leadership training at Calloway Gardens. School level leadership will be assigned to leadership teams who will compete in activities and receive in-depth training.</p> <p>GADOE-STEM Integration Workshop Agenda</p>	<p>NA/Introduction</p> <p>Year 1</p> <p>Year 1</p> <p>NA/Introduction</p> <p>.</p> <p>Years 1-3</p> <p>Years 1-3</p> <p>Years 1-3: 9 people (4 days): Principal, 1 Asst Prin, SIG Specialist, Area Director, 6 Teacher Leaders</p> <p>Years 1-3 (9 people attend)</p>	<p>NA</p> <p>Year 1: \$9,600 for travel (6 teachers for 10 days)</p> <p>Year 1: \$9,600 for travel (6 teachers for 10 days)</p> <p>\$18,000 stipends</p> <p>NA</p> <p>NA</p> <p>Year 1: \$5000; Travel costs incurred by system</p> <p>Year 2 & 3: \$5000; Travel \$2500 (8 people for 2 days)</p> <p>Years 1-3: \$15,750 for academy, lodging & meals; \$5400 stipends; Mileage \$300 (4 days)</p>
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<p>Introductory three day workshop for the LSHS staff. The staff will participate in the three day workshop led by GADOE so that they have a clear understanding of how STEM and project-based learning works, and how collaboration across and with the department functions. It is very important that the staff have a clear vision of where they are going so that they understand the design of their work and can communicate the plan to students, parents, and the community. Teachers will work in collaborative teams for two days following the training.</p> <p>PLTW Teacher Training PLTW Teacher Training is a three-phase professional development program designed to teach the content and pedagogical skills needed to instruct each PLTW course. It is focused on proper preparation, in-depth training and continuing education. The three phases of teacher training are: Phase 1: Readiness Training Phase 2: Core Training Phase 3: Ongoing Training</p> <p>Teacher Selection It is recommended that teachers instructing a PLTW course should have, as a minimum, a Bachelor's Degree, and be in compliance with applicable state teacher licensure or certification requirements. Additionally, for the PLTW Biomedical Sciences Curricular Program teachers should have successfully completed at least two semesters of college-level biology, and have experience in the techniques and methods of modern biology, molecular biology, or physiology.</p> <p>Phase 1: Pre-Assessments and Readiness Training Readiness Training Readiness Training is delivered online and represents the first phase of the PLTW Teacher Training program. It is designed to prepare teachers for Core Training by assessing and developing a baseline relative to course tools, content and concepts necessary for success. A teacher must successfully complete Readiness Training prior to registering for Core Training.</p> <p>Pre-Assessment A PLTW course Pre-Assessment is designed to prepare teachers for successful participation in the PLTW Core Training Institutes. Teachers must complete a Pre-Assessment for each course to be taught during the upcoming school year. Teachers will not be able to register for Core Training until they have scored a 75% or better on the Pre-Assessment.</p>	<p>Year 2</p> <p>Year 1, Spr 2012: 4 Teachers will work with the STEM coordinator and the SREB PLTW coach to learn how to integrate lessons and structure STEM instruction. Four classrooms will be set up and teachers will order materials for lab. Training will begin for phase 1 online in the Spring.</p> <p>Summer 2012: Four teachers will attend training for the first two classes of engineering and bioscience.</p> <p>Year 2 (Sum 2013): Biomedical and Engineering pathway content training will be completed through Project Lead the Way for a total of two courses per pathway. This will expand the PLTW offerings to four courses per pathway.</p> <p>Year 3 (Sum 2013): Biomedical and Engineering pathway content training will be completed through Project Lead the Way. This will expand the PLTW offerings to five</p>	<p>Year 2: \$105,300 stipends for 117 staff members for 3 days;</p> <p>\$70,200 for 2 days of collaborative work</p> <p>Year 1: \$12,000 stipends; \$8800 training cost; \$4900 travel; \$50,610 equipment & consumables</p> <p>Year 2: \$12,000 stipends; \$8800 training cost; \$4900 travel; \$37,201 equipment & consumables</p> <p>Year 3: \$12,000 stipends; \$8800 training cost; \$4900 travel; \$36,422 equipment & consumables</p>
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<p>Teachers who do not score a 75% or better should review concepts related to the missed questions and then re-take the test. Each Pre-Assessment contains questions directly related to the course subject matter as well as general computer and mathematics skills.</p>	<p>courses per pathway pending the addition of a fifth biomedical course through PLTW</p>	
<p>Phase 2: Core Training Core Training is the second phase of the PLTW Teacher Training program. These two-week sessions held year round at PLTW affiliate colleges and universities are designed to provide an in-depth overview and hands-on, course-specific training of the curriculum with a strong focus on pedagogy and professional networking. A teacher must successfully complete Core Training for each PLTW course they plan on teaching.</p>	<p>NA/Introduction</p>	<p>NA</p>
<p>Phase 3: Ongoing Training for PLTW Course Updates Ongoing training is the third phase of the PLTW Teacher Training program and is largely administered through PLTW’s Virtual Academy. It is designed to provide PLTW teachers with opportunities for continuous professional development to further their understanding of course tools, content and concepts after they have successfully completed Core Training.</p>	<p>NA/Introduction</p>	<p>NA</p>
<p>Shadowing and Peer Observations To ensure continued growth and teacher reflection of skills, peer observations and shadowing will be available for teachers so that they can observe instruction, the management of instruction, as well as technology utilization and integration.</p>	<p>NA/Introduction</p>	<p>NA</p>
<p>Ruby Payne, <i>A Framework for Understanding Poverty</i> This four day training is designed to help teachers connect with their students. Teachers will learn:</p> <ul style="list-style-type: none"> • Impact of economic class differences on communication, interactions, and expectations • Symptoms of generational poverty and how they differ from situational poverty • Poverty-related behaviors and mindsets that affect learning • Identification of the resources and strengths of any student • Tips, tools, and intervention strategies proven to increase your effectiveness 	<p>Year 1</p>	<p>Year 1: \$140,400 stipends for 117 teachers; \$6000 books; \$3000 consultant fee (4 days before pre-planning)</p>

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<ul style="list-style-type: none">"Hidden rules" or social cues that differ greatly between the classes <p>Co-Teacher Training A continuum of special education services will be provided to eligible students in accordance with federal and state guidelines as they pertain to IDEA. Special Education and general education teachers will be trained in appropriate co-teaching methods. Training will be job-embedded with opportunities for observations and immediate feedback. Special Education teachers will be provided content specific training from content coaches, GLRS, and MRESA as needed. Special Education teachers and General Education teachers will be provided time for collaborative planning which will include student data analysis.</p> <p>IDEA funded Special Education coaches will be available to work with special education teachers and assist in the application of co-teaching, best practice strategy acquisition and usage, and interpretation of test data. Special Education coaches will work closely with the content area coaches to demonstrate model lessons that include the use of differentiated instruction and formative assessments.</p> <p>STEM & PBL School Visits During years 2 and 3 the team will visit four STEM/PBL schools. Six teachers (2 math, 2 science, 2 CTAE), the Math & Science coaches, STEM Coordinator, and SIG Specialist will visit 2 STEM & PBL schools. The purpose of the visits will be to observe how math and science are integrated into other disciplines using a problem-based learning approach.</p>	<p>Years 1-3</p> <p>Years 1-3</p> <p>Years 1-3</p>	<p>NA/Local Funding</p> <p>Special Education coaches funded by IDEA</p> <p>Year 1: \$816 for 6 subs (2 days); \$300 travel Year 2: \$1632 for 6 subs (4 days); \$500 travel Year 3: \$1632 for 6 subs (4 days); \$1000 travel</p>
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University of West Georgia
Timeline for Implementation for Teacher Training and Implementation of STEM/PBL
(Introduce = I, Develop = D, Maintain = M, Extend = E)

Course Objectives	Year1:	Year 2:	Year 3:
1. Map the sequential development of science and mathematics topics from K through grade 12 of the Georgia Performance Standards/Elements, identifying advancing levels of complexity, parallel construction, and integration nodes between these two disciplines	I, D	M	M/E
2. Discuss the research supporting the use of constructivism, inquiry-based instruction, and the philosophy of “investigation before explanation” in science and mathematics.	I, D	M	M/E
3. Apply teacher-student interactions that promote	I, D	M	M/E

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clear expectations for <u>all</u> students by providing response opportunities, feedback, and indications of personal regard equitably with <u>all</u> students.			
4. Identify student behaviors that are indicative of student “construction” of learning, engagement in inquiry, and investigative problem solving and demonstrate the ability to select and use instructional strategies that support these behaviors.	I,D	M	M/E
5. Design and demonstrate cycle-based (such as 5E/7E) lessons, that begin with selection of standards, followed by the development of an authentic assessment/evaluation plan, and a constructivist approach using Learning Focused Schools strategies to provide appropriate inquiry based instructional experiences.	I,D	M	M/E
6. Discuss the broad meaning of STEM education using examples from literature and research that support the use of PBL for <u>all</u> students in secondary science and mathematics.	I	D	M/E
7. Apply what is learned from the literature, research, and individual lesson plan development to design and implement interdisciplinary GPS/STEM-based PBL units that provide students opportunities to apply science and mathematics concepts and problem solving with concepts from technology and engineering in the investigation of broad based problems that challenge the students to creatively seek new information.	I	D	M/E
8. Develop action research plans and design the instruments needed to monitor student progress in science and mathematics and to investigate the effectiveness of the PBL units with subsequent modifications based on the resulting data.	I	D	M/E
9. Communicate the findings of the action research with other local faculty and with broader audiences at conferences and/or through published works.	I	D	M/E
10. Continually monitor their own status and progress with plans for continual improvement of their own knowledge and research approach to maintain and improve instructional skills related to STEM and PBL lesson/unit development and implementation, including personal and student use of various forms of technology, that are necessary to support rich use of the PBL approach to student learning in science and mathematics.	I	D	M/E

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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: The Douglas County School System is committed to recruiting, placing and retaining highly qualified and effective teachers because of our research-supported belief that the teacher is the single most influential factor determining whether or not a student will accomplish academic success throughout his or her educational career. In addition, because research also suggests that teachers who qualify for bonuses or other incentives are more likely to stay on the job, a system of incentives and rewards will be implemented at Lithia Springs High School which will reward teachers for positively influencing student achievement as measured in the following areas:</p> <ol style="list-style-type: none"> 1. Increased test scores on formative and standard assessments. 2. Increased graduation rates. <p>Working to improve the climate, culture, and engagement of the parents and community by:</p> <ol style="list-style-type: none"> 1. Participating in reform planning activities; 2. Participating in reform related professional development activities; 3. Participating in the implementation of reform plans; 4. Participating in reform related evaluation activities; and 5. Accepting a contract for the following school year at LSHS. <p>Because there is an expectation that professional learning should lead to changes in instruction that impact student performance, teachers will receive financial incentives in the form of stipends calculated on their state base salary for their participation in professional learning activities during the summer. In addition to stipends, teachers will also receive compensation for providing extended learning opportunities for students before and after school as well as on weekends.</p>	<p>Timeline:</p> <p>June, 2011 – May, 2012 stipends will be paid to certified staff members who engage in activities that occur outside of the regular work day such professional learning and activities designed to increase student achievement.</p> <p>June, 2012 – May, 2013 stipends will be paid to certified staff members who engage in activities that occur outside of the regular work day such professional learning and activities designed to increase student achievement.</p> <p>June, 2013 – May, 2014 stipends will be paid to certified staff members who engage in activities that occur outside of the regular work day such professional learning and activities designed to increase student achievement.</p>	<p>Budget:</p> <p>Year 1 Stipends: \$140,400 Ruby Payne; \$35,100 SREB Advisement; \$18,420 MRESA Math Trng; \$12,000 PLTW; \$155,844 Weekly PD; \$5400 Summer Leadership</p> <p>Year 2 Stipends: \$175,500 PD outside calendar; \$18,420 MRESA Math Trng; \$12,000 PLTW; \$155,844 Weekly PD; \$40,500 UWG; \$5400 Summer Leadership</p> <p>Year 3 Stipends: \$175,500 PD outside calendar; \$12,000 PLTW; \$155,844 Weekly PD; \$5400 Summer Leadership</p>
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A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

<p>Actions:</p> <p>The goal of the instructional program is not only to increase academic progress, but also</p>	<p>Timeline:</p> <p>NA/Introduction</p>	<p>Budget:</p> <p>NA</p>
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<p>to have more students remain in high school and finish on time. The instructional program for LSHS is designed to improve student achievement as 21st Century learners. The graduation rate over the past three years has moved from 65.5 to 75%.</p> <p>The key to preparing students for college or post-secondary learning is a rigorous high school course of study. Establishing rigor requires that teachers set college-ready expectations for students, teach rigorous content so that students can apply knowledge in new situations, and use teaching methods that engage students in learning to reason, write, and use information in complex ways. To accomplish this, teachers must use the GPS to guide their planning, instruction, and the development of assessments.</p> <p>For success in the twenty-first century, students need at least some postsecondary education to earn a suitable wage. Most manufacturing jobs provide a good option for high school dropouts to earn a living wage; however, they now require postsecondary training and skills. It is important that we communicate career requirements to students.</p> <p>The instructional model reflects three broad approaches to teaching and learning:</p> <ul style="list-style-type: none"> • Core academics: a rigorous core academic college-preparatory program for all students that provides opportunities for project-based learning and technology embedded instruction ; • Relevance: a curriculum that is relevant to student interests and/or the world in which they live; and • Personalization: personal relationships between adults and students are fostered to ensure all students are known well by at least one adult. <p>Beginning in ninth grade, all students:</p> <ul style="list-style-type: none"> • Participate in a common program of study with a rigorous curriculum. Core academic content is organized in specialized subjects, with the expectation that all teachers will teach literacy skills through their content area. Curriculum is presented through a standards-based approach. Technology is integrated for student use and increased understanding 	<p>NA/Introduction</p> <p>NA/Introduction</p> <p>Year 1 July 2011: STEM Institute</p> <p>Year 2 July 2012: Part two of integration training across math and science courses. Representation will be expanded to include social studies faculty members.</p> <p>Year 3: August of 2013:</p>	<p>NA</p> <p>NA</p> <p>Year 1:STEM Institute: \$9600 Fee including travel; \$18,000</p> <p>Year 2: Professional Development Integration GADOE: \$175,500</p>
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<ul style="list-style-type: none"> • Meet with a counselor to select a career path that will provide a focus for study and graduation • Participate in an advisement program which ensures that the student has a relationship with at least one adult. • Have opportunities for academic assistance, acceleration, and credit recovery. <p>Students in grades 10-12 will:</p> <ul style="list-style-type: none"> • Study common programs of study with a rigorous curriculum. Core academic content is organized in specialized subjects with the expectation that all teachers will teach literacy skills through their content area. Curriculum is presented through a standards-based approach. Technology is integrated for student use and increased understanding • Meet with a counselor to follow-up on their career path and credit progress • Participate in an advisement program which ensures that the student has a relationship with at least one adult • Have opportunities for academic assistance, acceleration, and credit recovery <p>Response to Intervention Response to Intervention (RTI): The Georgia Student Achievement Pyramid of Interventions is the process of aligning appropriate assessment with purposeful instruction for all students. In Georgia, RTI takes place in the general education classroom where teachers routinely implement a strong and rigorous standards-based learning environment. The tiered approach to providing layers of intervention for students needing support requires a school-wide, common understanding of the Georgia Performance Standards (GPS), assessment practices, and instructional pedagogy. Georgia’s RTI process includes several key components:</p> <ul style="list-style-type: none"> • A 4-Tier delivery model designed to provide support matched to student need through the implementation of standards-based classrooms. • Evidence-based instruction as the core of classroom pedagogy. • Evidence-based interventions utilized with increasing levels of intensity based on progress 	<p>Continuation and Implementation of Project Lead the Way pathway courses. Integration of STEM based projects into all math and science courses with involvement from English and Social Studies faculty members.</p> <p>NA/Introduction</p> <p>NA/Introduction</p>	<p>Year 3: See budget appendix (PLTW)</p> <p>NA</p> <p>NA</p>
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<p>monitoring.</p> <ul style="list-style-type: none"> • The use of a variety of ongoing assessment data to determine which students are not meeting success academically and/or behaviorally. • Data Teams in each school serve as the driving force for instructional decision making in the building. • Purposeful allocation of instructional resources based on student assessment data. <p>All students participate in general education learning. Students requiring interventions to meet individual learning expectations will receive support through a systematic and purposeful process. The number of students requiring interventions will decrease as the level of intensity of the intervention increases.</p> <p>Tier 1 – Standards-Based Classroom Learning</p> <p>Tier 2 – Needs-Based Learning</p> <p>Tier 3 – SST-Driven Learning</p> <p>Tier 4 – Specially-Designed Learning (GADOE)</p> <p>Lithia Springs High School has developed a school-specific RTI pyramid of interventions (see appendix). In addition a RTI notebook geared toward the secondary level of education has been made available to high school administrators, counselors, and teachers in the Douglas County School System. The purpose of the RTI notebook is to provide forms, examples of behavioral and academic interventions, as well as various monitoring tools for data collection. It also includes a valuable resource section providing numerous websites for additional secondary level suggested interventions. This quick reference is a useful tool for parent- teacher conferences, as well as in the classroom, to help students experiencing behavioral and/or academic issues.</p> <p>Several initiatives of the grant will be reflected throughout the pyramid of interventions. Project Based Learning (PBL) will be a learning opportunity for all students. However, PBL rubrics and projects will be adjusted according to the student’s tier. Technology initiatives will be reflected throughout the pyramid and will provide a resource for students at various tiers. The strategies of the LSHS pyramid of interventions will be used to aid students in the various tiers in their success in STEM</p>	<p>NA/Introduction</p> <p>Years 1 - 3</p> <p>Years 1-3</p>	<p>NA</p> <p>Years 2 and 3:</p> <p>Additional Read 180 seats 60 per year Year 2: \$35,000 Year 3: \$70,000</p>
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<p>programs and Project Lead the Way offerings. Local ARRA funding has been allocated to begin a Read 180 lab in the Fall of 2011 at LSHS. In order to build this program additional Read 180 seats will be purchased during year two and three of the grant to provide an opportunity for students, at all tiers to be more successful in the area of reading and in their total academic program. Mathematics support class offerings will aid students at various tiers in their level of success in mathematics. The math support classes will provide key differentiation in regards to student success in the STEM/PBL programs.</p>	<p>NA/Introduction</p>	<p>NA</p>
<p>Academic Data Points LSHS will deliver an instructional standards-based academic program designed to engage students and support their individual academic needs. Lithia Springs High School has a significantly higher failure rate for Math I and Math II than the other high schools in the Douglas County School system with more than 60% of the students failing Math I or Math II EOCT in 2010. An average of 35% of the students across different subgroups failed the ninth grade and tenth grade American Literature EOCT in 2010. In science, the Biology EOCT scores have consistently ranged from 40 to 59% failing since 2007. Physical Science EOCT scores indicated a range from 47% failing to 67% failing in Spring 2007 through Spring 2009.</p>	<p>NA/Introduction</p>	<p>NA</p>
<p>The Physical Science results showed an improvement in 2010 with only 38% of the students failing in the winter of 2010 and 30% failing in the spring 2010 administration.</p>	<p>NA/Introduction</p>	<p>NA</p>
<p>Social Studies continues to be a weak area for Lithia Springs as noted by their US History and Economics EOCT scores. The failure rate from Winter 2007 through Spring 2009 ranges from 45 to 73% failing the test. The most recent scores of 62 (Winter 2010) and 61% (Spring 2010) failing the US History EOCT shows little improvement over the past four years. The Economics EOCT failure rate for the past four years steadily ranges from 36 to 48%. Lithia Springs High School’s Economics EOCT scores follow the pattern of a higher failure rate than that of the system. Lithia Springs’ failure rate for Winter 2010 (38%) are higher than the system’s failure rate of 26%. The same is true for the spring scores where Lithia Springs has a failure rate of 46% and the system failure rate for the</p>	<p>NA/Introduction</p>	<p>NA</p>

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<p>spring is only 31%.</p> <p>To improve student achievement in the classroom and on high-stakes tests, the right questions need to be asked and the right data collected.</p> <p>An education framework will be established which will result in academic growth for students. By using a framework for instruction, the teachers can make better instructional decisions and improve student achievement on a continuing basis.</p> <p>The framework has three major components:</p> <ul style="list-style-type: none"> • Curriculum mapping and alignment: What are we going to teach? • Curriculum assessments: Did students master the content? • Differentiation: What teaching methods are best for each student? <p>Curriculum Mapping and Alignment Instruction will be based on the Georgia Performance Standards. Teachers will follow the subject pacing guide within each department to ensure that students have equal access to content, resources, and information. Each year, a curriculum and assessment review is conducted in DCSS to ensure appropriate pacing of instruction and alignment with standards. The alignment of curriculum maps, pacing guides and the development of common assessments .will - take place each summer as part of a district-led initiative. A consultant from Learning Forward will lead this initiative. Grade level, content area teachers from all DCSS schools will participate in the curriculum review and assessment development process.</p> <p>Use of Data Data will be used to plot progress, plan and execute instructional interventions, report results, and hold students, teachers, administrators, and the school system accountable. Common assessments, both during and after units of study will allow teachers to monitor the academic progress of students. It will allow teachers to identify students who have mastered skills and those who have not. Assessments aligned with the GPS will allow teachers to collect data throughout the school year. The data will inform teachers and help teachers to plan remediation, tutoring and enrichment. Data driven decisions allows teachers to accurately point out problems, identify students needing intervention, and find</p>	<p>NA/Introduction</p> <p>NA/Introduction</p> <p>Years 1-3</p> <p>Years 1-3</p>	<p>NA</p> <p>NA</p> <p>Local Funding</p> <p>See Budget Appendix (Academic Coach Salaries)</p>
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<p>solutions. An implementation/monitoring plan will be created in the summer of 2011 by the SIG Specialist, Area Director, and school-level leadership.</p> <p>Differentiation As teachers review the assessment data, adjustments will be made in instruction and planning. Differentiated instruction will allow students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes based on student needs. The integration of technology will be a valuable tool in helping teachers differentiate instruction for students based on their individual needs.</p> <p>Elements necessary for a supportive transition to high school are personalization, academic assistance, and instruction content practice and support.</p> <p>Personalization A positive school climate — where students and adults know each other well and where adults express care and concern for students’ well-being, intellectual growth, and educational success — is a key motivational element in the learning process for adolescents. Feeling connected to teachers and classmates is a factor that influences student attendance and persistence.</p> <p>Assistance for students who enter high school with poor academic skills Large numbers of students enter urban high schools poorly prepared for academic success. Simply transitioning to high school, with all of its social and academic complexities, leaves many students, especially those who are less academically successful, feeling lost and anonymous and often results in feelings of alienation. These problems may be exacerbated for ninth-graders leaving behind the more family-like environment of middle school.</p> <p>The summer BRIDGES program will continue to provide support for middle school students entering Lithia Springs High School. Teachers will meet with rising ninth grade students and their parents over the summer prior to school to engage in academic planning and orientation. Team building activities, goal setting, and an overall introduction to the high school will</p>	<p>Year 1: Differentiation training will be offered with four days of practical application techniques to meet the needs of all learners.</p> <p>Year 2: Differentiation training will offered based on the analysis of common assessments.</p> <p>Year 3: Differentiation training will be offered based on analysis of observations and monitoring of the practice of differentiation.</p> <p>NA/Introduction</p> <p>Years 1-3</p>	<p>Year 1: \$17,200 (4 days training) Sub cost: \$27,200</p> <p>See Budget Appendix (Academic Coach Salaries)</p> <p>See Budget Appendix (Academic Coach Salaries)</p> <p>NA</p> <p>Bridges Funding</p>
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<p>help to build a foundation for their new high school experience.</p> <p>Improving instructional content and practice Technology plays a fundamental role in changing teaching and learning and preparing our students to live and work in the 21st century. Technology can be used for practical and contextual solutions, including: providing access to engaging and rigorous digital content, improving teacher effectiveness, using real-time, on-going data to individualize instruction, creating data and accountability systems to measure student and system performance and developing supportive communities that foster the home, school and community connection.</p> <p>Twenty-first century learning environments promote interactive learning, higher level thinking skills and student engagement, whether students are learning math, writing, reading, science or history.</p> <p>The use of various technology tools will provide another tool to assist our students become more successful learners. This state-of-the-art technology will serve as a catalyst to engage our students as well as our teachers. There are myriad applications for both devices which address the need for remediation, drill-and-practice, and enhancement. In conjunction with more engaging lessons designed with integrated technologies, it is anticipated that students will benefit from learning tools which provide:</p> <ul style="list-style-type: none"> • innovative learning support as new concepts are introduced in class; • dynamic access to information available on the Web; • opportunities to collaborate with classmates during classroom activities which foster critical thinking skills; • authentic resources to support students who return from being absent; • customized differentiated instruction to supporting students who may benefit from alternative pedagogy due to readiness, interest, and learning styles; • ongoing learning support for students suspended in-school and out-of-school; • appropriate and valid learning support for homebound students; and, • valid learning support for students 	<p>NA/Introduction</p> <p>NA/Introduction</p> <p>NA/Introduction</p>	<p>Local Funding</p> <p>NA</p> <p>NA</p>
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<p>with special needs</p> <p>Literacy Instruction Reading is central to learning—in school, in the workplace, and in everyday life. How well children learn to read sets the foundation for their future success. All content knowledge teachers can help their students become better content readers by using reading strategies. Research has shown that when students are given instruction in strategies they make significant gains on measures of reading comprehension over students trained with conventional instruction.</p> <p>Reading strategies draw on the different approaches that good readers use to read actual text in their classrooms. These strategies include making connections, questioning, inferring, determining importance, visualizing, synthesizing, and monitoring for meaning.</p> <p>Literacy instruction in all the content areas will be a focus at LSHS.</p> <p>Mathematics Math I and Math II support classes require a different approach to math than what is offered in the Math I or II classroom. Students who take Math Support have already demonstrated difficulty in understanding what is presented in the Math I or II classroom. More of the same for Math Support will not help students in understanding content. Professional Development and resources will focus heavily on differentiation, scaffolding, and acceleration.</p> <p>The Douglas County School System’s plan includes the most critical elements of the most effective high school reform models. These components are linked directly to the needs indicated by the data of LSHS.</p> <p>Project-based Learning and STEM Pathway Development Strategic Plan Beginning May 2011, the principal of Lithia Springs High School (LSHS) will begin selecting members of the faculty and staff into two focus teams: Project-based Learning (PBL) and STEM Pathway. They will operate as specialized focus teams and will consist of teachers from all content areas. They will also collaborate with counselors and administrators to lead this area of the school wide change initiative. An SREB school improvement coach will provide job-embedded and pull-out training for teachers to learn and implement an</p>	<p>Years 1: Initial training by MRESA Ongoing This is a continuous training and support process that occurs throughout the 3 years of the grant. Years 2-3:</p> <p>The coaches will redeliver to new staff or when retraining is required; this is job embedded and will be taught through the collaboration process.</p> <p>NA/Introduction</p> <p>Years 1, 2, 3</p> <p>Years 1-3</p>	<p>Year 1: Travel Cost: \$2,100 Year 2 and 3:\$2,520</p> <p>See Budget Appendix (Literacy)</p> <p>NA</p> <p>Year 1: SREB PBL Coach salary \$27,500 SREB PLTW Coach salary \$27,500</p> <p>Year 2: SREB PBL Coach salary \$16,500 SREB PLTW Coach salary \$16,500</p> <p>Year 3: SREB PBL</p>
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<p>instructional program for PBL With Embedded Academics (SREB PBL coach). An additional SREB coach will be assigned to support the development of the STEM Pathway plan and to guide the implementation of the Project Lead the Way (PLTW) curriculum and professional development model (SREB PLTW coach). Project-based learning and the STEM initiative will integrate to provide ALL students with a project-based, real-world application experience. The STEM Coordinator will oversee the assessment of the integration of PBL & STEM initiatives.</p> <p><u>Key Elements of the PBL Plan</u></p> <p>Project-based learning is a research-based instructional strategy that increases student motivation and achievement. Effective projects reflect six “As”—academic rigor, authenticity, applied learning, active exploration, adult connections, and assessment. LSHS teachers will be trained to design and assign challenging, authentic real-world projects and tasks that require academic knowledge and skills to complete. The SREB PBL coach will work with the LSHS PBL focus team to examine existing projects and take them to the next level; design new projects that reflect school wide themes; and create a system of projects that students will experience to prepare them for further learning and success in the career field. Professional development will be given in the “train-the-trainer” model in order to build the capacity of the leadership team to lead the staff in project-based learning implementation. The team will be prepared to facilitate the staff in building a shared understanding of project-based learning, its importance in raising student motivation and achievement, and the criteria for effective projects. Additionally, the SREB PBL coach will monitor the implementation of PBL through classroom observations, teacher conferences, and surveys of both teachers and students. The primary objective of the training for the PBL focus team will be to analyze the importance of project-based learning in improving student motivation and achievement at LSHS. In order to reap the benefits of project-based learning as an instructional strategy, Thomas (2000) offers a set of characteristics that should be present:</p> <ul style="list-style-type: none"> • <i>Projects must be central, not peripheral to the curriculum.</i> In a PBL instructional approach, projects represent the central learning concepts, knowledge and skills of the subject. • <i>Projects are focused on questions or</i> 	<p>NA/Introduction</p>	<p>Coach salary \$12,650 SREB PLTW Coach salary \$12,650</p>
	<p>NA/Introduction</p>	<p>See budget appendix (Project Based Learning)</p>
	<p>NA/Introduction</p>	<p>See budget appendix (PBL)</p>
	<p>NA/Introduction</p>	<p>See budget appendix (PBL)</p>

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<p><i>problems that lead students to learn the central concepts and principles of a discipline.</i> Teachers are challenged to define projects so that the learning activities connect to the concepts and skills that the students are expected to learn. Thomas (2000) warns that PBL projects may be built around thematic units or the intersection of topics from two or more disciplines, but that is not sufficient to define a project. The questions that students pursue, as well as the activities, products, and performances that occupy their time, must be designed to achieve an important purpose.</p> <ul style="list-style-type: none"> • <i>Projects involve students in a constructive investigation.</i> An investigation is goal-directed, involving inquiry, knowledge-building, and resolution. In order to be considered as a PBL project, the activities that are central to the project must lead students to construct their own knowledge (new understanding, new skills). If the project activities are of no difficulty to the student or the project can be accomplished without the application of already-learned information or skills, the project is an exercise, not a PBL project. • <i>Projects are student-driven to some significant degree.</i> PBL projects are not highly prescribed nor structured to be led by the teacher. Laboratory exercises and learning packets are not examples of PBL, even if they are problem-focused and central to the curriculum. PBL projects allow for more student autonomy, choice, and student accountability than traditional instruction and traditional projects. • <i>Projects are realistic, not school-like.</i> Projects embody characteristics that give them a feeling of authenticity. They should represent the culminating activities of large units of study rather than narrow sub-skills or tasks. • <i>Projects build capacity for students to communicate and express their ideas and thoughts.</i> Students are required to present the completed project and their findings to peers, community members and/or stakeholders through the use of technology. Students may select to present through a basic electronic slideshow or create more complex presentations through Website design, Webinars or video conferencing. Increasing technology skills better prepares students for the 21st Century society. Modeling these presentations 	<p>NA/Introduction</p>	<p>See budget appendix</p>
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<p>better prepares them for post-secondary success. A technology specialist will be added in the second year of the grant to support students and teachers with the project-based learning requirements.</p> <p><u>Key Elements of the STEM Pathway Plan</u></p> <p>Beginning May 2011 the school principal will select faculty to serve on a focus team designed to lead the implementation of STEM pathways at LSHS. The school will immediately begin a structured year of planning for the full implementation of the Project Lead the Way Engineering and Biomedical Science Curriculum during the Year 2: school year. The SREB PLTW coach will work with these teams as well as with counselors and school leaders on how to help students consider participating in the Project Lead The Way program at their school.</p> <p>The PLTW Coach will instruct teachers on how to implement strategies for integrating academic content — reading, mathematics and science — into the curriculum; and how to provide teachers with easy-to-follow steps for creating coordinated projects with academic teachers. The SREB PLTW coach will also conduct workshops through which PLTW teachers can work with English, mathematics and science teachers to plan and implement integrated projects that blend academic and technical concepts. The primary goal of the STEM Pathway focus team will be to design a program that prepares LSHS graduates to enter postsecondary engineering, engineering technology, and bioscience programs fully competent in required mathematics, science, and technical subjects. PTLW’s approach, called activities-based learning, project-based learning, and problem-based learning (or APPB learning), centers on hands-on projects that have real-world applications in an effort to excite students about STEM. Problems often deal with topics that are outside of a teacher’s expert knowledge range. The instructor helps the students to identify areas of research, encourages them to use a variety of methods for gathering the necessary information, and facilitates design team meetings in which students bring each other up to speed with the information they need to function effectively as a design team. Problem-based learning gives students the time they need to experience the truly interactive nature of a design process, to work through their pitfalls, and to arrive at a solution.</p>	<p>NA/Introduction</p> <p>NA/Introduction</p>	<p>See budget appendix (SREB PLTW Coach)</p> <p>NA</p>
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<p>The Project Lead the Way curriculum infuses the Math and Science Georgia Performance Standards into each lesson offered. The two PLTW pathways will encompass various math standards and science standards taught throughout a student’s high school career. This will allow for valuable real world applications of the Georgia Performance Standards.</p>	<p>NA/Introduction</p>	<p>See budget appendix (PLTW)</p>
<p>Curriculum Enhancements</p> <p>The curriculum, which makes mathematics and science relevant, strives to help students understand how the skills they are learning in the classroom may be applied in everyday life. Students will apply skills and knowledge acquired leading up to this project. Students may find there are some issues which require additional information. In those cases, students will use their critical thinking and problem-solving skills with the aid of their teacher to find the answers to those questions. PLTW’s curriculum is aligned with national technology, science, mathematics, and English standards. The SREB PLTW coach will assist LSHS is ensuring that the curriculum is also aligned with GPS pathways criteria and Common Core State Standards.</p>	<p>NA/Introduction</p>	<p>See budget appendix (PLTW)</p>
<p>PLTW’s courses are updated every three years. The PLTW course package is a complete package, which allows the instructor to focus on teaching, student achievement, assessment (i.e., formative and summative), and professional development. Formative evaluation is used to validate or ensure that the goals of the instruction are being achieved and to improve the instruction, if necessary. Summative evaluation provides information on the course’s ability to do what it was designed to do and generally use quantitative information. The curriculum, which makes mathematics and science relevant, strives to help students understand how the skills they are learning in the classroom may be applied in everyday life. Students will apply skills and knowledge acquired leading up to this project. Students may find there are some issues which require additional information. In those cases, students will use their critical thinking and problem-solving skills with the aid of their teacher to find the answers to those questions</p> <p>Students in PLTW courses are taught to use state-of-the-art technology, including</p>	<p>NA/Introduction</p>	<p>See budget appendix (PLTW)</p>

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<p>equipment that is used in robotics, biotechnology, electronics, civil engineering and architecture, engineering design and aerospace. In addition, they become exceptionally computer literate, utilizing software applications to research, organize data, solve problems and communicate their findings. This high level of technology experience improves and enhances student learning. It also equips students with the skills required for careers in high-demand fields.</p> <p>The project-based nature of its learning activities, coupled with the multisensory teaching and learning capacity of the technology tools that it employs, makes PLTW a model program for differentiated instruction, being appropriately challenging and supportive for English language learners, students with disabilities and advanced learners. When PLTW teachers and students are not using the technology tools, PLTW makes them available to other students. This further enriches the curriculum for all students at the schools</p>	NA/Introduction	See Budget Appendix (PLTW)
<p>VEX® Robotics’ equipment is a high quality platform with broad functionality that allows students to create more innovative solutions to problems. Not only will students use the equipment during the school day when everyone can participate, PLTW schools will also have the ability to take part in the VEX® Robotics Competition, the largest and fastest growing middle and high school robotics competition in the world. These competitions allow students to apply their robotics knowledge from the classroom in a unique, problem-solving environment.</p>	NA/Introduction	See budget appendix (PLTW)
<p>Ongoing Professional Development Teachers must pass a pre-assessment and attend an intensive two-week summer training for each PLTW course they teach. The two-week Summer Training Institute is offered at affiliate universities all over the country. Teachers have many resources at their disposal, including tutorials for the pre-assessment and the PLTW Virtual Academy, which has additional teaching tools for teachers to use for each course.</p>	NA/Introduction	See budget appendix (PLTW)
<p>The PLTW Virtual Academy for Professional Development includes a forum for each course so that teachers may interact with each other, post questions and share innovative ideas. The forums are monitored by PLTW Curriculum Staff to assist with responses to questions and clarifications to curricular issues. Teachers who attend the</p>	NA/Introduction	See budget appendix (PLTW)

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<p>demographics and participation, student and teacher perceptions, and students’ postsecondary experiences. It is most useful in analyzing student achievement in each course. Teachers may compare their class results to state and national student performance on the end-of-course exams in an effort to analyze and improve their own classroom practices. They are guided through this process by master teachers and peers through the PLTW online community of educators for each course and through the PLTW Virtual Academy for Professional Development. The Virtual Academy for Professional Development provides on-demand multimedia lessons and a subscription e-mail service that reaches all PLTW educators for support and innovation. Additionally, experienced and highly effective PLTW teachers have the opportunity to serve as master teachers to teach in the Summer Institutes and to coach teachers new to the program.</p> <p>English Language Learners Lithia Springs High School has a growing population of students identified as English Language Learners. These students are identified in as Tier 4 students. The Family Engagement Specialist will work to build a bridge between these students and their families and the school. Project Based Learning, STEM initiatives, and other grant based programs will be differentiated to support the academic growth of the ELL students. The advisement block will provide a key intervention period to promote both academic vocabulary acquisition and overall academic performance.</p>	<p>Years 1-3</p>	<p>See Budget Appendix (PBL, Advisement)</p>
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<p>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>		
<p>Actions:</p> <p>The continuous use of both leading and lagging data sources is critical to ensuring sustainable academic gains for all students. Teachers will receive training in the use of Thinkgate and Pearson AIMSweb to assist them in their disaggregation of data. They will also receive training in the assessment of student work using teacher commentary. This will take place as they work in collaborative teams with the subject area coaches.</p> <p>A critical component to data training will involve setting school improvement goals and conducting root causal analyses based on needs identified through data</p>	<p>Timeline:</p> <p>NA/Introduction</p> <p>Years 1-3</p>	<p>Budget:</p> <p>NA</p> <p>Coach salaries \$320,000 for 4 coaches</p>

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<p>disaggregation. Once identified, the instructional staff must then understand implications for planning, monitoring, and adjusting the instructional program based on a triangulation of results.</p> <p>The GAPSS Certified Staff Survey Results indicated that only 12% of the teachers believe that teachers consistently analyze student work and work collaboratively to build consensus for a common understanding of proficiency and rigor. The survey revealed that teachers see themselves as consistently using performance data and the review of student work to revise curriculum implementation and to align resources only 18% of the time.</p> <p>Other areas that are not viewed by teachers as being used consistently are differentiated instruction (32%), flexible grouping (20%), and data drive interventions (25%). Additionally, the survey revealed that only 22% of the teachers feel like technology is used effectively to maximize student learning. The GAPSS Staff Survey results align with the results of the observations conducted by the team members.</p> <p>Throughout the grant period the academic coaches will work with teachers collaboratively during planning sessions to provide data training. Data discussions will center upon:</p> <ul style="list-style-type: none"> • Disaggregating data to identify gaps in student learning • Developing and using timelines for the teaching process • Using formative and summative assessments of student learning • Developing and providing tutorial activities • Developing and providing enrichment activities • Developing and monitoring a maintenance program • Monitoring continued improvement via periodic assessments <p>To strengthen this critical component of the LSHS improvement effort, three major recommendations are proposed. They are:</p> <ul style="list-style-type: none"> • Stronger support for and implementation of the standards based classroom • Understanding and implementation of the GaDOE school improvement process • Creation and use of a school data team 	<p>NA/Introduction</p> <p>NA/Introduction</p> <p>NA/Introduction</p>	<p>NA</p> <p>Coach Salaries: (320,000 for four coaches)</p> <p>NA</p>
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<p>To strengthen this critical component of the LSHS improvement effort, the following recommendations are proposed in order to create a 21st Century learning environment:</p> <ul style="list-style-type: none"> • Staff training on data- redelivery by leadership team that attended GADOE Leadership Summer Institute. • Disaggregate data to identify gaps in student learning • Use formative and summative assessments of student learning • Monitor continued improvement via periodic assessments • Provide consistent support and expectations for and implementation of the standards based classroom by all teachers • Strengthen the design and use of formative assessments to modify instruction to meet the needs of individual students. • Use ongoing collaboration, data analysis and review of student work, products and performances to inform instruction. • Use student work and formative assessment to modify instruction to meet student's needs. • Expand the use of a variety of assessments to monitor student progress and inform instruction. • Implementation of Project-Based Learning and STEM • Integrate the use of technology into instruction 	<p>Year 1</p>	<p>Summer Leadership Institute: \$15,750 fees, \$300 travel, \$18,000 in stipends</p> <p>Salaries \$525,000 (4 coaches,STEM coord, SIG specialist)</p>
<p>The need to ensure that the teachers at LSHS know the Georgia Performance Standards and understand the value of a standards based classroom is essential. A professional learning plan for helping the LSHS teachers understand and implement the standards based classroom will be executed over Year One.</p>	<p>Year 1</p>	<p>See appendix for academic coach salaries</p>
<p>The principal and team will attend the GaDOE Summer Leadership Institute to strengthen the skills of the leadership team in the use of data and research based school improvement processes and tools.</p> <p>After the principal and leadership team complete the GaDOE Summer Leadership Academy in June, they will replicate the training for the entire teaching staff on the school improvement process with specific attention given to the use and analysis of data. This will be conducted in July 2010 prior to the beginning of school. This team will continue to review the information throughout the year across all three years of</p>	<p>Years 1-3</p>	<p>Summer Leadership Institute: \$15,750 fees; \$300 travel; \$18,00 stipends (6 people, 3 days)</p>

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the grant.		
Several sources of data will be used to determine whether students are making progress and instruction has been effective. The data from these sources can be used by teachers to inform changes in their instructional planning and delivery.	NA/Introduction	NA
The academic coaches will work with teachers collaboratively to assist teachers in designing assessments that measure student understanding of the GPS. Teachers will examine samples of student work, results from unit tests, results from quizzes, and mid-terms tests. Grade distribution reports will also be reviewed to determine whether progress is made and student achievement goals are being met.	Years 1-3	See appendix for academic coach salaries
Thinkgate will be used as a tool to create and monitor district-wide common unit assessments and other assessment data at the classroom level, school level, and district level. This application will store information from multiple data sources and differentiate between students' misunderstandings in application or basic skill knowledge. This tool will compare learning from classroom to classroom, enabling collaboration to focus on student achievement as well as effective instructional practices. Formative and summative assessments can be designed with specific elements of standards taught in a given time. This data will then be used to identify specific skills in need of remediation for specific students as well as to identify students who need acceleration.	Years 1-3	NA/Local Funding
Pearson AIMSweb data will be analyzed beginning with the first universal screening in August to data collected in January.	Years 1-3	NA/Local Funding
PSAT, SAT, and ACT score reports will also be reviewed and analyzed to determine student instructional needs and appropriate instructional adjustments.	Years 1-3	NA
The total scores for Lithia Spring's students taking the SAT from 2008 to 2010 showed that the system scores were significantly higher in Verbal, Math, Writing and the overall total. In addition, to having lower scores Lithia Springs High School also had fewer students taking the SAT. The total scores for Lithia Spring's students has steadily declined each year from 2008 (1339), 2009 (1321), to 2010 (1290). The system scores have also declined each year from a high in 2008 of 1367 to a low of 1342 in 2010.	NA/Introduction	NA

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<p>A breakdown of each section indicates that the system scored higher each year in Math with a high of 451 in 2009 and Lithia had a high score of 448 in 2009.The low score for the system was 448 in 2008 and 2010 while the low score was 428 in 2010 for Lithia Springs. Lithia Springs High School’s verbal scores are considerably lower each year than the system. The verbal scores for each year 2008-2010 are 458,442 and 441 while the system scores are 465,458 and 458. The system writing scores range from 450 (2008), 445(2009) with a low of 436(2010). Lithia Spring’s scores also decreased in writing each year with a high of 444 in 2008 and 431in 2009 and a score of 421 in 2010.</p>	NA/Introduction	NA
<p>ACT scores for Lithia Springs are also lower than the system scores in all areas composite, English, mathematics, reading, and science reasoning for each of the past three years.</p>	NA/Introduction	NA
<p>The average composite scale score for Lithia Springs’s students for the past three years on the ACT are 17.6, 16.8 and 17.3 while the system’s scores are 19.2, 19.1 and 18.6.</p>	NA/Introduction	NA
<p>The math subtest scores for mathematics have remained steady from 2008 to 2010 with a scores of 17.6,17.3 and 17.5 The system scores remain the same at 18.5 each year. System scores have declined slightly in science reasoning from 19.1 in 2008 to 18.8 in 2010 while Lithia Spring's science reasoning scores have improved slightly with a 17.5 in 2008 to a 17.8 in 2010.</p>	NA/Introduction	NA
<p>School Data Team The principal and staff will:</p> <ul style="list-style-type: none"> • Select the members of the school data team. • Establish duties and responsibilities of the team. • Ensure that the data team members receive professional development. • Identify tools, materials, and processes that will be critical to the data work • Arrange professional development in the use of data analysis for the full faculty. • Establish calendars, practices, and processes for the team 	Years 1-3	NA
<p>School Data Team 1. The data team meets at least twice monthly. 2. Teachers share student achievement</p>	Years 1-3	NA

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<p>results within departments on an ongoing basis.</p> <ol style="list-style-type: none"> The departments focus on what is working and what is not regarding curriculum alignment. The data team establishes goals based on analysis of data. The data team selects and recommends instructional strategies to meet goals. The data team determines student results indicators. The data team works with administrators to ensure the recommendations are adopted, implemented, and monitored. 		
<p><i>Data – What to collect</i></p> <ol style="list-style-type: none"> Data collection includes: <ol style="list-style-type: none"> state assessment reports. formative assessment results. cause data (teacher behaviors that engage students in learning). effect data (student performance). A balance of assessments is used to collect evidence to inform instruction. Classroom assessments are aligned with learning objectives/Georgia Performance Standards. Learning objectives and Georgia Performance Standards are clearly stated in lesson plans. 	Years 1-3	NA
<p><i>Data Analysis</i></p> <ol style="list-style-type: none"> Student data are analyzed to determine areas of strength in student performance. Cause data (adult behaviors) are analyzed to identify replicable practices. Student data are analyzed to determine areas of weakness in student performance. Cause data (adult behaviors) are analyzed to identify problematic practices or policies to address. Cohort data is evaluated as students move through the school. 	Years 1-3	NA
<p><i>Response to Analysis</i></p> <ol style="list-style-type: none"> Instructional decisions are based, in part, on formative assessments of prior learning. Instructional decisions are based, in part, on embedded assessments during instruction. Strategies are prioritized to reflect research-based strategies that will have the greatest impact. Data results are publicly communicated throughout the 	Years 1-3	NA

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<p>school.</p> <p>Professional learning experiences, including daily coaching and feedback, will be based on the results and recommendations presented by the data team. The findings from classroom monitoring will be provided to teachers throughout the school year.</p> <p>During Years Two and Three, professional development will focus upon the following:</p> <ul style="list-style-type: none"> Continued professional development on using a standards based classroom Enhancing the proficiency of the teachers in the use of data through additional professional learning opportunities <p>The data team will move into advanced data interpretation by:</p> <ul style="list-style-type: none"> examining multi-year data for trends among grades or groups of students. using multiple measures to triangulate evidence of trends, strengths and/or weaknesses. using multiple measures of student performance to triangulate evidence of students' learning needs. <p>The data team will redeliver data training to teachers during extended day professional learning sessions.</p>	<p>NA/Introduction</p> <p>Years 2-3</p> <p>Years 2-3</p> <p>Years 2-3</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>
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A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).		
<p>Actions:</p> <p>Increased Student Learning: LSHS currently operates on a four by four block schedule. During staff, student, and parent interviews, stakeholders requested that LSHS move away from the four by four schedule. Students stated that they had a difficult time paying attention in 90 minute classes. Teachers stated students were not as attentive. In order to maximize instructional time and promote student engagement a hybrid schedule will be adopted. (See attachment)</p> <p>The hybrid schedule option will increase overall instructional time for students and result in fewer days devoted to standardized assessments. This schedule will also provide an opportunity for students to make connections within the curriculum over a full academic year. Instructors will have</p>	<p>Timeline:</p> <p>Years 1-3</p> <p>NA/Introduction</p>	<p>Budget:</p> <p>NA</p> <p>NA</p>

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<p>also attend faculty and other meetings as requested and comply with most other initiatives, requests, and their basic duties and responsibilities. In most of the PLC meetings with instructional coaches, the staff's chief concerns pertain to student behaviors including their inappropriate responses to staff members and not meeting the teachers' academic expectations.</p> <p>While the Co-Teaching model and process has improved at the school this school year (particularly this semester), many teachers do not fully embrace a collaborative approach to share ideas strategies, and insights, with each other in departments or across disciplines, as often as should be occurring. However, when asked to attend meetings/conferences, professional learning sessions, and submit lesson plans, most of the staff willingly participates. They will "get on the same page and get on board" about some requested things but will sometimes do it reluctantly, often making comments about required tasks. While not all teachers at the school have these beliefs and approaches, those who do possess these attitudes express them openly among their peers, which in turn, affects the school climate and culture.</p> <p>Focus in the building tends to be about behaviors as opposed to student academic performances and outcomes. Some staff respond to students' actions and performances in a negative fashion. There is a prevailing spirit in the school that staff would like to see students "hammered" when it comes to administration disciplining the students who misbehave. Some faculty members and other school staff negatively confront students when addressing and redirecting them.</p> <p>Many of the students refuse to comply with the staff's reasonable requests, such as to remove hats, pull up pants, put up headphones, move on to class, get to class on time, etc. Some of the students can be disrespectful in their responses to staff. The feeling of some students, expressed in recent interviews/surveys, is that some of the staff does not care about them, their feelings, or even their lives away from school (which often comes into the school). Students then react by not caring or respecting adults enough to comply with their requests.</p> <p>Teachers perceive and openly state that some students do not work as hard as they should academically and do not care how</p>	<p>NA/Introduction</p> <p>NA/Introduction</p> <p>NA/Introduction</p>	<p>NA</p> <p>NA</p> <p>NA</p>
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<p>well they perform academically. Teachers further have stated that misbehaving students do not care what disciplinary consequences they receive from them or administration. Many students have expressed that they wish that teachers cared more about them, their feelings, and their desires to want to try to achieve.</p>	NA/Introduction	NA
<p>One of the recommendations of the GAPSS team was to develop a school wide discipline plan. Noting the absence of a clearly defined discipline plan, Dr. Fred Ervin, LSHS principal, charged administration and staff with the task of developing a discipline handbook at the beginning of the school year. Staff input was solicited as the handbook was developed, reviewed, and then finalized. As a result, a discipline handbook was developed Fall 2010. Even though the handbook has been put in place, student discipline is still a staff and student concern. There is much discussion by staff regarding the school climate and student discipline; however, there seems to be a willingness to place blame as opposed to focusing on ways to create unity and problem-solve.</p>	NA/Introduction	NA
<p>The staff usually expresses more negative concerns than positive ones about the students, primarily pertaining to their misbehaviors. Staff concerns and referrals, according to staff and student discipline data from August 2010 through March 31, 2011, falls mostly into the following categories across all four grade levels:</p> <ul style="list-style-type: none"> • Tardies to Class/School; • Skipping/Cutting Class (including Truancy); • Disrespectful Conduct Directed Toward Staff; • Disorderly Conduct in Class. 	NA/Introduction	NA
<p>A behavior and school climate change is needed in LSHS, both for students and staff. The need was identified during the GAPSS process and again in recent SIG staff and student interviews. They communicated the following concerns:</p> <ol style="list-style-type: none"> 1) Students loiter in unauthorized areas throughout the school during instructional time. 2) Implementation of school-wide, clear, and concise expectations for student behavior is needed. 3) The staff focuses more on negative student behaviors than positive student behaviors and successes. 4) The staff believes that more positive recognition is needed for students and staff. 	NA/Introduction	NA

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<p>5) There is an inconsistency in classroom management practices.</p> <p>6) There is an inconsistency among administrators in the handling of discipline.</p> <p>7) Staff and students believe that there are a high number of student discipline occurrences.</p> <p>The following disciplinary referrals have been addressed by administration from August 2010 through March 31, 2011 <i>(NOTE: The number of students, 1,708, currently enrolled at LSHS, as of March 24, 2011, in the specific grade level is indicated in parentheses):</i></p> <p>Freshman Students with Three Referrals or Fewer – approximately 155 (out of 493), 31.4%</p> <p>Sophomore Students with Three Referrals or Fewer – approximately 96 (out of 462), 20.7%</p> <p>Junior Students with Three Referrals or Fewer – approximately 78 (out of 410), 19%</p> <p>Senior Students with Three Referrals or Fewer – approximately 76 (out of 343), 22.1%</p> <p>TOTAL STUDENTS with three referrals or Fewer- approximately 405 (out of 1708), 23.7%</p> <ul style="list-style-type: none"> • Freshman Students with More Than Three Referrals – approximately 63 (out of 493), 12.7% • Sophomore Students with More Than Three Referrals – approximately 25 (out of 462), 5.4% • Junior Students with More Than Three Referrals – approximately 15 (out of 410), 3.6% • Senior Students with More Than Three Referrals – approximately 11 (out of 343), 3.2% <p>TOTAL STUDENTS with more than three referrals: approximately 114 (out of 1,708), 6.6%</p> <p>In a research report published in the journal <i>Child Development</i>, a group of researchers reported the results of an analysis of 213 studies involving over 270,000 students in kindergarten through grade 12. Investigating the impact of programs that</p>	<p>NA/Introduction</p> <p>NA/Introduction</p> <p>NA/Introduction</p> <p>NA/Introduction</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>
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<p>taught students social, emotional and behavioral skills, the study found that students who took part in these programs improved their grades and standardized test scores by 11 percentile points when compared with nonparticipating students. According to the researchers, the impact of social, emotional, and behavioral instruction was equivalent to moving a student currently in the middle of his or her class academically to the top 40% of his or her peers (Knoff, 2011).</p> <p>The culture of LSHS will reflect the new motto: “Lithia Springs High School: Where Student Engagement and Learning Occur Every Day in Every Classroom”</p> <p>At the conclusion of the 3-year grant period, LSHS will have a structure of collaboration between all staff members. The co-teaching model will be more pervasive in all content areas. The culture of the school will become more positive and shared decision making will be prevalent.</p> <p>A school-wide discipline plan will be used consistently by all stakeholders including administrators, teachers, and classified staff members. A culture of holistic accountability in regard to student behavior will exist. Instructional time in the classroom will be increased due to decreased disruptions.</p> <p>The relevance of the education provided will be more engaging and therefore student attendance and punctuality will increase. As a result of PBL and STEM initiatives, students will see real-world connections as related to the curriculum.</p> <p>POSITIVE DISCIPLINE INTERVENTION SUPPORT As a result of the interviews and school data, Positive Behavioral Interventions and Supports (PBIS) has been identified as an intervention to bring about the necessary climate change at LSHS. PBIS emphasizes school-wide systems of support that include proactive strategies for defining teaching and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms).</p>	<p>NA/Introduction</p> <p>NA/Introduction</p> <p>NA/Introduction</p> <p>NA/Introduction</p> <p>NA/Introduction</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>
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<p>Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.</p> <p>PBIS has consistently shown that the amount of instructional time is highly correlated with student achievement (Brophy, 1988; Fisher, Berliner, Filby, Marliave, Cahen, Dishaw, 1980). If acceptable instruction is in place, then improving the behavioral climate of the school will allow instruction to be more effective. Furthermore, class-wide behavior support increased time that students receive academic instruction (Putnam, Handler, & O’Leary-Zonarich, 2003). Students from minority backgrounds, particularly African American males, and students who demonstrate low academic achievement are much more likely to be suspended or expelled than their peers (Fenning & Rose, 2007; Skiba & Rausch, 2006).</p> <p>Building respect, responsibility, and integrity is the goal of the Positive Behavioral Interventions and Supports (PBIS) program. Throughout the year, the school will address specific actions that demonstrate respect, responsibility, and integrity. As each target behavior becomes part of the repertoire of most of the school, the school will move its focus to another target behavior based on data collected about student behavior throughout the school.</p> <p>PBIS is a process that takes three to five years to fully implement at the high school level. Full implementation means that the process and application takes place every day in every class with every teacher and student.</p> <p>After building school-wide expectations and positive behavior, the SWIS data gathering system will allow staff to improve their</p>	<p>Year 1: Establish PBIS team Years 1-3: PBIS Teacher Training; Student training will occur during advisement; Guest speakers will be scheduled</p> <p>NA/Introduction</p> <p>NA/Introduction</p> <p>NA/Introduction</p>	<p>Year 1: \$32,000</p> <p>Year 2: \$22,000</p> <p>Year 3: \$22,000</p> <p>See budget appendix (PBIS)</p> <p>See budget appendix (PBIS)</p> <p>See budget appendix (PBIS)</p>
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<p>work with the small group of students who need more intensive interventions and supports to demonstrate positive behavior. In most high schools, about 80-85% of students will consistently meet behavior expectations when these are clear and consistently recognized, 10-15% will need small group or individualized attention from school and family to determine and address the reasons they are not behaving positively, and 5-7% will need intensive "wraparound" support from school, family, and community members to move toward more positive behavior.</p> <p>One of the first challenges that LSHS will address is student attendance, because of the direct correlation to attendance and instruction. LSHS will begin confronting this challenge by emphasizing to students the importance of demonstrating responsible behavior by attending all classes and arriving to all classes on time.</p> <p>Tardies and absences will be tracked through the student information system. This system will track patterns of difficulty and allows the administration to take action beyond teacher-delivered consequences for repeat offenders. Guardians will receive a copy of any infraction managed by the principal or assistant principals. A student ID system will enhance the capability to track tardies during the school day. The mandatory student IDs will also help staff identify students that require attention or assistance. The software will allow teachers and administrators to receive reports of students who are tardy or in an unauthorized area and can additionally be used for reward systems for extracurricular activities.</p> <p>Small positive steps can make a difference pertaining to student achievement - if students arrive on time to class, they will be settled and ready to learn when the teacher starts teaching. They will be available to think about what is occurring instructionally and academically in class, instead of being out of class potentially getting into trouble and not learning. The students will be building the habit of timeliness that will serve them well in other educational and career settings as well as increase their learning time in class. By focusing on the simple actions that embody respect, responsibility, and integrity, LSHS will be moving to become a more conducive environment for students to learn, think, and grow, which will promote positive student</p>	<p>NA/Introduction</p> <p>NA/Introduction</p> <p>NA/Introduction</p> <p>Years 1-3</p>	<p>See budget appendix (PBIS)</p> <p>See budget appendix (PBIS)</p> <p>See budget appendix (PBIS)</p> <p>Student ID System: Year 1: \$15,000 Year 2: \$5000 Year 3: \$5000</p>
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<p>outcomes.</p> <p>The school will inform parents and guardians when their students are doing well behaviorally as well as when they are experiencing difficulties and challenges. Teachers will send out notices to guardians of students who demonstrate exemplary respect, responsibility, and integrity. The principal will sign each notice before it goes home, allowing guardians to see the positive side of student behavior and that the school is recognizing their student.</p> <p>Professional development is needed for staff and students to support the achievement of a successful implementation of PBIS at LSHS. Beginning each school year, faculty will be trained on the PBIS program at LSHS. As the program progresses, faculty will be equipped with the tools to create a positive, learning environment for the school, as well as how to work with families in the community.</p> <p>Guest speakers will be used throughout the school year to support these goals for faculty. At the beginning of each school year, students will be trained on the behavioral expectations at LSHS. Other speakers may be used from the surrounding community to support PBIS and a positive climate at the school.</p> <p>Goals for PBIS at LSHS:</p> <ol style="list-style-type: none"> 1) Decrease the number of students being tardy to school and tardy to their classes by 10% everyday and in every classroom. 2) Decrease the number of student disciplinary referrals by 10%. 3) The staff will commit to recognizing positive student behaviors in their classes and in the school. 4) A systematic direct teaching of expected behaviors will be provided to all staff and students. 5) Consistent procedures for responding to problem behaviors will be clarified. <p>PBIS at LSHS will include the following:</p> <ol style="list-style-type: none"> 1) Committing to addressing behavior in the school 2) Forming a representative team; 3) Examining behaviors at a school-wide level using data such as office discipline referrals and surveys; 4) Choosing three to five behavioral expectations and generating specific examples of these for locations throughout the school (Jenson, 1993); 5) Providing systematic direct teaching 	<p>NA/Introduction</p> <p>NA/Introduction</p> <p>Years 1-3</p> <p>Years 1-3</p> <p>Years 1-3</p>	<p>NA</p> <p>NA</p> <p>See budget appendix (PBIS)</p> <p>See budget appendix (PBIS)</p> <p>See budget appendix (PBIS)</p>
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<p>of expected behaviors to all staff and students and then acknowledging all those who met the expectations (Jenson, 1993);</p> <p>6) Clarifying consistent procedures for responding to problem behaviors (Jenson, 1993);</p> <p>7) Systematically using data to monitor progress and adjust interventions as needed (OSEP 2002);</p> <p>8) Engage family and community in the PBIS process.</p> <p>The expected outcomes for PBIS at LSHS:</p> <p>1) Increased instructional time for students in the classroom</p> <p>2) Increased class attendance for students</p> <p>3) Decreased class interruptions due to the reduction of student tardies and misbehaviors in the classroom and school</p> <p>4) Increased sense of perceived school safety</p> <p>5) Decreased amount of time staff spends on student disciplinary issues</p> <p>LSHS will form a PBIS Team. Although the complete PBIS team will have the following membership (one representative from each department, administration, counselor, SIG Family Engagement Specialist) the PBIS Leaders would consist of the following, to help implement the program at LSHS:</p> <ul style="list-style-type: none">• One member from each department• All Counselors (3)• Graduation Coach (1)• All Administrators (5) <p>Within the PBIS Team will be The PBIS Core Leaders, who would be responsible for helping to implement the program: the Education Evaluator, the Counselors, the BRIDGES Coach, the Graduation Coach, and the Administrators.</p>	<p>Years 1-3</p> <p>Years 1-3</p> <p>Years 1-3</p> <p>Years 1-3</p>	<p>See budget appendix (PBIS)</p> <p>See budget appendix (PBIS)</p> <p>See budget appendix (PBIS)</p> <p>See budget appendix (PBIS)</p>
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Attachment 2d - Transformation Model

A9. Provide ongoing mechanisms for family and community engagement.		
<p>Actions:</p> <p>A positive school climate supports effective family engagement, and effective family engagement enhances a positive school climate. Schools must focus on creating a welcoming school environment from all stakeholders. A parent resource center will</p>	<p>Timeline:</p> <p>Years 1-3</p>	<p>Budget:</p> <p>Parent Resource Supplies</p> <p>Year 1: \$10,000</p> <p>Year 2: \$5000</p> <p>Year 3: \$5000</p>

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<p>be established to assist parents in the education of their child.</p> <p>A synthesis of research has proven that the more parents are involved in their children’s education, student achievement improves (Henderson and Mapp, 2002). Students with involved parents normally do better on tests, achieve higher grades, are more engaged at school, and are more likely to graduate from high school and go on to post secondary education. This is true across socioeconomic, racial/ethnic, and educational backgrounds for students of all ages (Mapp, 2004). Strengthening family and community engagement benefits the school. Schools with established and active family engagement programs have better reputations within their communities, have increased community partners and can even increase student achievement.</p> <p>An important support strategy will be the hiring of a SIG Family Engagement Specialist whose responsibility would be to serve as a liaison between the home, community and school in order to provide high levels of student achievement and to promote and increase parental involvement. Douglas County currently employs a Transition Coordinator who will be available one day a week to assist the staff with students and parents who need assistance to making the transition to a new school environment.</p> <p>Lithia Springs High School will adopt the National PTA Standards for Family-School Partnerships. The SIG Family Engagement Specialist, the principal and the Transition Coordinator will use these six standards to develop an action plan to begin the partnership. These six standards will be used to our schools a framework for how families, schools and communities can work together to support student success.</p> <ul style="list-style-type: none"> • Standard 1: Welcoming all families into the school community—Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class. • Standard 2: Communicating effectively—Families and school staff engage in regular, two-way, meaningful communication about student learning. • Standard 3: Supporting student success—Families and school staff continuously collaborate to support students’ learning and healthy 	<p>NA/Introduction</p> <p>Years 1-3</p> <p>NA/Introduction</p> <p>NA/Introduction</p>	<p>See budget appendix (Family Engagement Specialist)</p> <p>Years 1-3 Salary: \$60,000 for Family Engagement Specialist</p> <p>See budget appendix (Family Engagement Specialist)</p>
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<p>development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p> <ul style="list-style-type: none"> • Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success. • Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs. • Standard 6: Collaborating with community—Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation. <p>In order to plan an effective family engagement program, an assessment of family needs is crucial as an initial starting point. Parent surveys will be developed and distributed parents in order to gauge parent interest, perception, and needs. With results of the parent survey, school stakeholders can begin to map out their family engagement program.</p> <p>In developing goals for family engagement, the following must be included:</p> <ul style="list-style-type: none"> • Establish positive school environments • Value parent input by involving them in committees • Establish a Parent Resource Centers • Provide opportunities for adult learning • Establish protocols for communication <p>The benefits of family engagement for schools:</p> <ul style="list-style-type: none"> • Student achievement increases • Parents develop a more positive attitude towards schools • Teacher morale improves <p>The benefits of family engagement for parents:</p> <ul style="list-style-type: none"> • Parents have higher levels of respect for the school • Respect for parents increases • Parents develop confidence in themselves 	<p>NA/Introduction</p> <p>NA/Introduction</p> <p>NA/Introduction</p> <p>NA/Introduction</p> <p>NA/Introduction</p>	<p>See budget appendix (Family Engagement Specialist)</p> <p>See budget appendix (Family Engagement Specialist)</p> <p>See budget appendix (Family Engagement Specialist)</p> <p>See budget appendix (Family Engagement Specialist)</p> <p>See budget appendix (Family Engagement Specialist)</p>
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<p>Strategies to address the goals for effective family engagement program include the following:</p> <ul style="list-style-type: none"> • Increased parent and community representation on school council, PTSA, and various other school committees involved in school improvement goals, evaluating school performance and budget planning • Ongoing communication with all school stakeholders on school data and test scores • Lending library/family resource center for parents and students to address a variety of needs including, academics, parenting, social services, community resources, financial resources, college prep, job search, etc. • Offer on-going and continuing education classes for parents and family members, such as GED classes, adult literacy and ESL programs • Parent and student workshops held at a variety of times and on a variety of days to address identified family needs • Increased communication (phone calls, newsletters, web postings, emails, etc.) between teachers and parents to build relationships • Regular (monthly, bi-annually or annually) and organized recognition of family and community involvement efforts • Identify parent leaders to assist with increasing family and community engagements efforts • Offer dedicated time and space at school for student studying and/or tutoring with parent or community involvement, supervision and assistance <p>The LSHS Parent and Community Engagement Program’s primary objective is to increase student achievement by engaging and empowering parents to be actively involved in their children’s education across all grade levels.</p> <p>Strategies will include:</p> <ul style="list-style-type: none"> • Embedded sustainable family, school, and community engagement initiatives in school improvement work to increase student achievement. • Increased communication between home, school and community through training and collaborative activities that meet the needs of families. <p>Before the beginning of the 2012 school</p>	<p>NA/Introduction</p> <p>NA/Introduction</p> <p>NA/Introduction</p> <p>NA/Introduction</p>	<p>See budget appendix (Family Engagement Specialist)</p> <p>See budget appendix (Family Engagement Specialist)</p> <p>See budget appendix (Family Engagement Specialist)</p> <p>NA</p>
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<p>year, the principal and staff will create a School, Family, and Community Partnerships Team to provide leadership in this area and develop a plan to increase parent, family and community engagement that includes:</p> <ul style="list-style-type: none">• Missions and vision for school, family, and community partnerships• Guidelines for membership, roles, responsibilities• Measurable outcomes• Accountability measures• Learning and engagement opportunities for staff and parents <p>The team will be led by the SIG Family Engagement Specialist and principal. A critical function of the team will be to design, plan and provide professional development on family and community engagement researched based practices. These professional development experiences will enhance the school staffs' ability to engage families from diverse backgrounds and parents' abilities to engage effectively with the school and support students' learning. This team will also be charged with developing the work plans, including success indicators, and ensuring resources are available for all required actions by the end of first semester of school year Year1:.</p> <p>As a result of this team's work, the staff will engage families and community representatives more frequently, more meaningfully, more intentionally and more strategically to increase student learning at school, at home, and in the community. Through this work, over the three year period, representatives of families and the general school community will be included in school decisions, planning, activities, visioning, communication, and other school-related activities. This will allow the school to tap into valuable community resources that can help improve the school.</p> <p>In addition to the usual elements of an action plan, this action plan will reflect:</p> <ul style="list-style-type: none">• The use of a wider variety of communication methods to increase the number of participating families.• Specific sessions and publications dedicated to sharing information with the community on the school reform and academic improvement plans.• Staff development opportunities for identified parent leaders• Staff development opportunities which emphasize effective home school	<p>NA/Introduction</p> <p>NA/Introduction</p> <p>NA/Introduction</p> <p>Year 1</p>	<p>See budget appendix (Family Engagement Specialist)</p> <p>See budget appendix (Family Engagement Specialist)</p> <p>See budget appendix (Family Engagement Specialist)</p> <p>See budget appendix (Family Engagement Specialist)</p>
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<p>communication for staff and parent leaders.</p> <ul style="list-style-type: none"> • The use of surveys to evaluate the effectiveness of the school’s outreach and programming efforts and focus groups to determine how to increase parent involvement. <p>Create the School and Family and Partnerships Team. Once established, the team will be trained to build and execute a comprehensive plan for involving all stakeholders which mirrors and supports the mission of LSHS and the direction for LSHS in Years 2 and 3.</p> <ul style="list-style-type: none"> • Establish team composition (SIG Family Engagement Specialist, Principal, STEM School/Community Liaison, PTSA representative, and 2 certified staff members, community/business representative, and 3 parents) • Establish goals, objectives, timelines, and outcomes • Develop a two to three year outline that will link the team’s activities with the school’s goals and reform plan. • Design and implement an evaluation system of the school’s efforts to increase and improve family and community engagement. <p>Given the feedback from current stakeholders in the LSHS community, the following general practices will be adopted and implemented by the principal and staff:</p> <p>Communication</p> <ol style="list-style-type: none"> 1. Survey the parents as to programs and services they would like to see offered at LSHS 2. Use a variety of accessible communication tools on a regular basis, seeking to facilitate clear, two-way interaction through each type of medium. 3. Establish a calendar of opportunities for families and educators to share “partnering” information such as student strengths and learning preferences. 4. Provide clear information regarding course expectations and offerings, student placement, school activities, student services, and optional programs in orientation sessions, public television broadcasts, podcasts, radio, public media, school information packages, etc. 5. Strengthen and formalize the process for providing regular progress reports to families as well as providing support 	<p>NA/Introduction</p>	<p>See budget appendix (Family Engagement Specialist)</p>
<p>NA/Introduction</p>	<p>See budget appendix (Family Engagement Specialist)</p>	<p>See budget appendix (Family Engagement Specialist)</p>
<p>NA/Introduction</p>	<p>See budget appendix (Family Engagement Specialist)</p>	<p>See budget appendix (Family Engagement Specialist)</p>

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<p>services and follow-up conferences as needed.</p> <p>6. Disseminate information on school reform/improvement plans and progress, policies, discipline procedures, assessment tools, and school goals, and engage families and community representatives in related decision-making processes when possible.</p> <p>7. Schedule and hold conferences with family members at least once every nine weeks (with follow-up as needed) accommodating work schedules and child care needs.</p> <p>8. Encourage immediate contact between family members and teachers when concerns arise and as school and district policies require.</p> <p>9. Regularly distribute student work for parental/family members' comments and review, particularly during student led conferences, open houses, etc.</p> <p>10. Communicate regularly with families regarding positive student behavior and achievement, not just regarding misbehavior or failure.</p> <p>11. Provide opportunities for families to communicate with principals and other administrative staff upon request with adequate notice.</p> <p>12. Respond to all parent/family member inquiries within two (2) business days.</p> <p>13. Enhance the school web site so that it is easy to navigate and contains staff contact information (phone and e-mail) and times to call.</p> <p>14. Promote use of district messaging systems to customize pertinent messages to families about school calendars, schedules, events, etc. and maintain up to date recording of grades for the student grade reporting system.</p> <p>15. Use surveys to assess the community's perception of the school and its effectiveness</p>	<p>NA/Introduction</p>	<p>See budget appendix (Family Engagement Specialist)</p>
	<p>NA/Introduction</p>	<p>See budget appendix (Family Engagement Specialist)</p>
<p>Programming</p> <p>Design and offer a variety of planned, goal oriented programs to engage all parents in their students' education:</p> <ul style="list-style-type: none"> • parenting (strategies to promote effective parenting practices at home) • communicating (strategies to promote positive school-home communication) • volunteering (opportunities for parents to volunteer or be an audience at school) • learning at home (learning activities to involve parents with students at home) • decision making (opportunities to engage in decision making, 	<p>NA/Introduction</p>	<p>See budget appendix (Family Engagement Specialist)</p>

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<p>governance, and advocacy roles at both the school and system level)</p> <ul style="list-style-type: none"> collaborating with the community (activities/events that foster school-community partnerships) <p>Promote informal activities at which families, staff, and community members can interact.</p> <p>Provide professional development opportunities for parent leaders.</p> <p>Offer services to families through the system’s Family Resource Center.</p> <p>The outline of the plan for years two and three will be created by the School and Family Partnership Team and the Community Engagement Team based on the following:</p> <ul style="list-style-type: none"> Established goals and objectives Expressed needs and those identified through data analyses Outcomes and evaluation results from work done in year one 	<p>Years 2-3</p>	<p>See budget appendix (Family Engagement Specialist)</p>
<p>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>		
<p>Actions:</p> <p>Flexibility will be granted to LSHS in terms of modifications of identified practices and policies to address interventions included in the transformation model. These include:</p> <p>School Calendar-The Douglas County School System adheres to state law that calls for a minimum contractual year of 190 days for teaching staff. To support professional learning that is provided during the work day, the LSHS teaching staff will work beyond the 190 day contract, but will be compensated at their hourly or daily state based salary depending on the length of the professional learning and when it occurs.</p> <p>Master Schedule-LSHS will implement a hybrid schedule that will consist of eight periods and two days of block offerings. Included in that time will be a 48-minute advisement/acceleration/tutoring/enrichment period where students will participate in tutoring, acceleration, or advisement activities. The schedule will allow more time for flexible grouping to immediately address remediation and acceleration needs and focused advisement one time per week using the SREB advisement curriculum.</p> <p>Teacher Transfers- The process for teacher</p>	<p>Timeline:</p> <p>NA/Introduction</p> <p>NA/Introduction</p> <p>NA/Introduction</p> <p>NA/Introduction</p>	<p>Budget:</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>

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<p>transfers within the school system will need to be modified as to ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority. This is crucial to the success of the grant initiative as well as to the teacher who will be required to follow the grant guidelines.</p> <p>Job-embedded professional development- Once the grant is approved, the LSHS teaching staff and administration will design a calendar for professional development. The purpose of this activity will be to set when the professional learning will occur. While there may be no flexibility to some activities due to the organization provided the services, flexibility to other professional learning times will be decided upon by the staff. The system will support the staff with choices such as training when the system is not open, such as holidays, weekends, and evenings. This will also apply to flexibility with out of state travel for training and conferences. Should teachers need to attend events off school campus or on school campus during the school day, and the event is related to the needs of this initiative, substitutes will be used in the teacher’s absence. The substitutes will be compensated through the SIG grant budget.</p>	Years 1-3	See budget appendix (Object Classes 100 & 300)
<p>Delivery model- Project-based Learning/STEM will be the focus for curriculum and instruction planning. This model is different from the traditional instructional approach at LSHS. The project based approach implemented throughout all content areas will promote rigor, engagement, and relevance.</p>	Years 1-3	See budget appendix (SREB PBL Coach, SREB PLTW Coach, STEM Coord & PLTW)
<p>Parent Involvement- Realizing the intense need to provide social-emotional services that incorporate partnerships with the home and other community organizations, this SIG proposal includes support of these services through a part time staff member to facilitate parent and community involvement in schooling</p>	Years 1-3	See budget appendix (Family Engagement Specialist)

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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: The Douglas County School System will work to ensure effective implementation of the transformation model at Lithia Springs High School by making certain the following levels of technical assistance and professional support are provided to the school:</p> <p>The Associate Superintendent of Student Achievement and Leadership will oversee the School Improvement Grant process. Through weekly touch base meetings with the Directors in the department, the System-Wide School Improvement Specialist, and weekly executive cabinet meetings with other district leadership, which includes the superintendent, a focused monitoring of program implementation will be followed. During meetings, progress and adjustments can be made as needed. The Associate Superintendent will also meet with the LSHS principal a minimum of once per month to discuss the progress of the grant and steps taken to ensure fidelity of implementation. The Associate Superintendent will work with the University of West Georgia, RESA, SREB, and the Department of Education in the coordination of professional development and benchmarking progress.</p> <p>An outside evaluator will be used to monitor the overall success of the grant. The evaluation will be conducted by the Evaluation Center, University of West Georgia. The Center has conducted several evaluations for Douglas County School District and is familiar with system and its schools.</p> <p>The evaluation will have two components: process and outcome. The process component will focus on how well the program is being implemented and fidelity in the implementation of the proposed plan. See plan and outline for work in appendix.</p> <p>The Area Director will conduct walk throughs at least 2 times per month with the principal. A major role of the Area Director will be to remove barriers that may be inhibiting the progress of the grant or student achievement.</p> <p>The Directors within the department of Student Achievement and Learning will</p>	<p>Timeline: NA/Introduction</p> <p>NA/Introduction</p> <p>Years 1-3</p> <p>NA/Introduction</p> <p>NA/Introduction</p> <p>NA/Introduction</p>	<p>Budget: NA</p> <p>See budget appendix (SIG Specialist)</p> <p>Evaluator Fee: Year 1: \$46,069 Year 2: \$34,646 Year 3: \$34,646</p> <p>See budget appendix (Outside evaluator)</p> <p>NA</p> <p>NA</p>

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<p>work directly with LSHS in the collection and analysis of data in the making decisions about instructional delivery.</p> <p>Other System Support</p> <p>Students:</p> <p>Students receive support through a smaller learning communities grant called, BRIDGES grant. This grant is a program funded by a three-year, \$2.8 million federal grant awarded to the Douglas County School System in the summer of 2008. If the BRIDGES grant is extended two more years, LSHS anticipates receiving \$63,710 during Years 1 and 2 of SIG. The overall goal of the grant is to improve the graduation rate and to prepare students for success in college, technical school, or a career after high school. BRIDGES provides resources for the following activities for students at LSHS:</p> <ul style="list-style-type: none"> • After-school tutoring and open media center and computer lab (2 days/week; 1 hr/day): Students receive tutoring as needed before and after-school in core subject areas • Graduation Test review sessions on Saturdays (6 Saturdays): Test review sessions are held for students in the five areas (ELA, Math, Science, Social Studies and Writing). • Catch-Up Saturdays (4): Any student earning a C or below participates in tutoring and remediation on Saturdays. • Field trips to colleges and college fairs (5) • Mentoring: At-risk students are matched with a mentor from the community through our system MATCH program. • BRIDGES Buddies peer mentoring (upper classmen mentor Freshmen) • Advisement activities (2 times per month by grade level) • Freshman newsletter (monthly) • Shadow Day (2 times per year) • SAT Prep (through Kaplan; 2 times per year) • Assemblies (9th graders only; 2 per year) • Professional learning for teachers • Freshman summer camp • Freshman Fiesta <p>Students receive support through a 21st Century Grant called CHAMP2. LSHS will receive \$360,337 during Year 1 of SIG and plan to reapply for another 3-year cycle. This grant allows students to meet after school (4 days per week, 3 hours per day) and participate in tutoring and enrichment activities. Adult family members participate in family</p>	<p>NA/Introduction</p> <p>NA/Introduction</p> <p>NA/Introduction</p>	<p>NA</p> <p>NA</p> <p>NA</p>
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<p>literacy educational activities that promote involvement in their child's education. This grant serves a maximum of 50 9th-11th grade students. Students are selected according to the following entrance criteria:</p> <ul style="list-style-type: none"> • Received free and reduced lunch • Failing one or more subjects • Works/tests below grade level • Limited English Proficiency • Has a sibling who dropped out of school • Missed over 10 school days last year • Student with disability • Exhibits behavioral problems • Not meeting standards on 8th grade CRCT 		
<p>Teachers: Job-embedded professional development- Once the grant is approved, the LSHS teaching staff and administration will design a calendar for professional development. The purpose of this activity will be to set when the professional learning will occur. While there may be no flexibility to some activities due to the organization provided the services, flexibility to other professional learning times will be decided upon by the staff. The system will support the staff with choices such as training when the system is not open, weekends, and evenings. Should teachers need to attend events off school campus or on school campus during the school day, and the event is related to the needs of this initiative, substitutes will be used in the teacher's absence. The substitutes will be compensated through the SIG grant budget.</p>	<p>NA/Introduction</p>	<p>See budget appendix</p>
<p>LFS Training: LSHS has two LFS trainers identified. These trainers will work continuously with the LSHS staff to provide coaching and monitoring for the implementation of the LFS framework to include: Transforming Standards, Acquisition Lessons, and Refining/Extending Lessons. Additional content specific training supported by the framework will be provided based on the needs assessment conducted at the school level.</p>	<p>Years 1-3</p>	<p>See budget appendix (academic coaches)</p>
<p>Promethean Board Training: This training will be provided to staff at all schools during the fall of 2011. This training will be ongoing to ensure technology becomes a pervasive instructional process.</p>	<p>NA/Introduction</p>	<p>NA</p>
<p>The school district uses Thinkgate to align assessments with the standards and produce</p>	<p>NA/Introduction</p>	<p>NA</p>

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<p>consistent evaluation across the system. District wide common unit assessments across all content areas will allow quick data collection and focused monitoring of instruction and student achievement. The subject area specialists and academic coaches will assist teachers in the creation of other common assessments within departments and will meet with teachers to discuss results.</p> <p>The district's Response to Intervention model includes the administration of Pearson AIMSweb universal screener to determine skill deficits or strengths for individual students, particularly ninth grade students. The RTI System-Wide Coordinator will work with teachers to assist them in identifying interventions and progress monitoring. Additional monitoring data will be collected through the system EWalk monitoring program</p> <p>The district will continue to support the credit recovery program.</p>	NA/Introduction	NA
<p>The district will support the family engagement plan by providing access to the district Transition Coordinator who will be available one day a week to assist the staff with students and parents who need assistance to making the transition to a new school environment.</p>	NA/Introduction	NA
<p>The district will align its human, material, and fiscal resources with the interventions included in the transformation model at LSHS to ensure implementation of a curriculum that enables students to achieve expectations for learning, to meet special needs, and to maintain compliance with local, state, and federal regulations. As LSHS revisits and revises its school improvement plan, the Leadership Team will include these district level resources and sources of funding and support for initiatives included in the SIG and subsequently in the plan.</p>	NA/Introduction	NA
<p>Written documentation of all technical assistance will be provided to the principal and central office School Improvement Specialist for review. These reports will reflect a summary of all the data from observations, meetings, feedback sessions, school reviews, and other appropriate findings.</p>	NA/Introduction	NA
<p>The school system receives system school improvement funding. Lithia Springs High School will continue to receive services and funding and will participate in system improvement opportunities.</p>		

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DCSS is currently working with the schools in the Lithia Springs High School feeder zone to establish school improvement initiatives focusing on the content areas, project-based learning, and STEM. For LSHS to achieve its goals for student achievement, the schools that feed LSHS, must focus on skills and content that will build student capacity.	NA/Introduction	NA
During the 2011-12 school year, fifth and sixth grade and seventh and eighth grade teachers will participate in the math lesson study process with the University of West Georgia and Metro RESA. The fifth grade teachers will work and plan with sixth grade teachers and then observe the lesson being taught. The teachers will then plan a fifth grade lesson with the sixth grade teachers and the sixth grade teachers will observe. This will also take place with seventh and eighth grade teachers. This process will occur in the fall and spring. The district knows and understands that Lithia Springs High School will not see success unless the students who enter high school are prepared for the work ahead of them.	NA/Introduction	NA

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

Attachment 2d - Transformation Model

B-1. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.		
Actions: The principal and school district will post positions to be added to facilitate the initiative once the grant is approved. This process may occur prior to July 1, 2011; however, a budget to complete this process is not required.	Timeline: June 2011	Budget: No budget required
LSHS currently has vacancies and will have to conduct interviews to ensure that transfers or new teachers understand the requirements of their role as teachers at LSHS.	June 2011	No budget required
The LSHS leadership team will meet with administration review the grant and draft a calendar of events and goals. They will also need to discuss and plan anything they	3 days in June 2011	No budget required

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decided upon during the Leadership Conference at Calloway Gardens.		
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C. Align additional resources with the interventions.		
<p>Actions:</p> <p>Through local funding, the school has access to the Thinkgate data management software program which will be used to manage data and design content-related assessments. Reporting data must provide information on items, standards, and performance levels disaggregated by District, School, Teacher, Class, Student, Demographic, State Standards and AYP subgroups. It is this type of powerful data coupled with true standards based instruction that increase student achievement. Thinkgate is used to design assessments to determine student understanding of the GPS. Additionally, Pearson AIMS web will be used as a progress monitoring system based on direct, frequent and continuous student assessment of ninth grade students. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to instruction. This strategic monitoring system is a data-driven model providing both the universal screening measures and Curriculum-Based Measurement (CBM) providing progress monitoring probes with web-based data management and reporting applications. Together, these components provide a complete system to benchmark and monitor student’s acquisition of essential academic skills.</p> <p>The EWalk software program that the system and school administrators use to monitor interventions and standards based classroom protocols will be used to monitor classroom walk throughs and observations at LSHS. The data will be shared with all staff, district staff, service providers, etc., as needed to evaluate grant initiative implementation strategies or programs.</p> <p>The implementation of <i>CLASS Keys</i> and <i>Leader Keys</i> is a district led initiative which begins fall 2011. Training began in the district for <i>CLASS Keys</i> in January 2010. In order to facilitate the implementation of <i>CLASS Keys</i>, professional development will play a major role in the reframing of this school. First and foremost will be training on and implementation of our teacher evaluation system, <i>CLASS Keys</i>. Teachers</p>	<p>Timeline:</p> <p>Years 1-3</p> <p>Years 1-3</p> <p>Years 1-3</p>	<p>Budget:</p> <p>Local funds</p> <p>Title II funding</p> <p>State staff development and Title II funding</p>

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<p>will be supported throughout the implementation through the Instructional Coaches, Professional Development Department, and the system professional learning project through the Learning Forward.</p> <p>As part of an ongoing district initiative over the next 3 years, teachers will work with Learning Forward to refine their assessments and increase individual and student achievement goals. LSHS, along with the DCSD, will be working with a consultant from the Learning Forward to develop a district assessment growth model that will provide common unit assessments in all subject areas, aligning pacing guides and ensuring that the assessments and pacing guides are correlated to the GPS. Teachers from all subject areas to work during the summer to align unit assessments across the district. The common unit assessments and Pearson AIMSweb universal screening will be the data points used by teachers for their student achievement areas on <i>CLASS Keys</i>. Teachers will also develop a common protocol that will be used to write equitable student achievement goals (See Appendix for current documentation).</p> <p>The Douglas County School System has been using the Learning Focused Schools Instructional Framework since 2003. An evaluation of the framework was conducted in 2008 and based on the findings of this evaluation; the system began “refreshing” the framework training through “<i>Unlocking the Secrets</i>” standard-based module. LSHS is actively engaged in re-delivery with all staff members. The administration has established a plan of redelivery that will conclude May 2012. The system will continue to support this initiative from the district level.</p>	<p>Years 1-3</p>	<p>State staff development and Title II funding</p>
	<p>Years 1-3</p>	<p>State staff development and Title II funding</p>

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.		
<p>Actions: Once the district receives approval of the SIG application, the district leadership team will examine every aspect of the plan to determine the specific practices or policies that are needed to implement the intervention fully and effectively. Timeline: (June 2011)</p> <p>Flexibility will be granted to LSHS in terms of modifications of identified practices and policies to address interventions included in the transformation model. These include:</p>	<p>Timeline: The timeline column mirrors itself on the next page making it impossible to list specific times, please see timeline in parenthesis after each action.</p>	<p>Budget: No budget required</p>

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<p>School Calendar-The Douglas County School System adheres to state law that calls for a minimum contractual year of 190 days for teaching staff. To support professional learning that is provided during the work day, the LSHS teaching staff will work beyond the 190 day contract, but will be compensated at their hourly or daily state based depending on the length of the professional learning and when it occurs. Timeline: (Year1:, Year 2:, Year 3:)</p>	NA/Introduction	Cost addressed through stipends
<p>Master Schedule-LSHS will implement a hybrid schedule that will consist of a block or 8 periods during specific days each week. Included in that time will be an advisement/acceleration period where students will participate in tutoring, acceleration, or advisement activities. The schedule will allow more time for flexible grouping to immediately address remediation and acceleration needs as well as additional opportunities for credit recovery and focused advisement. Timeline: (Year1:, Year 2:, Year 3:)</p>	NA/Introduction	During school day; no budget required
<p>Teacher Incentives-LSHS, as part of the transformation model, will have a tiered model for rewarding teachers, administrators, and classified staff who work at LSHS for making progress toward meeting content related goals, meeting these goals, and exceeding these goals. The model will be grounded in the evaluation system, <i>CLASS Keys</i> and <i>Leader Keys</i> for certified staff, and the classified personnel system evaluation tool will be used LSHS. The certified evaluation will include clear and specific goals for expected student performance. Timeline: (Year1:, Year 2:, Year 3:)</p>	<p>The timeline column mirrors itself on the next page making it impossible to list specific times, please see timeline in parenthesis after each action.</p>	Years 1-3: \$342,750
<p>Teacher Transfers- The process for teacher transfers within the school system will need to be modified as to ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. This is crucial to the success of the grant initiative as well as to the teacher who will be required to follow the grant guidelines. Timeline: (Year1:, Year 2:, Year 3:)</p>	NA/Introduction	No budget required
<p>Job-embedded professional development- Once the grant is approved, the LSHS leadership team and administration will design a calendar for professional development. The purpose of this activity will be to set when the professional learning will occur. While there may be no</p>	NA/Introduction	See budget appendix

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<p>flexibility to some activities due to the organization provided the services, flexibility to other professional learning times will be decided upon by the staff. The system will support the staff with choices such as training when the system is not open, such as holidays, weekends, and evenings. This will also apply to flexibility with out of state travel for training and conferences. Should teachers need to attend events off school campus or on school campus during the school day, and the event is related to the needs of this initiative, substitutes will be used in the teacher’s absence. The substitutes will be compensated through the SIG grant budget. Timeline: June 2011</p> <p>Lithia Springs Teacher Handbook- The teacher handbook will be revised to follow the guidelines of the grant so that teachers will be able to reference information and guidance as needed. Timeline: June 2011</p> <p>Teacher Consequences- As part of the transformation model, teachers who are determined inefficient in their job performance, must be removed from the school. If a staff member receives an unsatisfactory rating, the staff member may be terminated or identified to begin the At Risk process for employee support. Any staff member receiving two consecutive unsatisfactory Annual Reviews as part of the Class Keys evaluation system will be terminated from employment at Lithia Springs High School. The Douglas County School District has a process in place for supporting at risk employees. Upon receiving an unsatisfactory rating on the Annual Review, a Professional Development Plan (PDP) will immediately be developed and implemented. The Director of Human Resources will work closely with the school in the identification of improvement initiatives, the development of a timeline for initiatives included in the PDP, and the implementation of initiatives. At minimum, the timeline will include monthly conferences between the administrator and the staff member to document progress toward improvement in the areas identified on the PDP. District level staff will work with LSHS to support improvement, and to establish a timeline during which improvement must be observed before moving to termination. These consequences will be clearly explained to all LSHS staff members during a preplanning staff meeting or at the time of employment for personnel not on staff</p>	<p>The timeline column mirrors itself on the next page making it impossible to list specific times, please see timeline in parenthesis after each action.</p> <p>NA/Introduction</p>	<p>See budget appendix</p> <p>SIG professional learning budget, State professional learning, Title II</p>
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<p>during preplanning. Timeline: (Beginning of year Year1:, Year 2:, Year 3:)</p> <p>Delivery model-Project-based Learning/STEM will be the focus for curriculum and instruction planning. This model is different from the traditional instructional approach at LSHS. The project based approach implemented throughout all content areas will promote rigor, engagement, and relevance. Assessment of learning will directly correlate to the actual standards taught in the classroom. The school district and LSHS will work cooperatively with the outside agencies and institutions of higher education providing support and evaluating the progress of the initiative. Timeline: (Year1:, Year 2:, Year 3:)</p> <p>Parent Involvement-Realizing the intense need to provide social-emotional services that incorporate partnerships with the home and other community organizations, this SIG proposal includes support of these services through a part time staff member to facilitate parent and community involvement in schooling. Job duties and responsibilities of this staff member will focus on building parent and community capacity to have a positive impact of the achievement of students in the building. This person will also provide professional development to LSHS staff to support the engagement of stakeholders and may support the work of the STEM School/Community Liaison, as needed.</p> <p>The principal and leadership team will examine the grant for designated needed change and review requirements made by the district in response to the application. The administration and leadership team will establish a school calendar for specific events outlined in the grant and establish the professional learning plan in regards to activities that are not set by outside provider dates and times. This should happen within the first ten days following approval of the grant. The district will support LSHS with this activity. Timeline: (Year1:, Year 2:, Year 3:)</p>	<p>The timeline column mirrors itself on the next page making it impossible to list specific times, please see timeline in parenthesis after each action.</p> <p>NA/Introduction</p> <p>The timeline column mirrors itself on the next page making it impossible to list specific times, please see timeline in parenthesis after each action.</p>	<p>See budget appendix (PBL/STEM)</p> <p>See budget appendix (family engagement specialist)</p> <p>NA</p>
E. Sustain the reform after the funding period ends.		
<p>Actions:</p> <p>A key concern of any transformation model is maintaining internal capacity as staff members leave the school, especially when these staff members play crucial roles in the</p>	<p>Timeline:</p> <p>By April 2014</p>	<p>Budget:</p> <p>State and local funding; Title II</p>

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<p>success of the program. The school improvement plan requires that processes, procedures, training, and collaboration take place to support capacity growth for the system and school staff. Instructional and leadership growth will be paramount to sustain the change outlined in the plan. Similar to the SIG planning process, the staff and district will develop a school improvement plan designed to maintain capacity and ensure that processes, procedures, programs, and the teaching model remain in place and supported by the district.</p>		
<p>The plan for improvement outlined in the grant provides a platform of support for teacher professional growth, instructional improvements, student support for achievement, and leadership responsibility.</p>	By April 2014	State and local funding; Title II
<p>An intense mentoring program will be implemented for any new staff member—both certified and classified—to the building. The program will include assigning a mentor who accepts responsibility for ensuring the new staff member is acclimated to the LSHS culture.</p>	By April 2014	See budget appendix (PBL & PLTW)
<p>The process of mentoring will become a school responsibility and a committee of teacher leaders with an administrator will facilitate the school’s mentoring program. Lunch and Learn sessions will be held quarterly with protégé teachers and their mentors to provide opportunities for support and reflection. The selection process for new hires will begin immediately once a vacancy has occurred and will include an opportunity for applicants selected to spend quality time in the building working with their teaching team even before the onset of the contracted year.</p>	By April 2014	NA
<p>Additionally, LSHS will implement its own teacher leader program where teachers will be identified and provided practical opportunities to demonstrate their leadership skills in the building through roles such as team leaders, professional learning facilitators, membership on the school’s Leadership Team, committee chairs, etc.</p>	By April 2014	See budget appendix (Family Engagement Specialist)
<p>After establishing specific Project-Based Learning/STEM experiences during the three grant years, the foundation is set for the continuation of the initiative. The Douglas County School District provides an online curriculum mapping software through Thinkgate and Moodle which allows teachers to enter digital instructional</p>		

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<p>materials. Teachers will continue to have access to the PBL instructional materials after the grant period. PLTW will provide teacher training support and the assessment process will allow the school and district to monitor student progress and instruction.</p> <p>One of the major initiatives of the SIG is to change the culture at LSHS so that there is a collective and pervasive spirit of excellence.</p> <p>As LSHS implements a collaborative and ongoing process for improvement that involves all stakeholders and that aligns the functions of the school with high expectations for the learning of each student, improvement will be sustained. Family and community engagement will offer great support in sustaining capacity. Through the project-based learning/STEM implementation, students will become more confident in their abilities, have 21st Century skills to support their goals after high school, and the business community will be a part of the school. Internships offered to students will create a powerful incentive to for students while giving them an experience as to the skills they need after high school.</p>	<p>NA/Introduction</p>	<p>NA</p>
<p>The capacity to continue the grant initiatives will be built at all levels including administration, teacher leaders, and classified staff. At the conclusion of the grant, professional learning and monitoring will continue and district level support will be provided to LSHS. Specific grant employees will be reassigned based on district need.</p>	<p>NA/Introduction</p>	<p>NA</p>

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Attachment 2d - Transformation Model

LEA Name: Douglas County School System

School Name: Lithia Springs High School

Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Tier I and Tier II schools. Write the annual goals below.
Reading/English Language Arts (ELA is not 10% given that there are 3 years the school has to make AYP and scores are higher for LSHS at this time)
Year1: School Year <ol style="list-style-type: none">1. The percentage of All students meeting/exceeding standards in Reading/ELA on the GHSGT will increase 5% or more from the 2011 test results.2. The percentage of All students meeting/exceeding standards on the 9th Grade Literature and American Literature EOCT will increase 5% or more from the 2011 test results.
Year 2: School Year <ol style="list-style-type: none">1. The percentage of All students meeting/exceeding standards in Reading/ELA on the GHSGT will increase 5% or more from the 2012 test results.2. The percentage of All students meeting/exceeding standards on the 9th Grade Literature and American Literature EOCT will increase 5% or more from the 2012 test results.
Year 3: School Year <ol style="list-style-type: none">1. The percentage of All students meeting/exceeding standards in Reading/ELA on the GHSGT will increase 5% or more from the 2013 test results.2. The percentage of All students meeting/exceeding standards on the 9th Grade Literature and American Literature EOCT will increase 5% or more from the 2013 test results.
Mathematics
Year1: School Year <ol style="list-style-type: none">1. The percentage of all students meeting/exceeding standards in Mathematics on the GHSGT in Math I and Math II will increase at least 10% from the 2011 test results.2. The percentage of all students meeting/exceeding standards in Mathematics on the EOCT in GPS 9th Grade Math and GPS 10th Grade Math will increase at least 10% from the 2011 test results.
Year 2: School Year <ol style="list-style-type: none">1. The percentage of all students meeting/exceeding standards in Mathematics on the GHSGT in Math I and Math II will increase at least 10% from the 2012 test results.2. The percentage of all students meeting/exceeding standards in Mathematics on the EOCT in GPS 9th Grade Math and GPS 10th Grade Math will increase at least 10% from the 2012 test results.
Year 3: School Year <ol style="list-style-type: none">1. The percentage of all students meeting/exceeding standards in Mathematics on the GHSGT in Math I and Math II will increase at least 10% from the 2013 test results.2. The percentage of all students meeting/exceeding standards in Mathematics on the EOCT in GPS 9th Grade Math and GPS 10th Grade Math will increase at least 10% from the 2013 test results.
Graduation Rate
Year1: School Year The graduation rate for all students will increase at least 8% from the 2011 graduation rate.
Year 2: School Year The graduation rate for all students will increase at least 8% from the 2012 graduation rate.
Year 3: School Year The graduation rate for all students will increase at least 8% from the 2013 graduation rate.

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Attachment 4 - Budget Detail

LEA Name: Douglas County School System	
School Served: Lithia Springs High School	
Intervention Model: Transformational	Tier Level: 2
Fiscal Year: July 1, 2011 through June 30, 2012 (Year 1)	

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

Object Class		YEAR 1 Item Description	Costs	
100	Personal Services (Salaries)	Incentives – 30 Classified Employees	\$19,600	
		117 Certified Employees	\$300,000	
		Instructional Coaches (4)	\$232,000	
		STEM Coordinator	\$58,000	
		SIG Specialist	\$91,000	
		Half-time STEM Community Liaison	\$38,700	
		Family Engagement Specialist	\$44,000	
		Stipends – Math RESA training (14 teachers; 1 Math Coach)	\$16,800	
		Stipends – Ruby Training (4 days in summer; 117 employees)	\$131,000	
		Stipends – SREB Advisement training (1 day; 117 employees)	\$35,100	
		Stipends – PLTW (4 teachers; 10 days in summer)	\$11,200	
		Stipends – Weekly Professional Development (2 hours after-school ; 18 weeks; 117 employees)	\$145,000	
		Stipends – STEM Institute (6 teachers; 10 days)	\$16,800	
		Stipends – Summer Leadership Academy (6/9 employees; 4 days)	\$5,020	
		Subs - STEM & PBL School visits (2 CTAE, 2 Math & 2 Sci for 2 days)	\$756	
		Subs – Math RESA training (14 Math teachers for 6 days)	\$5,292	
		Subs – Differentiation training (100 teachers for 4 days)	\$25,200	
		Half-time Classified Clerical Assistant	\$18,200	
		Principal Reward	\$4,650	
				Object Total
		\$ 1,198,318		
200	Benefits	Incentives – 30 Classified Employees & 117 Certified Employees	\$23,150	
		Principal Reward	\$350	
		Instructional Coaches (4)	\$88,000	
		STEM Coordinator	\$22,000	
		SIG Specialist	\$34,000	
		Half-time STEM Community Liaison	\$1,300	
		Family Engagement Specialist	\$16,000	
		Stipends – Math RESA training (14 teachers; 1 Math Coach)	\$1,200	
		Stipends – Ruby Training (4 days; 117 employees)	\$9,400	
		Stipends – SREB Advisement training (1 day; 117 employees)	\$2,100	
		Stipends – PLTW (4 teachers; 10 days in summer)	\$800	
		Stipends – Weekly Professional Development (2 hours after-school ; 18 weeks; 117 employees)	\$10,844	
		Subs - STEM & PBL School visits (2 CTAE, 2 Math & 2 Sci for 2 days)	\$60	
		Subs – Math RESA training (14 Math teachers for 6 days)	\$420	
		Subs – Differentiation training (100 teachers for 4 days)	\$2,000	
		Half-time Classified Clerical Assistant	\$1,300	
		Stipends – Summer Leadership Academy (6/9 employees; 4 days)	\$400	
				Object Total
				\$ 214,524
		300	Purchased Professional & Technical Services	Stipends – STEM Institute (6 teachers; 10 days)
Ruby Payne (4 days for 117 teachers; preplanning)	\$3,000			
SREB Advisement (1 day for 117 teachers; preplanning)	\$27,500			
SREB Project-based Learning (ongoing for non-core teachers)	\$27,500			
SREB Project Lead the Way/STEM (ongoing for 2 CTAE, 2 Math, 2 Sci teachers)	\$27,500			
SREB Tech training (ongoing for 117 teachers)	\$16,500			
MRESA Math training (ongoing for 14 math teachers)	\$22,500			
UWG (ongoing for 11 Science & 14 Math teachers)	\$20,000			
PLTW (ongoing for 2 CTAE, 2 Math, 2 Sci teachers)	\$8,800			
Differentiation Trng (ongoing for 117 teachers)	\$15,200			
PBIS (ongoing for 117 teachers and ALL students)	\$10,000			
External Evaluator	\$46,069			

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		Summer Leadership Academy (9 employees)	\$15,750	Object Total	
		Registration Fees: 14 Math & 11Sci teachers (\$20,315)	\$20,315		
				\$ 260,634	
500	Other Purchased Services	Travel for 2 STEM PBL school visits (2 CTAE, 2 Sci, 2 Math)	\$300	Object Total	
		Travel for Active Literacy Trng (4 coaches & STEM Coord)	\$2,100		
		Travel for STEM Institute (6 teachers in July 2011)	\$9,600		
		Travel for Coach Training (4 coaches, STEM Coord & SIG Spec)	\$2,100		
		Travel for PLTW (2 Engineering & 2 Biomedical)	\$4,900		
		Travel for Summer Leadership Academy (9 employees)	\$300		
				\$ 19,300	
600	Supplies	UWG: Sci & Math equipment; lesson & unit needs (11 sci & 14 math teachers)	\$10,000	Object Total	
		PLTW : Equipment & consumable supplies for courses: Intro to Engineering (\$2620 for 1 CTAE teacher; \$3400 for software lease); Digital Electronics (\$7800 for 1 CTAE teacher; \$700 software lease); Principles of Biomedicine (\$19,300 for 1 Bio teacher; \$645 software lease); Human Body System (\$15,500 for 1 CTAE teacher; \$645 software lease)	\$50,610		
		PBIS: Training material for staff (\$1000); Training materials for students (\$1000); Mail outs—postage, postcards, printing, etc. (\$2000); Curricular & Instructional supplies (\$1000); Supplies for family engagement (\$2000)	\$7,000		
		Calculators: TI INSPIRE CX, Teacher Bundle, TI NSCX-TB; \$205 for 25 teachers=\$2500. TI INSPIRE CX, Student Pack \$1485 sets of 10 x 5 sets-\$7425.	\$12,550		
		Probe/Sensors: 50 x \$200 (for students)	\$10,000		
		Ruby Payne: Books (117 teachers)	\$6,000		
		SREB Advisement training: Books (117 teachers)	\$800		
		PBL conducted by UWG: Books & Manuals (11 Sci & 14 Math teachers)	\$7,673		
		Differentiation training: Books (117 teachers)	\$2,000		
		Technology to support system purchased wireless, Promethean boards, and active expression devices (87 rooms): desktop computers in AutoCAD lab; 100 additional netbooks and 10 carts (\$142,600)	\$142,600		
		Grant Employee supplies: binders, flash drives, toner, copy paper, pencils, pens, calculators, notepads, clipboards, post-it notes, staples, paperclips, etc.	\$7,000		
		Grant Employee computers & printers: 7 wireless laptops @ \$1303=\$9121; 7 docking stations @\$94=\$658; 7 keybds/mouse @ \$26=\$182; 7 monitor stands @ \$75=\$525; 7 monitors @ \$122=\$854; 4 printers @ \$612=\$2448; 7 wireless presenters @ \$55=\$385	\$14,173		
		Parent Resource Center: \$2000 for supplies, \$3000 for books/periodicals, \$5000 computers	\$10,000		
				\$ 280,406	
700	Property (Capitalized Equipment)	Student ID Systems (camera, software, badges, badge printer; handheld scanners)	\$15,000	Object Total	
				\$ 15,000	
800	Other	Dues & Fees: New Princ Perf Mgt Trng	\$700	Object Total	
		Dues & Fees: SIG Conference	\$5,000		
				\$ 5,700	
900	Other Uses			Object Total	
				\$ -	
School Total				\$ 1,993,882	

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

Object Class		YEAR 2 Item Description	Costs
100	Personal Services	Incentives – 30 Classified Employees	\$17,250
		117 Certified Employees	\$232,830
		Principal Reward	\$4,650
		Instructional Coaches (4)	\$232,000
		STEM Coordinator	\$58,000

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		SIG Specialist	\$91,000	
		Half-time STEM Community Liaison	\$33,000	
		Family Engagement Specialist	\$44,000	
		Technology Specialist	\$47,000	
		Stipends – Math RESA training (14 teachers; 1 Math Coach)	\$13,200	
		Stipends – UWG Calculator Training (5 days in summer; 11 Sci, 14 Math & 2 coaches)	\$29,700	
		Stipends – Professional Development Integration GADOE (5 days before school for 117 teachers)	\$128,700	
		Stipends – PLTW (4 teachers; 10 days in summer)	\$8,800	
		Stipends – Weekly Professional Development (2 hours after-school ; 18 weeks; 117 employees)	\$143,208	
		Stipends – Summer Leadership Academy (9 employees)	\$5,020	
		Subs - STEM & PBL School visits (2 CTAE, 2 Math & 2 Sci for 4 days)	\$1,512	
		Subs – Math RESA training (14 Math teachers for 6 days)	\$5,292	
		Half-time Classified Clerical Assistant	\$16,400	
				Object Total
				\$ 1,111,562
200	Benefits	Incentives – 30 Classified Employees	\$3,750	
		117 Certified Employees	\$88,920	
		Principal Reward	\$350	
		Instructional Coaches (4)	\$88,000	
		STEM Coordinator	\$22,000	
		SIG Specialist	\$34,000	
		Half-time STEM Community Liaison	\$7,000	
		Family Engagement Specialist	\$16,000	
		Technology Specialist	\$18,000	
		Stipends – Math RESA training (14 teachers; 1 Math Coach)	\$4,800	
		Stipends – UWG Calculator Training (5 days in summer; 27 employees)	\$10,800	
		Stipends – Professional Development (5 days before school)	\$46,800	
		Stipends – PLTW (4 teachers; 10 days in summer)	\$3,200	
		Stipends – Weekly Professional Development (2 hours after-school ; 18 weeks; 117 employees)	\$12,636	
		Subs - STEM & PBL School visits (2 CTAE, 2 Math & 2 Sci for 2 days)	\$120	
		Subs – Math RESA training (14 Math teachers for 6 days)	\$420	
		Half-time Classified Clerical Assistant	\$3,600	
		Stipends – Summer Leadership Academy (9 employees)	\$380	
				Object Total
				\$ 360,776
300	Purchased Professional & Technical Services	SREB Advisement (ongoing for 117 teachers)	\$16,500	
		SREB Project-based Learning (ongoing for non-core teachers)	\$16,500	
		SREB Project Lead the Way/STEM (ongoing for 2 CTAE, 2 Math, 2 Sci teachers)	\$16,500	
		SREB Tech training (ongoing for 117 teachers)	\$16,500	
		MRESA Math training (ongoing for 14 math teachers)	\$22,500	
		UWG—PBL & STEM & TI Calculator trng (ongoing for 11 Science & 14 Math teachers)	\$24,000	
		PLTW (ongoing for 2 CTAE, 2 Math, 2 Sci teachers)	\$8,800	
		PBIS (ongoing for 117 teachers and ALL students)	\$10,000	
		External Evaluator	\$34,646	
		GYSTC GPS Vertical alignment	\$5,250	
		Registration Fees: 14 Math & 11Sci teachers (\$20,315)	\$20,315	
		60 Read 180 Seat License	\$35,000	
				Object Total
				\$ 226,511
500	Other Purchased Services	Travel for 2 STEM PBL school visits (2 CTAE, 2 Sci, 2 Math)	\$500	
		Travel for Active Literacy Trng (4 coaches, STEM Coord & Tech Spec)	\$2,520	
		Travel for Coach Training (4 coaches, STEM Coord, SIG Spec & Tech)	\$2,520	
		Travel for PLTW (2 Engineering & 2 Biomedical)	\$4,900	
		Travel for SIG Conf (2 days for 4 coaches, 2 admin, SIG Spec, STEM Coord)	\$2,500	
		Travel for Summer Leadership Academy (9 people for 4 days)	\$300	
				Object Total
				\$ 13,240
	600 Supplies	UWG: Sci & Math equipment; lesson & unit needs (11 sci & 14 math teachers)	\$10,000	
		PLTW : Equipment & consumable supplies for courses: Intro to Engineering (\$820 for 1 CTAE teacher; \$3400 for software lease); Digital Electronics (\$1600 for 1 CTAE teacher; \$700 software lease); Principles of Biomedicine (\$2700 for 1 Bio teacher; \$645 software lease); Human Body System (\$3000 for 1 CTAE teacher; \$645 software lease); Principals of Engineering (\$9310 for equipment & \$462 for	\$37,201	

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		consumables for 1 CTAE teacher); Civil Engineering (\$1945 for equipment & \$108 for consumables for 1 CTAE teacher); Medical Interventions (\$3015 for equipment & \$5076 for consumables for 1 Bio teacher); Biomedical Innovation (\$25 for equipment & \$750 for consumables for 1 CTAE teacher); \$4000 for replacement funding	
		PBIS: Training material for staff (\$1000); Training materials for students (\$1000); Mail outs—postage, postcards, printing, etc. (\$2000); Curricular & Instructional supplies (\$1000); Supplies for family engagement (\$2000)	\$7,000
		Mobile computer lab (1 Math & 1 Sci): netbooks (\$650 x32) x 2 = \$41,600; 1 cart (\$1600 x 2)= \$3200	\$44,800
		Grant Employee supplies: binders, flash drives, toner, copy paper, pencils, pens, calculators, notepads, clipboards, post-it notes, staples, paperclips, etc.	\$12,000
		Tech Specialist computers & printers: wireless laptop @ \$1303; docking station @ \$94; keybd/mouse @ \$26; monitor stand @ \$75; monitor @ \$122; printer @ \$612; wireless presenters @ \$55	\$2,287
		Parent Resource Center: \$2000 for supplies, \$3000 for books/periodicals	\$5,000
		Technology: Document cameras \$52,200	\$52,200
			Object Total
			\$ 170,488
700	Property (Capitalized Equipment)	Student ID Systems (replacement & maintenance)	\$5,000
			Object Total
			\$ 5,000
800	Other Objects	Dues & Fees: New Princ Perf Mgt Trng	\$700
		Dues & Fees: SIG Conference	\$5,000
		Dues & Fees: Summer Leadership Academy (9 teachers)	\$15,750
			Object Total
			\$ 21,450
900	Other Uses		
			Object Total
			\$ -
School Total			\$ 1,909,027

Fiscal Year: July 1, 2013 through June 30, 2014 (Year 3)

Object Class		YEAR 3 Item Description	Costs
100	Personal Services (Salaries)	Incentives – 30 Classified Employees	\$17,250
		117 Certified Employees	\$232,830
		Instructional Coaches (4)	\$232,000
		STEM Coordinator	\$58,000
		SIG Specialist	\$91,000
		Half-time STEM Community Liaison	\$33,000
		Family Engagement Specialist	\$44,000
		Technology Specialist	\$47,000
		Stipends – Professional Development (5 days before school)	\$128,700
		Stipends – PLTW (4 teachers; 10 days in summer)	\$8,800
		Stipends – Weekly Professional Development (2 hours after-school ; 18 weeks; 117 employees)	\$143,208
		Stipends – Summer Leadership Academy (6 employees)	\$5,020
		Subs – STEM & PBL visits (2 CTAE, 2 Math, 2 Sci for 4 days)	\$1,512
		Half-time Classified Clerical Assistant	\$16,400
		Principals Reward	\$4,650
		\$ 1,063,370	
200	Benefits	Incentives – 30 Classified Employees	\$3,750
		117 Certified Employees	\$88,920
		Instructional Coaches (4)	\$88,000
		Principals Reward	\$350
		STEM Coordinator	\$22,000
		SIG Specialist	\$34,000
		Half-time STEM Community Liaison	\$7,000
		Family Engagement Specialist	\$16,000

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		Technology Specialist	\$18,000	Object Total
		Stipends – Professional Development (5 days before school)	\$46,800	
		Stipends – PLTW (4 teachers; 10 days in summer)	\$3,200	
		Stipends – Weekly Professional Development (2 hours after-school ; 18 weeks; 117 employees)	\$12,636	
		Subs – STEM & PBL visits (2 CTAE, 2 Math, 2 Sci for 4 days)	\$120	
		Half-time Classified Clerical Assistant	\$3,600	
		Stipends – Summer Leadership Academy (6 employees	\$380	
300	Purchased Professional & Technical Services	SREB Advisement (ongoing for 117 teachers)	\$12,650	Object Total
		SREB Project-based Learning (ongoing for non-core teachers)	\$12,650	
		SREB Project Lead the Way/STEM (ongoing for 2 CTAE, 2 Math, 2 Sci teachers)	\$12,650	
		SREB Tech training (ongoing for 117 teachers)	\$16,500	
		UWG Math training (ongoing for 14 math teachers)	\$7,500	
		UWG PBL, STEM & TI Calculator Trng (ongoing for 11 Science & 14 Math teachers)	\$20,000	
		Dues & Fees: PLTW (ongoing for 2 CTAE, 2 Math, 2 Sci teachers)	\$8,800	
		PBIS (ongoing for 117 teachers and ALL students)	\$10,000	
		60 Additional Read 180 Seat License (total of 120)	\$70,000	
		External Evaluator	\$34,646	
		GYSTC GPS vertical alignment	\$5,250	
		Registration Fees: 14 Math & 11Sci teachers (\$20,315)	\$20,315	
				\$ 230,961
500	Other Purchased Services	Travel for 4 STEM PBL school visits (2 CTAE, 2 Sci, 2 Math)	\$1,000	Object Total
		Travel for Active Literacy Trng (4 coaches & STEM Coord, Ins. Tech Specialist)	\$2,520	
		Travel for Coach Training (4 coaches, STEM Coord & SIG Spec)	\$2,520	
		Travel for PLTW (2 Engineering & 2 Biomedical)	\$4,900	
		Summer Leadership Academy	\$15,750	
		Travel for SIG Conf (2 days for 4 coaches, 2 admin, SIG Spec, STEM Coord)	\$2,500	
		Travel for Summer Leadership Academy (9 people for 4 days)	\$300	
				\$ 29,490
		600	Supplies	UWG: Sci & Math equipment; lesson & unit needs (11 sci & 14 math teachers)
PLTW : Equipment & consumable supplies for courses: Intro to Engineering (\$1230 for 1 CTAE teacher; \$3400 for software lease); Digital Electronics (\$2400 for 1 CTAE teacher; \$700 software lease); Principles of Biomedicine (\$4025 for 1 Bio teacher; \$645 software lease); Human Body System (\$4500 for 1 CTAE teacher; \$645 software lease); Principals of Engineering (\$693 for consumables for 1 CTAE teacher); Civil Engineering (\$324 for consumables for 1 CTAE teacher); Medical Interventions (\$7,614 for consumables for 1 Bio teacher); Biomedical Innovation (\$750 for consumables for 1 CTAE teacher); Engineering Design & Development (\$496 for equipment & \$5000 for consumables for 1 CTAE teacher); \$4000 for replacement funding	\$36,422			
PBIS: Training material for staff (\$1000); Training materials for students (\$1000); Mail outs—postage, postcards, printing, etc. (\$2000); Curricular & Instructional supplies (\$1000); Supplies for family engagement (\$2000)	\$7,000			
Mobile computer lab (1 Math & 1 Sci): netbooks (\$650 x32) x 2 = \$41,600; 1 cart (\$1600 x 2)= \$3200	\$44,800			
Grant Employee supplies: binders, flash drives, toner, copy paper, pencils, pens, calculators, notepads, clipboards, post-it notes, staples, paperclips, etc.	\$12,000			
Parent Resource Center: \$2000 for supplies, \$3000 for books/periodicals	\$5,000			
				\$ 115,222
700	Property (Capitalized Equipment)	Student ID Systems (replacement & maintenance)	\$5,000	Object Total
				\$ 5,000
800	Objects	Dues & Fees: New Princ Perf Mgt Trng	\$700	Object Total
		Dues & Fees: SIG Conference	\$5,000	
				\$ 5,700
900	Other Uses			Object Total
				\$ -
School Total				\$ 1,794,499

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Attachment 4a - Budget Template

LEA Douglas County Schools BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Year 1 – Full Implementation			
Lithia Springs High School		\$1,993,882	\$1,909,027	\$1,794, 499	\$5,697,408
School Name					
School Name					
LEA-level Activities					
Total Budget					

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LSHS Bell Schedule

Monday, Wednesday, Friday

Class Period	Time
1 st Period	8:25-9:15
2 nd Period	9:20-10:05
3 rd period	10:10-10:55
4 th Period	11:00-11:45
5 th Period	11:50-1:05
1 st Lunch	11:45-12:05
2 nd Lunch	12:05-12:25
3 rd Lunch	12:25-12:45
4 th Lunch	12:45-1:05
6 th Period	1:10-2:00
7 th Period	2:05-2:50
8 th Period	2:55-3:40

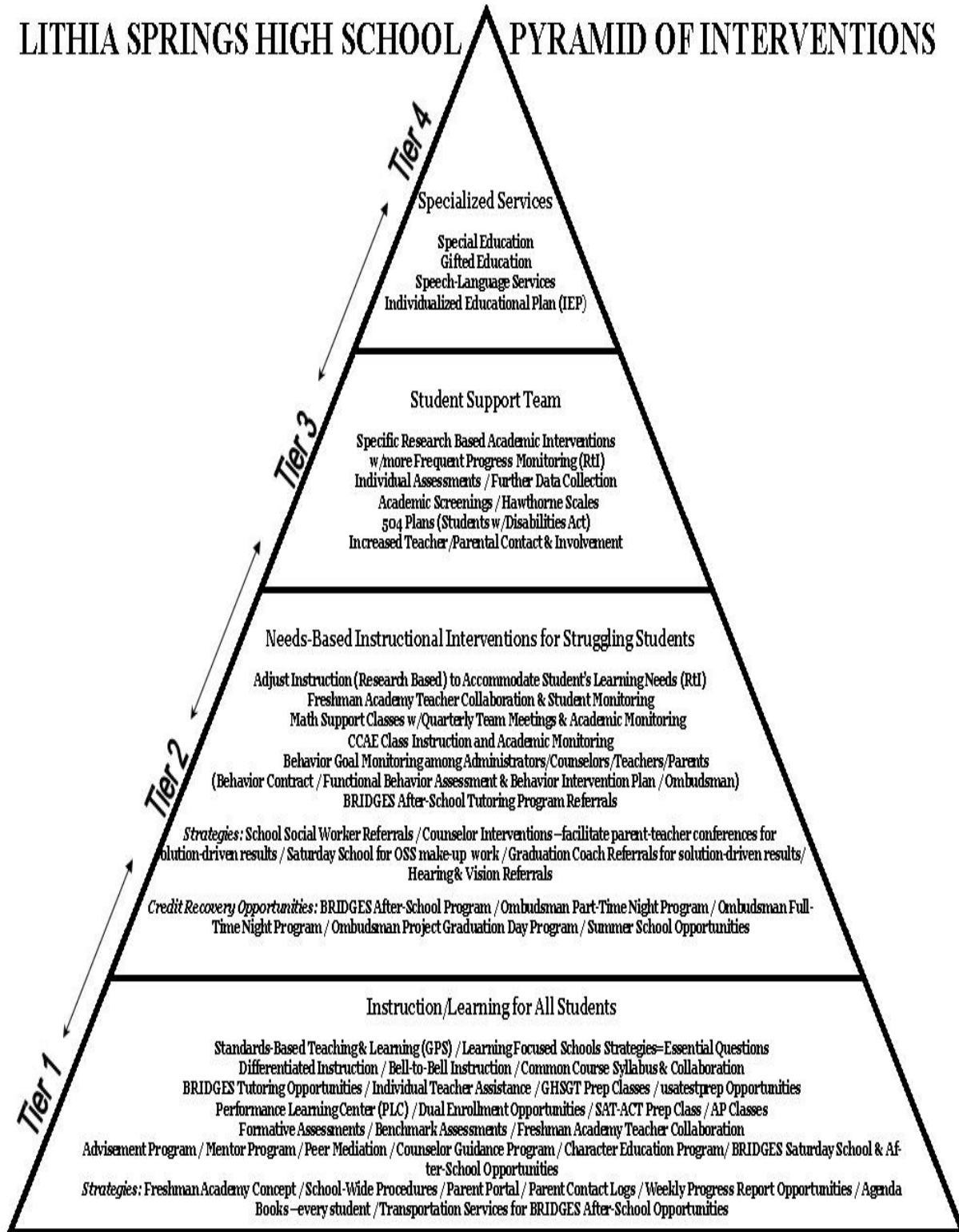
Tuesday and Thursday

Block Days

Tuesday Class Periods	Times	Thursday Class Periods	Times
1 st Period	8:25-9:55	2 nd Period	8:25-9:55
3 rd Period	10:00-11:30	4 th Period	10:00-11:30
5 th Period	11:35-1:15	6 th Period	11:35-1:15
1 st Lunch	11:35-11:58	1 st Lunch	11:35-11:58
2 nd Lunch	11:58-12:21	2 nd Lunch	11:58-12:21
3 rd Lunch	12:21-12:44	3 rd Lunch	12:21-12:44
4 th Lunch	12:44-1:07	4 th Lunch	12:44-1:07
Advisement	1:12-2:00	Adv./Tutoring/Accel.	1:12-2:00
7 th Period	2:05-3:40	8 th Period	2:05-3:40

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LITHIA SPRINGS HIGH SCHOOL PYRAMID OF INTERVENTIONS





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**Douglas County School System
Job Description and Evaluation Instrument**

Job Title: SIG High School Instructional Coach- Science (200 days)	Reports to: SIG School Improvement Specialist/Principal
Department: Instruction	Site: Lithia Springs High School
FLSA Status: Exempt	Revision Date: 4/2011
Retirement System: TRS	

Primary Function:	To provide support in implementing the overall school improvement plan and increasing student achievement through grant based initiatives.
Qualifications:	<u>Educational Requirements:</u> Bachelor's degree in Secondary Science and a minimum of five years of successful teaching experience. <u>Certification/License Required:</u> T -4 or higher with a concentration in Science required, LFS trainer certification preferred
Physical Requirements:	Routine physical activities that are required to fulfill job responsibilities
Proficient Skills:	Knowledge of secondary science GPS curriculum

Essential Duties	
1.	Demonstrates prompt and regular attendance
2.	Establishes and facilitates collaborative learning communities
3.	Provides assistance to teachers in differentiating instruction to meet the individual needs of all learners
4.	Monitors teaching practices by regularly visiting classrooms and providing written and oral feedback to teachers
5.	Collaborates with teachers to assist with planning and implementing lessons based on GPS, project-based learning/STEM, and collaboration
6.	Models best teaching practices and strategies in science based on the latest research and data
7.	Assists with implementing learning-focused standards based classrooms
8.	Provides ongoing professional development based on the needs of the students and science teachers through data analysis and teachers' identified areas of need
9.	Collaborates with science teachers to identify students needing additional support
10.	Implements and develops science teachers' understanding of an effective assessment system based on balanced assessment, analysis of student work, effective feedback, and altered instruction through job-embedded professional learning
11.	Facilitates continuous assessment by assisting science teachers in the development of classroom-based strategies to improve teacher pedagogy and student learning
12.	Collaborates with science teachers to design both formative and summative assessments to determine the impact of the school improvement initiative, including its professional learning component on increasing student achievement
13.	Performs walkthroughs and observations to provide support to science teachers through data collection

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14. Provides classroom follow-up with individual teachers between team meetings and following professional development activities based on teacher need, e.g. modeling, co-teaching, etc.
15. Designs ongoing site based professional development where teachers support each other's professional growth, focus on school's goals and needs, and move the school improvement plan forward
16. Assists teachers as necessary, in the implementation of PBIS and with other classroom management needs in order to maximize instructional time, improve student engagement, and increase student learning
17. Establishes a relationship with the middle school content area faculty to develop a plan to support student transition from middle school to high school
18. Acts as a Learning Focused Schools resource (e.g. provides training, modeling, and examples of LFS units)
19. Maintains a weekly schedule/log of activities
20. Maintains all SIG documentation as it relates to science and submits documentation each month to the SIG School Improvement Specialist
21. Performs other duties as assigned by supervisor

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**Douglas County School System
Job Description and Evaluation Instrument**

Job Title: SIG High School Instructional Coach- English language arts (200 days)	Reports to: SIG School Improvement Specialist/Principal
Department: Instruction	Site: Lithia Springs High School
FLSA Status: Exempt	Revision Date: 4/2011
Retirement System: TRS	

Primary Function:	To provide support in implementing the overall school improvement plan and increasing student achievement through grant based initiatives.
Qualifications:	<u>Educational Requirements:</u> Bachelor's degree in Secondary English Language Arts and a minimum of five years of successful teaching experience. <u>Certification/License Required:</u> T -4 or higher with a concentration in English Language Arts required, LFS trainer certification preferred
Physical Requirements:	Routine physical activities that are required to fulfill job responsibilities
Proficient Skills:	Knowledge of secondary English Language Arts GPS curriculum

Essential Duties
1. Demonstrates prompt and regular attendance
2. Establishes and facilitates collaborative learning communities
3. Provides assistance to teachers in differentiating instruction to meet the individual needs of all learners
4. Monitors teaching practices by regularly visiting classrooms and providing written and oral feedback to teachers
5. Collaborates with teachers to assist with planning and implementing lessons based on GPS, project-based learning/STEM, and collaboration
6. Models best teaching practices and strategies in English language arts based on the latest research and data
7. Assists with implementing learning-focused standards based classrooms
8. Provides ongoing professional development based on the needs of the students and English language arts teachers through data analysis and teachers' identified areas of need
9. Collaborates with English language arts teachers to identify students needing additional support
10. Implements and develops English language arts teachers' understanding of an effective assessment system based on balanced assessment, analysis of student work, effective feedback, and altered instruction through job-embedded professional learning
11. Facilitates continuous assessment by assisting English language arts teachers in the development of classroom-based strategies to improve teacher pedagogy and student learning

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12. Collaborates with English language arts teachers to design both formative and summative assessments to determine the impact of the school improvement initiative, including its professional learning component on increasing student achievement
13. Performs walkthroughs and observations to provide support to English language arts teachers through data collection
14. Provides classroom follow-up with individual teachers between team meetings and following professional development activities based on teacher need, e.g. modeling, co-teaching, etc.
15. Designs ongoing site based professional development where teachers support each other's professional growth, focus on school's goals and needs, and move the school improvement plan forward
16. Assists teachers as necessary, in the implementation of PBIS and with other classroom management needs in order to maximize instructional time, improve student engagement, and increase student learning
17. Establishes a relationship with the middle school content area faculty to develop a plan to support student transition from middle school to high school
18. Acts as a Learning Focused Schools resource (e.g. provides training, modeling, and examples of LFS units)
19. Maintains a weekly schedule/log of activities
20. Maintains all SIG documentation as it relates to English language arts and submits documentation each month to the SIG School Improvement Specialist
21. Performs other duties as assigned by supervisor



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**Douglas County School System
Job Description and Evaluation Instrument**

Job Title: SIG High School Instructional Coach- Math (200 days)	Reports to: SIG School Improvement Specialist/Principal
Department: Instruction	Site: Lithia Springs High School
FLSA Status: Exempt	Revision Date: 4/2011
Retirement System: TRS	

Primary Function:	To provide support in implementing the overall school improvement plan and increasing student achievement through grant based initiatives.
Qualifications:	<p><u>Educational Requirements:</u> Bachelor's degree in Secondary Mathematics and a minimum of five years of successful teaching experience.</p> <p><u>Certification/License Required:</u> T -4 or higher with a concentration in Mathematics required, LFS trainer certification preferred</p>
Physical Requirements:	Routine physical activities that are required to fulfill job responsibilities
Proficient Skills:	Knowledge of secondary mathematics GPS curriculum

Essential Duties
1. Demonstrates prompt and regular attendance
2. Establishes and facilitates collaborative learning communities
3. Provides assistance to teachers in differentiating instruction to meet the individual needs of all learners
4. Monitors teaching practices by regularly visiting classrooms and providing written and oral feedback to teachers
5. Collaborates with teachers to assist with planning and implementing lessons based on GPS, project-based learning/STEM, and collaboration
6. Models best teaching practices and strategies in mathematics based on the latest research and data
7. Assists with implementing learning-focused standards based classrooms
8. Provides ongoing professional development based on the needs of the students and math teachers through data analysis and teachers' identified areas of need
9. Collaborates with math teachers to identify students needing additional support
10. Implements and develops math teachers' understanding of an effective assessment system based on balanced assessment, analysis of student work, effective feedback, and altered instruction through job-embedded professional learning
11. Facilitates continuous assessment by helping math teachers to develop classroom-based strategies to improve teacher pedagogy and student learning

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12. Collaborates with math teachers to design both formative and summative assessments to determine the impact of the school improvement initiative, including its professional learning component on increasing student achievement
13. Performs walkthroughs and observations to provide support to math teachers through data collection
14. Provides classroom follow-up with individual teachers between team meetings and following professional development activities based on teacher need, e.g. modeling, co-teaching, etc.
15. Designs ongoing site based professional development where teachers support each other's professional growth, focus on school's goals and needs, and move the school improvement plan forward
16. Assists teachers as necessary, in the implementation of PBIS and with other classroom management needs in order to maximize instructional time, improve student engagement, and increase student learning
17. Establishes a relationship with the middle school content area faculty to develop a plan to support student transition from middle school to high school
18. Acts as a Learning Focused Schools resource (e.g. provides training, modeling, and examples of LFS units)
19. Maintains a weekly schedule/log of activities
20. Maintains all SIG documentation as it relates to mathematics and submits documentation each month to the SIG School Improvement Specialist
21. Performs other duties as assigned by supervisor

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Douglas County School System
Job Description and Evaluation Instrument

Job Title: SIG School Improvement Specialist (240 days)	Reports to: Associate Superintendent for Student Achievement and Leadership
Department: Instruction	Site: Lithia Springs High School
FLSA Status: Exempt	Revision Date: 4/2011
Retirement System: TRS	

Primary Function:	To support and guide the school level leadership in implementing an effective school improvement plan and increasing student achievement through grant based initiatives.
Qualifications:	<p><u>Educational Requirements:</u> Master's Degree or higher prior to start date with a major in educational administration</p> <p><u>Certification/License Required:</u> L-5 in Educational Leadership with a commitment to earn L-6 in six years; three years of successful leadership experience</p>
Physical Requirements:	Routine physical activities that are required to fulfill job responsibilities
Proficient Skills:	Leadership and knowledge of high school instructional programs; ability to communicate effectively with others orally and in writing; ability to budget time and effort; demonstrates positive attitude toward self-evaluation and self-improvement, and experience in working with adult learners

Essential Duties
1. Demonstrates prompt and regular attendance
2. Guides the school leadership in implementing the school improvement plan
3. Supervises and evaluate the site based academic coaches and STEM coordinator
4. Guides the school leaders and leadership team in developing key structures and processes that support the continuous school improvement and the school improvement plan
5. Guides school level leadership in developing short term action plans and achievable goals
6. Develops and maintain school improvement grant budget
7. Provides ongoing professional development based on the needs of the school through data analysis and teacher's identified areas of need
8. Works with staff to identify students needing additional support
9. Attends all school improvement based meetings at the both the state and federal level
10. Performs walkthroughs and observations to provide support to school level staff through data collection
11. Coordinates family and community engagement activities

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12. Is accessible to the school level leadership, teachers, students, and community
13. Participates in GAPSS analysis as necessary
14. Establishes a relationship with the middle school leadership to aid in the transition of students from middle school to high school
15. Guiding school leaders in sustaining the school improvement process through all strands of the School Keys
16. Receives all SIG documentation as it relates to grant each month and prepares a status report.
17. Monitors PB/STEM implementation
18. Monitors PBIS follow-through
19. Ensures communication is shared with stakeholders regarding grant and school progress
20. Maintains a monthly schedule/log of activities
21. Performs other duties as assigned by supervisor

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Douglas County School System
Job Description and Evaluation Instrument

Job Title: SIG STEM Coordinator (210 days)	Reports to: SIG School Improvement Specialist/Principal
Department: Instruction	Site: Lithia Springs High School
FLSA Status: Exempt	Revision Date: 4/2011
Retirement System: TRS	

Primary Function:	To provide support in implementing the STEM program and overall school improvement plan while increasing student achievement through grant based initiatives.
Qualifications:	<p><u>Educational Requirements:</u> Bachelor's degree in a Secondary Engineering or Healthcare Science CTAE field, Mathematics, or Science and a minimum of five years of successful teaching experience.</p> <p><u>Certification/License Required:</u> T -4 or higher with a concentration in a Engineering or Healthcare Science CTAE area, Mathematics, or Science required, LFS trainer certification preferred</p>
Physical Requirements:	Routine physical activities that are required to fulfill job responsibilities
Proficient Skills:	Knowledge of secondary math, science, or CTAE Engineering or Healthcare Science GPS curriculum and STEM programs

Essential Duties
1. Demonstrates prompt and regular attendance
2. Establishes and facilitates effective learning communities
3. Works with appropriate individuals and groups to analyze instructional programs and resources and to assure that curriculum is designed for optimum teacher use and student learning
4. Meets regularly with school STEM personnel/committees to evaluate curriculum infusion and curriculum delivery
5. Models project-based learning/STEM practices and strategies based on the latest research and data
6. Organizes and directs the overall STEM program and its three year implementation
7. Provides ongoing professional development within the STEM program based on the needs of the school through data analysis and teacher's identified areas of need
8. Works with staff to identify students needing additional support
9. Works with the Establishes partnerships with business, industry, and post secondary partners
10. Performs walkthroughs and observations to provide support to teachers through data collection

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11. Provides classroom follow-up with individual teachers between team meetings and following professional development activities based on teacher need, e.g. modeling, co-teaching, etc.
12. Coordinates ongoing professional development within the project-based learning/STEM program
13. Supports the infusion of STEM concepts into the content area curriculum
14. Establishes a relationship with the middle school connections faculty to develop a plan to support student transition from middle school to high school
15. Acts as a Learning Focused Schools resource (e.g. provides training, modeling, and examples of LFS units)
16. Coordinates the school level science and engineering fair
17. Collects appropriate data as assigned to determine needed adjustments in the STEM program
18. Maintains a weekly schedule/log of activities
19. Maintains all SIG documentation as it relates to STEM and Project-based Learning and submits documentation each month to the SIG School Improvement Specialist
20. Collaborates with STEM school/community liaison to ensure that liaison is aware of progress, timelines, and needs so that business have up to date information.
21. Performs other duties as assigned by supervisor



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Job Descriptions and Evaluation Instrument

Job Title: SIG Grant Clerk (Part-Time)	Reports to: SIG School Improvement Specialist
Department: Instruction	Site: LSHS
FLSA Status: Exempt	Revision Date: April 14, 2011
Retirement System: TRS	

Primary Function:	To prepare and maintain appropriate records and documents for the SIG grant
Qualifications:	1) Educational Level: Bachelor's Degree in Accounting or Business 2) Minimum of two years experience in accounting, secretarial and general office work preferably within a Georgia school system.
Physical Requirements:	Routine physical activities that are required to fulfill job responsibilities
Proficient Skills:	<ul style="list-style-type: none"> • Computer and bookkeeping/record keeping skills including • Proficiency in word processing, spreadsheets and database applications, particularly Microsoft Office products (Excel, Word, Access) • Thorough knowledge of theory and principles of accounting • Accurate financial data entry • General knowledge of all office equipment • Excellent written and oral communication and organizational skills • Maintain confidentiality • Ability to perform job under pressure

Essential Duties
1. Demonstrates prompt and regular attendance.
2. Maintains all files for SIG grant.
3. Enters and maintains all purchasing for SIG grant.
4. Monitors SIG grant and prepares reports to assist School Improvement Specialist , System Grant Accountant and external evaluator
5. Coordinates purchase order processing for grants. Works with grant coordinators and A/P supervisor to close SIG grant at fiscal year end.
6. Maintains SIG inventory.
7. Maintains SIG professional learning calendar.
8. Reviews and prepares timesheets paid from grant.
9. Assist the School Improvement Specialist with review and set up of annual budget for SIG grant.
10. Processes budget amendments for School Improvement Specialist.
11. Assists with Sub process as needed for SIG professional learning.
12. Performs other such duties as assigned by School Improvement Specialist.



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**Douglas County School System
Job Description and Evaluation Instrument**

Job Title: SIG STEM Community Liaison	Reports to: SIG Specialist/Principal
Department: - Student Achievement & Leadership	Site: Lithia Springs High School
FLSA Status: Exempt	
Retirement System: TRS	

Primary Function:	The STEM Community Liaison will help to ensure that all students are college and career ready by engaging students in rigorous and relevant science, technology, and engineering and mathematics education.
Qualifications:	At least 5 years administrative experience in business or education
Physical Requirements:	Routine physical activities that are required to fulfill job responsibilities
Proficient Skills:	Ability to communicate effectively with others orally and in writing; ability to budget time and effort; demonstrates positive attitude toward self-evaluation and self-improvement

Essential Duties	
1.	Demonstrates regular attendance and is punctual
2.	Assists in building and supporting a professional learning communities
3.	Assists in supervising, directing, and improving the instructional STEM program
4.	Adheres to and enforces federal, state, county, and school policies and procedures as stated by published guidelines and current administrative interpretations
5.	Assists the total SIG school program in accordance with school system philosophy, school board requirements, accrediting agency standards and state school statutes
6.	Guards the health and safety of the students in all school situations
7.	Maintains a good working relationship with school and system-level personnel
8.	Works and collaborates with students, teachers, and parents in a friendly, firm, fair and consistent manner
9.	Establishes and maintains good public relations with the business community and post-secondary leaders.
10.	Provides leadership in the process of STEM program planning, development and implementation.
11.	Formulates and administers a comprehensive responsive community program of education to support the school's STEM initiative and business community.
12.	Maintains close working relationship with community and state agencies and area businesses, industries, labor organizations in order to provide training consistent with needs for the STEM program.
13.	Works with the principal to establish a STEM advisory committee.
14.	Strengthens the STEM advisory committee by fostering relationship between advisory members, business, the school, and students.
15.	Interprets the STEM program to the public and builds support from community for the STEM

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program through parent meetings, Lunch-n-Learn, Open Houses for the community, etc.
16. Continuously appraises and evaluates the total STEM program to achieve the established goals of providing the opportunity for student to prepare for gainful employment or post secondary education
17. Maintains current knowledge of all pertinent federal and state rules and regulations affecting the Lithia Springs High School and the SIG grant.
18. Advises and assists in obtaining state and federal funds for the STEM education programs
19. Formulates and executes a plan to fundraise and obtain in-kind donations for the STEM program.
20. Works cooperatively with staffs who supervise the SIG post-secondary programs and professional learning related programs housed at the STEM.
21. Works cooperatively with system staff to see additional program funding such as private grants, donations, and other special funding is administered when obtained
22. Integrates Skills for Success Program for students to include speakers, field trips and job shadowing opportunities in the community.
23. Facilitates recommendations for long-term adjustment, changes, addition, and deletions in the STEM program to the school and advisory committee
24. Maintains membership in and participates in the affairs of professional societies devoted to the advancement of STEM education
25. Performs other responsibilities as may be assigned by the Principal or designee

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**Family Engagement Specialist
Goals:**

- To ensure effective involvement of parents
- To support a partnership among the schools, parents, and the community to improve student academic achievement
- To build parents' capacity for becoming involved in improving their child's academic achievement
- To encourage parents to be actively involved in their child's education at school and are full partners in their child's education
- To ensure parents have sufficient information to make well-informed decisions for their children

Duties and Responsibilities:

- Engage parents and the community in regular, two-way, and meaningful communication involving student academic learning and other school activities
- Model and explain ways in which parents can be responsible for supporting their children's learning
- Explain the importance of communication between teachers and parents on an ongoing basis
- Explain general concepts regarding student academic assessments, proficiency levels and progress reports or refer parent to appropriate staff member for individual information
- Provide a general explanation of the annual school review and adequate yearly progress. Explain actions/reasons to address school improvement and parent options, if applicable
- Establish and maintain a Family Resource Center with an effective marketing and public relations strategy for the Family Resource Center.
- Provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Ensure that the school responds to any suggestions as soon as practicably possible
- Encourage parent attendance at all appropriate school events. Prepare, track and maintain attendance and participation records.
- Provide training for parents, staff and the community to build capacity for strong parent involvement and increase student academic achievement. Meeting days and times must be flexible to accommodate parent schedules.
- Provide materials and training to help parents work with their children to improve their children's achievement including family literacy training, parenting skills, using technology to foster parental involvement and enhancing the involvement of other parents
- Educate staff, with the assistance of parents, on how to work with parents as equal partners, the value and utility of the contributions of parents, how to implement and coordinate parent programs, build ties between parents and the school and how to reach out to, communicate with, and work with parents

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- Provide a general explanation of how to read individual student reports and refer them to appropriate staff for their child's level of achievement on the State's assessments in reading/language arts, and math
- Provide a general overview of the State's academic content standards, State student academic achievement standards, State and local academic assessments, parental involvement requirements and how to monitor their child's progress and work with educators to improve the achievement of their child. Refer the parent to appropriate websites and staff members
- Create avenues for parents to play an integral role in assisting their child's learning and be actively involved in their child's education at school.
- Plan, evaluate and improve parent involvement programs jointly with stakeholders to undertake the shared responsibility for improved student academic achievement
- Use scientifically-based research to plan and implement programs, activities, and procedures with meaningful consultation of parents
- Develop opportunities for parents and the community to assist in school improvement and improve teaching and learning
- Employ strategies to increase parental involvement
- Conduct, with the involvement of parents, an annual evaluation of the effectiveness of parental involvement programs in improving the academic quality of the school, including identifying barriers to greater participation by parents in parental involvement activities and use the findings of the evaluation to design strategies for more effective parental involvement
- Conducts written and oral surveys of parent needs, as required
- Track parent involvement effectiveness through qualitative and quantitative data collection and participate in data analysis review.
- Develop appropriate roles for community-based organizations, including faith-based organizations, and businesses in parental involvement activities. These organizations should form partnerships with the school, the parents, and the community to improve student academic achievement
- Conduct outreach to parents of limited English proficient students and provide materials in an understandable format
- Ensure parents with disabilities have the same access to information, training and conferences
- Set-up monthly documentation meetings with principal to review documentation
- Gather documentation on reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities
- Maintains flexible hours to accommodate Family Resource Center activities and parent meetings
- Demonstrates regular and prompt attendance
- Performs other duties as assigned

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Technology Support Specialist

The major duties and responsibilities of this position includes facilitating and monitoring the use of technology, providing consultation, support, and/or training for information technology based systems, and implementing a comprehensive plan for school-wide technology integration. The position also requires gathering data to evaluate a system's performance, identifying user needs, and determining system and network requirements.

Duties and Responsibilities of the Technology Support Specialist:

- Installing any new hardware purchased through the SI Grant or by any other funding sources.
- Assists with PBL program by providing technology assistance to students during project development and presentation
- Providing small group, hands-on, technology hardware instruction to LSHS teachers.
- Providing small group, hands-on, technology software/Web instruction to LSHS teachers.
- Maintaining all technology hardware and equipment inventory located at LSHS.
- Assisting teachers in the classroom during instruction with the integration of technology tools with content curricula.
- Maintaining the LSHS Web Site.
- Establishing Technology Lead Teachers (building capacity for the future) among the LSHS faculty.
- Troubleshooting problems reported by users and by automated network monitoring systems and making
- Recommendations for future system upgrades

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5-3-11 Budget Planning Document LSHS SIG Year 1

Activity #:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Activity Name:	Rewards & Incentives	Ruby Payne (4 days before pre-planning)	School Visits	Active Literacy Training	SREB Advisement (1 day before pre-planning)	SREB PBL	SREB PLTW/STEM	Princ Perf Mgt Trng	SREB Tech Trng	Coaches, SIG Spec, STEM Coord, Fam Coord	Half-time Classified Clerical Asst	Parent Resource Center	STEM Institute	MRESA Math Trng	UWG Gail & Dr. P	Coach Trainings	PLTW	Weekly Teacher PD	Diff Trng	PBIS	External Evaluator	Summ. Leadership Academy	Tech	SIG Fall Conf	Grand Total
Supplies 5610										\$7,000		\$2,000			\$10,000		\$50,610			\$7,000					\$76,610
Salaries										\$562,200	\$18,200														\$580,400
Subs 5513			\$756											\$5,292					\$25,200						\$31,248
Benefits; FICA/ Med	\$23,150	\$9,400	\$60		\$2,100					\$62,800	\$1,300		\$1,200	\$1,620			\$800	\$10,844	\$2,000			\$400			\$115,674
Dues & Fees 5810								\$700							\$20,315		\$8,800					\$15,750		\$5,000	\$50,565
Travel 5580			\$300	\$2,100									\$9,600			\$2,100	\$4,900					\$300			\$19,300
Books & Period 5642		\$6,000			\$800							\$3,000			\$7,673				\$2,000						\$19,473
Non-Emp Consult 5300		\$3,000			\$27,500	\$27,500	\$27,500		\$16,500					\$22,500	\$20,000				\$15,200	\$10,000	\$46,069				\$215,769
Stipends 5116		\$131,000			\$35,100								\$16,800	\$16,800			\$11,200	\$145,000				\$5,020			\$360,920
Certified Staff	\$300,000																								\$300,000
Class Staff	\$19,600																								\$19,600
Tech Supplies										\$14,173		\$5,000			\$22,550					\$15,000			\$142,600		\$199,323
Total	\$342,750	\$149,400	\$1,116	\$2,100	\$65,500	\$27,500	\$27,500	\$700	\$16,500	\$646,173	\$19,500	\$10,000	\$27,600	\$46,212	\$80,538	\$2,100	\$76,310	\$155,844	\$44,400	\$32,000	\$46,069	\$21,470	\$142,600	\$5,000	\$1,988,882

\$1,988,882

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Professional Development Year 1

Timeline	Name of PD	Delivery Mode	Description	Person(s)/Group Facilitating	Staff Members Involved	Budget	Evaluation
Summer 2011 (3 days)	Summer Leadership Academy	Off Site Training	GADOE Leadership training at Calloway Gardens	GaDOE	9 Staff Members (Principal, SIG Specialist, Area Director, 6 teachers)	\$15,750 Fees \$5400 Stipends \$300 Travel	Successful Implementation of Transformational Model
July 6-15, 2011	GaDOE STEM Institute	Summer Training	10-day immersion experience in STEM. The purpose of the Institute is to have teachers use the Institute's experiences to develop classroom instruction that integrates fundamental knowledge and real applications. This professional learning activity will give teams an opportunity to work together and begin their plans toward implement STEM based instruction in their classrooms.	GaDOE	STEM Coord 4 PLTW Teachers (CTAE) Science Teacher Math Teacher	\$9,600 travel \$18,000 in stipends	Classroom Observations, Informal and formal walkthroughs and lesson plans

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July 26-29, 2011	<i>Understanding Poverty</i> by Ruby Payne	Summer Training	<p>Designed to help teachers connect with their students Teachers learn:</p> <ul style="list-style-type: none"> • Impact of economic class differences on communication, interactions, and expectations • Symptoms of generational poverty and how they differ from situational poverty • Poverty-related behaviors and mindsets that affect learning • Identification of the resources and strengths of any student • Tips, tools, and intervention strategies proven to increase your effectiveness • "Hidden rules" or social cues that differ greatly between the classes 	Dr. Sandra Williams	All Staff including administration	\$3000 Consultant \$6000 Books \$140,400 Stipends	Classroom Observations
4 days in Summer 6 days during the year	MRESA Math Lesson Study	Summer Training/Job embedded planning periods	<p>Training on Lesson Study. A lesson study cycle involves: 1) setting a focus and developing the "research lesson" 2) one teacher teaching the "research lesson" while other members observe, noting student responses and student learning; 3) debriefing the lesson – what went well, what could be improved, what was the evidence of student learning; and 4) revising the lesson to be taught in another classroom.</p>	MRESA & UWG	14 Math Teachers 1 Math Coach	<p>\$22,500:</p> <p>\$750 per day for 3 consultants:</p> <ol style="list-style-type: none"> 1. lesson study trainer and facilitator 2. math content (GPS Algebra) 3. math content (GPS Geometry). <p>\$18,000 Stipends \$5712 Substitutes</p>	Classroom Observations, Informal and formal walkthroughs and lesson plans

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July 2011 (1 day prior to preplanning) 20 additional days (job embedded)	SREB Guidance/Advisement	Summer Training/After School Professional Development Hours	An SREB advisement coach will provide job-embedded and pull-out training for teachers to learn and implement Habits of Success lessons in their advisement periods; additionally, the SREB advisement coach will monitor the implementation of Habits of Success through classroom observations, teacher conferences, and surveys of both teachers and students. The coach will also work with teachers in developing other advisement lessons for students that will link to the initiative of project based learning and STEM.	SREB Coach	All Staff, Instructional Coaches, STEM Coordinator	\$35,900 Stipend \$27, 500 Consultant \$800 Books	Classroom Observations
August 2011	PBIS	Preplanning	Professional development is needed for staff and students to support the achievement of a successful implementation of PBIS at LSHS. Beginning each school year, faculty will be trained on the PBIS program at LSHS. As the program progresses, faculty will be equipped with the tools to create a positive, learning environment for the school, as well as how to work with families in the community	Sharon Howell and Ellen Morrow	All Staff including admsination, SIG specialist, and STEM Coordinator	\$32000 Consultants and Supplies \$15000 ID System	Classroom Observations, Informal and formal walkthroughs, teacher meetings, and discipline data

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2 days in Fall 2011 2 days in Spring 2012	GADOE Instructional Coach Training	Off Site Training	Instructional Coaches will be trained as LFS trainers and these individuals will complete the LFS Coaching training to strengthen monitoring and accountability in using the LFS Framework for standards based classrooms. This training will be provided through the school district. Additionally, the instructional coaches will attend the state coach's training as well as other trainings provided by the state. Trainings they receive from the state will be redelivered to staff, as appropriate.	GADOE	Instructional Coaches and STEM Coordinator	\$2100 travel expenses	Performance Reviews throughout the year
Fall 2011	SIG Fall Conference	Off Site Training	Focuses on topics that will support implementation and monitoring of the SIG. Participants will learn expectations for studying and implementing CLASS Keys.	GaDOE	2 Admins SIG Specialist STEM Coord 4 Coaches	\$5000 Fees System Pays Travel	Successful Implementation of Transformational Model
Ongoing (20 Days)	SREB PBL	Planning Period/Full Day Training	Job-embedded and pull-out training for teachers to learn and implement an instructional program for PBL with Embedded Academics in all areas except math and science. Training will be provided for teachers to design and assign challenging, authentic real-world projects and tasks that require academic knowledge and skills to complete.	SREB PBL coach UWG professors	A PBL Focus Team: teachers, counselors, STEM coordinator, math coach, science coach, and at least one administrator. All staff excluding Math, Science & STEM	\$27,500 Consultant	Monitor the implementation of PBL through classroom observations, teacher conferences, and surveys of both teachers and students.

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Ongoing (20 Days)	SREB support for PLTW & STEM	Planning period/ Afterschool professional development hours	Continuous training to counselors and school leaders on 1) how to help students consider participating in the Project Lead The Way program at their school; 2) how to implement strategies for integrating academic content — reading, mathematics and science — into the curriculum; and 3) how to provide teachers with easy-to-follow steps for creating coordinated projects with academic teachers. They will plan and implement integrated projects that blend academic and technical concepts. Coach will support teachers in their development of the program and pedagogy.	SREB PLTW coach	PLTW Teachers STEM Coord Science Coach Math Coach English, math & science teachers	\$27,500	Classroom Observations, Informal and formal walkthroughs and lesson plans
Ongoing	CLASS Keys	Planning Period/Afterschool professional development hours	The faculty will complete their study and training on CLASS Keys in May 2011. The CLASS Keys evaluation tool will be implemented in the fall of 2011. Teachers will be supported throughout the implementation through the Instructional Coaches, Professional Development Department, at the system professional learning project through the NSDC.	LSHS Administrators	All Staff	No cost	Classroom Observations, Informal and formal walkthroughs and teacher meetings

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Ongoing	UWG Training for Secodary Science in in Science/Math PBL	Planning periods/Afterschool professional development hours	Science and mathematics teachers will be trained, throughout a three year period, in the development, evaluation, and on-going revision of an integrated problem based learning (PBL) approach directed toward improved student achievement in science and mathematics. This training will be job-embedded (50 contact hr minimum) and will take place during planning times (30 hrs). The UWG facilitator will monitor implementation during instructional periods (20 hrs).	Gail Marshall (UWG)	14 Math Teachers 11 Science Teachers 1 Math Coach 1 Science Coach	\$20,000: \$7,673 books \$20,315 dues/fees 32,550 equip/consum	Classroom Observations, Informal and formal walkthroughs and lesson plans
5 days and 2 days follow up	LFS Train the Trainer	Off Site Training	Teachers will learn how to be effective LFS trainers.	LFS Trainer	Coaches not already trained	Local Initiative Local Funds	Performance Reviews throughout the year
Ongoing	Co-Teacher Training	Planning periods/Afterschool professional development hours	Teachers will receive consistent support and training in regards to research supported co teaching models.	DCSS Special Education Coaches	All Co Teaching Teams	Local/IDEA Funding	Classroom Observations, Informal and formal walkthroughs and lesson plans
Ongoing	LFS Unlocking the Secrets (3 after school sessions + embedded during PLCs)	Planning periods/Afterschool professional development hours	Acquisition Lesson Assesment Prompts Extending the Lesson	LSHS Teachers Coaches	All Staff	Local Initiative Local Funds	Classroom Observations, Informal and formal walkthroughs and lesson plans

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Ongoing	Active Literacy-- Reading & Writing Across the Curriculum	Planning periods/Afterschool professional development hours	<p>Training through the GADOE in active literacy and technical writing. Collaborative sessions with teachers and implementation monitored through lesson plans and walk-throughs and evaluated through test results during the 3 years of the grant.</p> <p>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 school-wide 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:</p> <ul style="list-style-type: none"> • Learn, retain, and use vocabulary • Take better notes in class • Edit and revise their writing • Speak and listen more effectively • Technical writing 	DOE trains coaches, STEM Coord & SIG Specialist Team redelivers	Trainers: 4 Coaches, STEM Coord & SIG Specialist All Staff	\$2100 travel	Classroom Observations, Informal and formal walkthroughs
Ongoing and 2 hrs after school every other week (18 weeks)	Collaborative Planning; School- wide STEM Collaboration	Afterschool professional development hours	<p>Common planning time used to analyze student work, build units, build common formative assessments, differentiated instruction, and job embedded professional learning based on walk-through data. Teachers will be guided through the collaborative process of project-based instruction design and through their specific content planning. Data collection and student work will also be evaluated during teacher collaboration.</p>	Coaches STEM Coord SIG Specialist SREB/PBL Coord UWG GYSTC	All Staff	\$155,844 stipends	Classroom Observations, Informal and formal walkthroughs and lesson plans, detailed minutes

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Ongoing (10 days)	Differentiation	Planning Period/Full Day Training	10 days of support is planned initially for school year 2011-12 through Metro RESA. Four of the ten days of training are designed to provide educators with an understanding and practical application of instructional strategies that will meet the needs of the varied readiness levels of learners that challenge instruction in a classroom.	Metro RESA	All Staff, Administrators, STEM Coordinator	\$27,200 Substitutes	Classroom Observations, Informal and formal walkthroughs and lesson plans
Ongoing (10 days)	SREB Instructional Technology Training	Planning Period/Afterschool professional development hours	An SREB technology trainer will be on-site to provide training to school leaders and staff in all aspects of using technology as an instructional tool in all content areas. Training will begin with the training of school leaders and instructional coaches, and then continue with ongoing teacher training.	SREB	All Staff, STEM Coordinator	\$16, 500 Training Cost	Classroom Observations, Informal and formal walkthroughs and lesson plans
Ongoing	21st Century Technology Training	Planning periods	Professional learning will be provided on 21st Century Classroom technology and the effective use of instructional technology. This technology will include the use of Promethean Boards, Thinkgate, AIMSweb Universal Screener, grade books, graphing calculators and supported probes, and student instructional software. t.	Vendor Specific/District Technology Staff	All Staff and STEM Coordinator	Local Initiative Local Funds	Classroom Observations, Informal and formal walkthroughs and lesson plans

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Ongoing	Begning Principal Academy 8 sessions (once per month)	Off Site Training	The principal will attend this academy. The purpose of the academy to build the capacity of beginning school leaders to increase student achievement. Beginning principals will participate in reflective and collaborative professional development related to effective school-level leadership directly linked to the school administrators' main role of facilitating high quality teaching and learning. The academy is year-long workshop with eight monthly sessions (September through April).	Georgia State University	Principal	District Funding	Successful Implementation of Transformational Model
Ongoing	New Principal Performance Management Training	Off Site Training		GADOE	Principal	\$700 Fee	Successful Implementation of Transformational Model
Ongoing	STEM/PBL School Visits (2 visits)	Off Site Training	Six teachers (2 math, 2 science, 2 CTAE) , the Math & Science coaches, STEM Coordinatr, and SIG Specialist will visit 2 STEM & PBL. The purpose of the visits is to observe how math and science are integrated into other disciplines using a problem-based learning approach.	School Improvement Specialist	2 Math, 2 Science, 2 CTAE Teachers, Math Coach, Science Coach, STEM Coordinator, SIG Specialist	\$816 Substitutes \$300 Travel	Successful Implementation of Transformational Model
June 2012	PLTW Training	Off Site Training	Three-phase professional development program designed to teach the content and pedagogical skills needed to instruct each PLTW course. It's focused on proper preparation, in-depth training and continuing education.	PLTW instructors	4 PLTW Teachers	\$12,000 stipends \$8,800 training \$4,900 travel \$50,610 equip & consum	Classroom Observations, Informal and formal walkthroughs and lesson plans

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Professional Development Year 2

Timeline	Name of PD	Delivery Mode	Description	Person(s)/Group Facilitating	Staff Members Involved	Budget	Evaluation
Summer 2012 (3 days)	Summer Leadership Academy	Off Site	GADOE Leadership training at Calloway Gardens	GaDOE	9 staff members (Principal, SIG Specialist, Area Director, 6 teachers)	\$15,750 Fees \$5400 Stipends \$300 Travel	Successful implementaion of the transformational model
Summer 2012 (5 days)	Graphing Calculator Training	Summer Training	A 5 day graphing calculator training will occur during the summer of 2012. This training will teach those involved how to operate both calculator and probes to further enhance their instruction.	Outside Consultant	14 Math Teachers 11 Science Teachers 1 Math Coach 1 Science Coach	\$4000 Consultant \$40,500 Stipends	Classroom Observations, Informal and formal walkthroughs and lesson plans
July 2012	GADOE STEM Integration Workshop	Summer Training	Introduction 3 day workshop for the LSHS staff. The staff will participate in the 3 day workshop led by the GADOE so that they have a clear understanding of how STEM and project-based learning works and how collaboration across and with the department functions. It is very important that the staff have a clear vision of where they are going so that they understand the design of their work and can communicate the plan to students, parents, and the community. Teachers will work in collaborative teams for two days following the training.	GADOE	All Staff, Instructional Coaches, STEM Coordinator	\$175,500 Stipends	Classroom Observations, Informal and formal walkthroughs

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Ongoing	MRESA Math Lesson Study	Planning Period/Afterschool Professional Development hours	Training on Lesson Study. A lesson study cycle involves: 1) setting a focus and developing the "research lesson" 2) one teacher teaching the "research lesson" while other members observe, noting student responses and student learning; 3) debriefing the lesson – what went well, what could be improved, what was the evidence of student learning; and 4) revising the lesson to be taught in another classroom.	MRESA & UWG	14 Math Teachers 1 Math Coach	\$22,500 Consultants	Classroom Observations, Informal and formal walkthroughs and lesson plans
Ongoing 12 days (job embedded)	SREB Guidance/Advisement	Planning Period/Afterschool Professional Development hours	An SREB advisement coach will provide job-embedded and pull-out training for teachers to learn and implement Habits of Success lessons in their advisement periods; additionally, the SREB advisement coach will monitor the implementation of Habits of Success through classroom observations, teacher conferences, and surveys of both teachers and students. The coach will also work with teachers in developing other advisement lessons for students that will link to the initiative of project based learning and STEM.	SREB Coach	All Staff, Instructional Coaches, STEM Coordinator	\$16,500 Consultant	Classroom Observations

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August 2012 (Preplanning)	PBIS	Preplanning	Professional development is needed for staff and students to support the achievement of a successful implementation of PBIS at LSHS. Beginning each school year, faculty will be trained on the PBIS program at LSHS. As the program progresses, faculty will be equipped with the tools to create a positive, learning environment for the school, as well as how to work with families in the community	Sharon Howell and Ellen Morrow	All Staff including adminstration, SIG specialist, and STEM Coordinator	\$22000 Consultants and Supplies \$5000 ID System	Classroom Observations, Informal and formal walkthroughs and discipline data
2 days in Fall 2012 2 days in Spring 2013	GADOE Instructional Coach Training	Off Site Training	Instructional Coaches will be trained as LFS trainers and these individuals will complete the LFS Coaching training to strengthen monitoring and accountability in using the LFS Framework for standards based classrooms. This training will be provided through the school district. Additionally, the instructional coaches will attend the state coach's training as well as other trainings provided by the state. Trainings they receive from the state will be redelivered to staff, as appropriate.	GADOE	Instructional Coaches and, Instructional Technology Coach, STEM Coordinator	\$2520 travel expenses	Performance reviews throughout the year
Fall 2012	SIG Fall Conference	Off Site Training	Focuses on topics that will support implementation and monitoring of the SIG. Participants will learn expectations for studying and implementing CLASS Keys.	GaDOE	2 Admins SIG Specialist STEM Coord 4 Coaches	\$5000 Fees \$2500 Travel	Successful implementaion of the transformational model
Ongoing	Co-Teacher Training	Planning periods/Afterschool professional development hours	Teachers will receive consistent support and training in regards to research supported co teaching models.	DCSS Special Education Coaches	All Co Teaching Teams	Local/IDEA Funding	Classroom Observations, Informal and formal walkthroughs and lesson plans

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Ongoing (12 days)	GYSTC	Planning Period/Afterschool Professional Development hours	Beginning Fall 2012, West GYSTC, a non-profit organization headquartered at UWG, will support the STEM focused program of study for Lithia Springs High School. There are three primary areas in which the GYSTC will support	Steve Rich GYSTC	Science and ELA Teachers, Science Coach, ELA Coach, STEM Coordinator	\$5250 Consultant	Classroom Observations, Informal and formal walkthroughs and lesson plans
Ongoing (12 Days)	SREB PBL	Planning Period	Job-embedded and pull-out training for teachers to learn and implement an instructional program for PBL with Embedded Academics in all areas except math and science. Training will be provided for teachers to design and assign challenging, authentic real-world projects and tasks that require academic knowledge and skills to complete.	SREB PBL coach UWG professors	A PBL Focus Team: teachers, counselors, STEM coordinator, math coach, science coach, and at least one administrator. All staff excluding Math, Science & STEM	\$16,500 Consultants	Monitor the implementation of PBL through classroom observations, teacher conferences, and surveys of both teachers and students.
Ongoing (12 Days)	SREB support for PLTW & STEM	Planning Period/Afterschool Professional Development hours	Continuous training to counselors and school leaders on 1) how to help students consider participating in the Project Lead The Way program at their school; 2) how to implement strategies for integrating academic content — reading, mathematics and science — into the curriculum; and 3) how to provide teachers with easy-to-follow steps for creating coordinated projects with academic teachers. They will plan and implement integrated projects that blend academic and technical concepts. Coach will support teachers in their development of the program and pedagogy.	SREB PLTW coach	PLTW Teachers STEM Coord Science Coach Math Coach English, math & science teachers	\$16, 500 Consultants	Classroom Observations, Informal and formal walkthroughs and lesson plans

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Ongoing	CLASS Keys	Planning Period/Afterschool Professional Development hours	The faculty will complete their study and training on CLASS Keys in May 2011. The CLASS Keys evaluation tool will be implemented in the fall of 2011. Teachers will be supported throughout the implementation through the Instructional Coaches, Professional Development Department, at the system professional learning project through the NSDC.	LSHS Administrators	All Staff	No cost	Classroom Observations, Informal and formal walkthroughs and teacher meetings
Ongoing	UWG Training for Secodary Science in in Science/Math PBL (job embedded)	Planning Period/Afterschool Professional Development hours	Science and mathematics teachers will be trained, throughout a three year period, in the development, evaluation, and on-going revision of an integrated problem based learning (PBL) approach directed toward improved student achievement in science and mathematics. This training will be job-embedded (50 contact hr minimum) and will take place during planning times (30 hrs). The UWG facilitator will monitor implementation during instructional periods (20 hrs).	Gail Marshall (UWG)	14 Math Teachers 11 Science Teachers 1 Math Coach 1 Science Coach	\$20,000 Consultant \$20,315 dues/fees \$10,000 consumables	Classroom Observations, Informal and formal walkthroughs and lesson plans
5 days training and 2 days follow up	LFS Train the Trainer	Off Site Training	Teachers will learn how to be effective LFS trainers	LFS Trainer	Coaches not already trained	Local Funding	Performance reviews throughout the year

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Ongoing	Active Literacy-- Reading & Writing Across the Curriculum (job embedded redelivery)	Planning period/afterschool Professional Development hours	<p>Training through the GADOE in active literacy and technical writing. Collaborative sessions with teachers and implementation monitored through lesson plans and walk-throughs and evaluated through test results during the 3 years of the grant.</p> <p>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 school-wide 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:</p> <ul style="list-style-type: none"> • Learn, retain, and use vocabulary • Take better notes in class • Edit and revise their writing • Speak and listen more effectively • Technical writing 	DOE trains coaches, STEM Coord & SIG Specialist Team redelivers	<p>Trainers: 4 Coaches, STEM Coord & SIG Specialist, Instructional Technology Specialist</p> <p>All Staff</p>	\$2520 travel	Classroom Observations, Informal and formal walkthroughs
Ongoing and 2 hrs after school every other week (18 weeks)	Collaborative Planning; School- wide STEM Collaboration	Staff Development Hours	<p>Common planning time used to analyze student work, build units, build common formative assessments, differentiated instruction, and job embedded professional learning based on walk-through data. Teachers will be guided through the collaborative process of project-based instruction design and through their specific content planning.</p> <p>Data collection and student work will also be evaluated during teacher collaboration.</p>	Coaches STEM Coord SIG Specialist SREB/PBL Coord UWG GYSTC	All Staff	\$155,844 stipends	Classroom Observations, Informal and formal walkthroughs and lesson plans, detailed minutes

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Ongoing job embedded	Differentiation	Planning periods	10 days of support is planned initially for school year 2011-12 through Metro RESA. Four of the ten days of training are designed to provide educators with an understanding and practical application of instructional strategies that will meet the needs of the varied readiness levels of learners that challenge instruction in a classroom.	Instructional Coaches	New Staff	No Cost	Classroom Observations, Informal and formal walkthroughs and lesson plans
Ongoing (10 days)	SREB Instructional Technology Training	Planning Period/Afterschool Professional Development hours	An SREB technology trainer will be on-site to provide training to school leaders and staff in all aspects of using technology as an instructional tool in all content areas. Training will begin with the training of school leaders and instructional coaches, and then continue with ongoing teacher training.	SREB	All Staff, STEM Coordinator, Technology Specialist	\$16, 500 Training Cost	Classroom Observations, Informal and formal walkthroughs and lesson plans
Ongoing	21st Century Technology Training	Planning Period/Afterschool Professional Development hours	Professional learning will be provided on 21st Century Classroom technology and the effective use of instructional technology. This technology will include the use of Promethean Boards, Thinkgate, AIMSweb Universal Screener, grade books, graphing calculators and supported probes, and student instructional software. t.	Vendor Specific/District Technology Staff	All Staff and STEM Coordinator	Local Initiative Local Funds	Classroom Observations, Informal and formal walkthroughs and lesson plans

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Ongoing	Begning Principal Academy 8 sessions (once per month)	Off Site Training	The principal will attend this academy. The purpose of the academy to build the capacity of beginning school leaders to increase student achievement. Beginning principals will participate in reflective and collaborative professional development related to effective school-level leadership directly linked to the school administrators' main role of facilitating high quality teaching and learning. The academy is year-long workshop with eight monthly sessions (September through April).	Georgia State University	Principal	District Funding	Successful implementaion of the transformational model
Ongoing	New Principal Performance Management Training	Off Site Training		GADOE	Principal	\$700 Fee	Successful implementaion of the transformational model
Ongoing	STEM/PBL School Visits (4 visits)	Off Site Training	Six teachers (2 math, 2 science, 2 CTAE) , the Math & Science coaches, STEM Coordinatr, and SIG Specialist will visit 2 STEM & PBL. The purpose of the visits is to observe how math and science are integrated into other disciplines using a problem-based learning approach.	School Improvement Specialist	2 Math, 2 Science, 2 CTAE Teachers, Math Coach, Science Coach, STEM Coordinator, SIG Specialist	\$1632 Substitutes \$500 Travel	Successful implementaion of the transformational model
June 2013	PLTW Training	Off Site Training	Three-phase professional development program designed to teach the content and pedagogical skills needed to instruct each PLTW course. It's focused on proper preparation, in-depth training and continuing education.	PLTW Instructors	4 PLTW Teachers	\$12,000 stipends \$8,800 training \$4,900 travel \$37,201 equip & consum	Classroom Observations, Informal and formal walkthroughs and lesson plans

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Professional Development Year 3

Timeline	Name of PD	Delivery Mode	Description	Person(s)/Group Facilitating	Staff Members Involved	Budget	Evaluation
Summer 2013 (3 days)	Summer Leadership Academy	Off Site Training	GADOE Leadership training at Callaway Gardens	GaDOE	9 staff members (Principal, SIG Specialist, Area Director, 6 teachers)	\$15,750 Fees \$5400 Stipends \$300 Travel	Successful Implementation of Transformational Model
July 2013	Professional Development Days	After School Professional Development Hours	5 Days of Professional Development (Continuing Professional Development)	TBD	All Staff, Instructional Coaches, STEM Coordinator, Administration	\$174,500 Stipends	Classroom Observations, Formal and Informal walkthroughs, lesson plans
Ongoing 9 days	SREB Guidance/Advisement	Planning Periods/After School Professional Development Hours	An SREB advisement coach will provide job-embedded and pull-out training for teachers to learn and implement Habits of Success lessons in their advisement periods; additionally, the SREB advisement coach will monitor the implementation of Habits of Success through classroom observations, teacher conferences, and surveys of both teachers and students. The coach will also work with teachers in developing other advisement lessons for students that will link to the initiative of project based learning and STEM.	SREB Coach	All Staff, Instructional Coaches, STEM Coordinator	\$12,650 Consultant	Classroom Observations

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August 2013	PBIS	Preplanning	Professional development is needed for staff and students to support the achievement of a successful implementation of PBIS at LSHS. Beginning each school year, faculty will be trained on the PBIS program at LSHS. As the program progresses, faculty will be equipped with the tools to create a positive, learning environment for the school, as well as how to work with families in the community	Sharon Howell and Ellen Morrow	All Staff including adminstration, SIG specialist, and STEM Coordinator	\$22000 Consultants and Supplies \$5000 ID System	Classroom Observations, Formal and Informal walkthroughs, teacher meetings, Discipline Data
2 days in Fall 2013 2 days in Spring 2014	GADOE Instructional Coach Training	Off site	Instructional Coaches will be trained as LFS trainers and these individuals will complete the LFS Coaching training to strengthen monitoring and accountability in using the LFS Framework for standards based classrooms. This training will be provided through the school district. Additionally, the instructional coaches will attend the state coach's training as well as other trainings provided by the state. Trainings they receive from the state will be redelivered to staff, as appropriate.	GADOE	Instructional Coaches and, Instructional Technology Coach, STEM Coordinator	\$2520 travel expenses	Performance reviews throughout the year
Fall 2013	SIG Fall Conference	Off Site Training	Focuses on topics that will support implementation and monitoring of the SIG. Participants will learn expectations for studying and implementing CLASS Keys.	GaDOE	2 Admins SIG Specialist STEM Coord 4 Coaches	\$5000 Fees \$2500 Travel	Successful Implementation of Transformational Model

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Ongoing (12 days)	GYSTC	Planning Periods/After School Professional Development Hours	Beginning Fall 2012, West GYSTC, a non-profit organization headquartered at UWG, will support the STEM focused program of study for Lithia Springs High School. There are three primary areas in which the GYSTC will support	Steve Rich GYSTC	Science and ELA Teachers, Science Coach, ELA Coach, STEM Coordinator	\$5250 Consultant	Classroom Observations, Formal and Informal walkthroughs, lesson plans
Ongoing (9 Days)	SREB PBL	Planning Periods/After School Professional Development Hours	Job-embedded and pull-out training for teachers to learn and implement an instructional program for PBL with Embedded Academics in all areas except math and science. Training will be provided for teachers to design and assign challenging, authentic real-world projects and tasks that require academic knowledge and skills to complete.	SREB PBL coach UWG professors	A PBL Focus Team: teachers, counselors, STEM coordinator, math coach, science coach, and at least one administrator. All staff excluding Math, Science & STEM	\$12,650 Consultants	Monitor the implementation of PBL through classroom observations, teacher conferences, and surveys of both teachers and students.
Ongoing (9 Days)	SREB support for PLTW & STEM	Planning Periods/After School Professional Development Hours	Continuous training to counselors and school leaders on 1) how to help students consider participating in the Project Lead The Way program at their school; 2) how to implement strategies for integrating academic content — reading, mathematics and science — into the curriculum; and 3) how to provide teachers with easy-to-follow steps for creating coordinated projects with academic teachers. They will plan and implement integrated projects that blend academic and technical concepts. Coach will support teachers in their development of the program and pedagogy.	SREB PLTW coach	PLTW Teachers STEM Coord Science Coach Math Coach English, math & science teachers	\$12,650 Consultants	Classroom Observations, Formal and Informal walkthroughs, lesson plans

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Ongoing	CLASS Keys	Planning Periods/After School Professional Development Hours	The faculty will complete their study and training on CLASS Keys in May 2011. The CLASS Keys evaluation tool will be implemented in the fall of 2011. Teachers will be supported throughout the implementation through the Instructional Coaches, Professional Development Department, at the system professional learning project through the NSDC.	LSHS Administrators	All Staff	No cost	Classroom Observations, Formal and Informal walkthroughs, teacher meetings
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5 days + 2 days follow up	LFS Train the Trainer	Off Site Training	Teachers will learn how to be effective LFS Trainers	LFS Trainer	Coaches not already trained	Local funds	Performance reviews throughout the year

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Ongoing and 2 hrs after school every other week (18 weeks)	Collaborative Planning; School- wide STEM Collaboration	After School Professional Development Hours	<p>Common planning time used to analyze student work, build units, build common formative assessments, differentiated instruction, and job embedded professional learning based on walk-through data. Teachers will be guided through the collaborative process of project-based instruction design and through their specific content planning.</p> <p>Data collection and student work will also be evaluated during teacher collaboration.</p>	Coaches STEM Coord SIG Specialist SREB/PBL Coord UWG GYSTC	All Staff	\$155,844 stipends	Classroom Observations, Formal and Informal walkthroughs, lesson plans, detailed minutes

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Ongoing job embedded	Differentiation	Planning Periods/After School Professional Development Hours	10 days of support is planned initially for school year 2011-12 through Metro RESA. Four of the ten days of training are designed to provide educators with an understanding and practical application of instructional strategies that will meet the needs of the varied readiness levels of learners that challenge instruction in a classroom.	Instructional Coaches	New Staff	No Cost	Classroom Observations, Formal and Informal walkthroughs, lesson plans
Ongoing	Co-Teacher Training	Planning periods/Afterschool professional development hours	Teachers will receive consistent support and training in regards to research supported co teaching models.	DCSS Special Education Coaches	All Co Teaching Teams	Local/IDEA Funding	Classroom Observations, Informal and formal walkthroughs and lesson plans
Ongoing (10 days)	SREB Instructional Technology Training	Planning Periods/After School Professional Development Hours	An SREB technology trainer will be on-site to provide training to school leaders and staff in all aspects of using technology as an instructional tool in all content areas. Training will begin with the training of school leaders and instructional coaches, and then continue with ongoing teacher training.	SREB	All Staff, STEM Coordinator, Technology Specialist	\$16, 500 Training Cost	Classroom Observations, Formal and Informal walkthroughs, lesson plans
Ongoing	21st Century Technology Training	Planning Periods/After School Professional Development Hours	Professional learning will be provided on 21st Century Classroom technology and the effective use of instructional technology. This technology will include the use of Promethean Boards, Thinkgate, AIMSweb Universal Screener, grade books, graphing calculators and supported probes, and student instructional software. t.	Vendor Specific/District Technology Staff	All Staff and STEM Coordinator	Local Initiative Local Funds	Classroom Observations, Formal and Informal walkthroughs, lesson plans

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Ongoing	Begning Principal Academy 8 sessions (once per month)	Off Site Training	The principal will attend this academy. The purpose of the academy to build the capacity of beginning school leaders to increase student achievement. Beginning principals will participate in reflective and collaborative professional development related to effective school-level leadership directly linked to the school administrators' main role of facilitating high quality teaching and learning. The academy is year-long workshop with eight monthly sessions (September through April).	Georgia State University	Principal	District Funding	Successful Implementation of Transformational Model
Ongoing	New Principal Performance Management Training	Off Site Training		GADOE	Principal	\$700 Fee	Successful Implementation of Transformational Model
Ongoing	STEM/PBL School Visits (4 visits)	Off Site Training	Six teachers (2 math, 2 science, 2 CTAE) , the Math & Science coaches, STEM Coordinatr, and SIG Specialist will visit 2 STEM & PBL. The purpose of the visits is to observe how math and science are integrated into other disciplines using a problem-based learning approach.	School Improvement Specialist	2 Math, 2 Science, 2 CTAE Teachers, Math Coach, Science Coach, STEM Coordinator, SIG Specialist	\$1632 Substitutes \$1000 Travel	Successful Implementation of Transformational Model
June 2014	PLTW Training	Off Site Training	Three-phase professional development program designed to teach the content and pedagogical skills needed to instruct each PLTW course. It's focused on proper preparation, in-depth training and continuing education.	PLTW	4 PLTW Teachers	\$12,000 stipends \$8,800 training \$4,900 travel \$36,422 equip & consum	Classroom Observations, Formal and Informal walkthroughs, lesson plans

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Attachment 5 - Checklist

Section A. SCHOOLS TO BE SERVED

The chart is complete:

- ✓ All Tier I, II, and III schools are identified.
- ✓ Intervention models are selected for each Tier I and Tier II school.
- ✓ If more than nine schools will be served, only 50 percent or less have selected the transformation model.
- ✓ An explanation for the Tier I schools that the LEA is not applying to serve has been provided.

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Section B. DESCRIPTIVE INFORMATION

1. Data Sources and Narrative

- ✓ All sections of the School Profile are complete (Attachment 1a: Elementary School Profile, Attachment 1b: Middle School Profile, Attachment 1c: High School Profile). Minimum requirement
- ✓ The narrative reflects the analysis of multiple sources of data to determine school needs. If the narrative reflects the analysis of additional sources of data, such as process, demographic and/or perception data, summary reports for the data must be attached to the application.
- ✓ A rationale for selection of intervention model is provided.

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2. Capacity

- ✓ Description identifies multiple resources (e.g., human, material, technical, etc.) and related support (e.g., commitment of school board to remove barriers, credentials of staff, recruitment process, area technical colleges and universities, job-embedded professional learning, etc.).
- ✓ Complete all parts of Section B. 2.
- ✓ Attachment 7a: Capacity Factor Chart, Attachment 7b: Restructuring Team Checklist, and Attachment 7c: Selecting Turnaround Leaders are tools that you may use to assist in determining the LEA's capacity to provide adequate resources and related support.
- ✓ To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for:
 - Demonstrating capacity to devote staff, facilities, funding, services, and other resources exclusively to the management contracting function.
 - Demonstrating flexibility in removing barriers for the contract schools.
 - Ensuring that the LEA's central office staff will support successful implementation of the contract.

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Attachment 5 – Checklist

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Attachment 5 - Checklist

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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 school wide 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 school wide collaborative planning, the training shows how curriculum mapping sustains literacy between grade levels and subjects. The training offers teaching strategies to help students in primary through high school do the following.

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

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

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APPENDIX A: SEA Allocations to LEAs and LEA Budgets

APPENDIX A

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

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

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

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Maximizing the Impact of Regular FY 2010 SIG Allocations

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

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

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

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

Continuation of \$2 Million Annual Per School Cap

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

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

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

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

LEA Budgets

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

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

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SEA Allocations to LEAs

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

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

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

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

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

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

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APPENDIX B: Persistently Lowest –Achieving Schools Guidance

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

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

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

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

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

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

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

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