School Improvement Grants Application

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

Fiscal Year 2010

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State Name:Georgia

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

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Part II: LEA Application 2011
Cover Page

LEA Name: **Greene County School System**	LEA Mailing Address: **101 E. Third Street Greensboro, GA 30642**

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Signature of Superintendent: X Barbara Pulliam Davis	Date: 4-14-2011

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.

LEA Name: **Greene 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**
Greene County High School	130249002386	X						X

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

LEA Name: **Greene County School System**

School Name: **Greene County High School**

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

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

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

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

As Secretary Duncan's comments underscore, the most alarming challenges plaguing urban school districts are shared by rural school districts across the country. (EPE Research Center. (2009, June 11). Diplomas Count2009: The Challenge of College Readiness for All Students. Bethesda, MD).

Greene County is a small rural district whose economy has suffered in recent years due to the relocation of two mills resulting in pervasive unemployment. With no new industries on the horizon, many residents are leaving to look for jobs to support their families. Of our population age 25 and older, only 18% hold a bachelor's degree, (State rate: 24%), and 30% do not even possess a high school diploma (State rate: 21%) (U.S. Census, 2000). Our state is recognized as having one of the lowest overall graduation rates (bottom 5) across the nation (Balfanz, et al., 2009) and in 2009, Greene County High School (GCHS) had a 7.2% dropout rate almost double the state average and in 2010 our performance index reflected a 7.56% loss of students meeting and exceeding standards as compared to the previous year. Greene County is a rural county, meaning our students spend from 2-3 hours on a bus every day. This limits our ability to increase the instructional day to increase achievement, but also presents us with an unusual opportunity to capture an additional 2-3 hours of learning time. Another key issue is the combination of low-income and rural placing our students in to the ever widening digital divide of limited technology access guaranteed to impact their future interests and potential jobs. This data analysis will clearly show how this School Improvement Grant opportunity has come at a critical time to help the vulnerable youth of Greene County. The formation of our SIG Planning Committee placed a spotlight on the urgency for comprehensive data collection from all stakeholders to collaborate and analyze the contributing root causes of our dropout crisis and failure to meet AYP. First, our committee conducted a survey to assess staff, student, and parent needs and perceptions. Second, we collected data on student achievement, graduation rates, attendance, instructional programs, discipline, student retention, teaching experience, and teacher retention. Finally, we drilled down and looked at all the data by subgroups and by grade levels to complete our data analysis.

In the 2008-09 and 2009-10 school year, GCHS did not meet Adequate Yearly Progress (AYP) goals. GCHS is in Needs Improvement status, classified as a Tier I school, and is also a targeted assistance Title I school. The following provides an overview of our analysis which led us to identifying needs and a model selection. Georgia also produces a disproportionate share of dropouts given its population (Balfanz, et al., 2009). Unfortunately, GCHS faired far worse when compared to state averages as seen in **Table 1** (GA Report Card, 2006-10).

Table 1. Georgia Dropout Rate Compared to Targeted High School

School Comparison	2006-07	2007-08	2008-09	2009-10
State of Georgia High Schools	4.10%	3.60%	3.80%	3.60%
Greene County High School	5.00%	5.00%	7.20%	4.50%

Disturbed by our dropout rate, we further defined the students dropping out by subgroup, highlighted in **Table 2** below (GA Report Card, 2007-10). In the last three years, 96 students have dropped out of GCHS with an average of 32 students dropping out annually. As we noted increasing dropout rates for all students, we were also alarmed by a variety of trends for all subgroups of students. Specifically, we are concerned by the numbers of dropouts by subgroups: ELL, closely followed by Hispanic, White, and Students with Disabilities.

Table 2. 2010 High Schools' Dropouts by Major Groups*

Subgroups	2007-08		2008-09		2009-10	
	Total #	% of subgroup	Total #	% of subgroup	Total #	% of subgroup
All Students	30	5.0%	41	7.20%	25	4.5%
White	9	7.3%	14	12.20%	10	9.0%
Black	20	4.6%	21	5.30%	11	2.7%
Hispanic	1	3.3%	5	18.50%	3	10.3%
Females	16	5.2%	16	5.70%	3	1.1%
Males	14	4.7%	25	8.60%	22	7.4%
Students with Disabilities	8	10.0%	13	19.40%	7	9.5%
Economically Disadvantaged	30	5.0%	41	7.20%	25	4.5%
Limited English Proficiency	0	0.0%	4	22.20%	3	16.7%

- Low Graduation Rates: At least one-third of all high school students in Georgia attend a low graduation-rate high school (Balfanz, et al., 2009). Again, the statistics for GCHS indicate an even more severe problem with a graduation rate that is lower than state averages as noted in **Table 3** (GA Report Card, 2007-10). Students with Disabilities, White, and Male subgroups are of particular concern.

Table 3. 2010 Graduation Rates of Greene County High School

Subgroups	2007-08	2008-09	2009-10
State of Georgia	72.0%	75.0%	79.0%
All Students	76.2%	72.9%	74.0%
White	64.0%	69.0%	60.0%
Black	79.5%	73.7%	79.8%
Females	80.6%	79.0%	80.0%
Males	71.0%	60.8%	70.0%
Students with Disabilities	7.0%	25.0%	31.0%
Economically Disadvantaged	76.2%	72.9%	74.0%

- Educational Experiences: Educational experiences, such as academic performance and educational engagement, are key factors that leave students at a greater risk of dropping out (Jerald, 2006). Research shows a significant cause of dropping out is academic failure or inadequate preparation for high school (Bridgeland, Dilulio, & Morison, 2006). Eighth grade performance at our targeted school indicates that rising ninth graders are not academically prepared and are at increased risk of being retained or dropping out. Unfortunately, as shown in **Table 4**, rising ninth graders are not meeting state standards (GA School Report Cards, 2009-10). The performance gap is more profound for students with disabilities (SWD), economically disadvantaged (ED), and black students in each subject area compared to white students.

Table 4. 2010 CRCT scores for Carson Middle School Eighth Grade Students Failing State Proficiency Standards

Subject	All	White	Black	SWD	ED
English/Language Arts	14%	10%	16%	53%	14%
Math	36%	32%	40%	82%	36%
Science	58%	37%	67%	82%	58%

Academic struggles for our students continue when they begin ninth grade. National studies show that ninth grade is failed by more students than any other high school grade, and students who are retained their freshman year represent a disproportionate number of students who end up being dropouts (Herlinhy, 2007). In the 2009-10 school year, nearly 57 of 9th grade students earned less than six credits; 32 were over age; and 39% of students repeated ninth grade. In 2007 we began with a cohort of 168 students, four years later only 101 students are on track to graduate this year. Georgia End of Course Tests (EOCT) measure achievement in required courses. **Table 5** shows large failure rates for all students as well as gaps in student performance between subgroups on specific EOCT (GA School Report Cards, 2009-10). A major concern is that 70% of all students fail the Math I EOCT. Our students have struggled with math for the past five years. This has left students without the necessary skills for math high school courses generating a regular cycle of failing, credit recovery, and retaking the EOCT. Nearly 114 of our ninth graders failed at least one core course in 2009-10. However, failure rates for grades 9-12 were highest for blacks (142 in math; 77 in English) and males (115 in math; 67 in English).

Table 5. 2010 High School Students Failing End-of-Course Tests

Subject	All	White	Black	SWD	ED
Literature/Composition (9th grade)	43%	21%	47%	37%	43%
American Literature/Composition	32%	24%	36%	27%	32%
Math I	70%	53%	72%	67%	70%
Biology	47%	23%	55%	45%	47%
United States History	70%	47%	77%	68%	70%

Another factor impacting our failure rates and academic performance is daily attendance. GCHS had 23% of their students absent 15 or more days the last school year (GA School Report Cards, 2009-10). Students who are absent the most include: Hispanic (44%); white (36%); and students with disabilities (28%).

- The attendance goal will be to decrease the number of students absent 15 or more days by 8% in 2011-2012, 5% in 2012-13, and 3% in 2013-14. There will be an intense focus on Hispanic, White, and SWD populations where the absentee rate was above 23%.
- The GCHS Student Council and identified student representatives will comprise a team that will evaluate on-going concerns, such as students' attendance. They will review the suggestions below and develop additional strategies to address attendance issues and other concerns.
    - Create a campaign with announcements and commercials to be broadcast on the morning newscast helping promote student attendance and value of a full school day.
    - Post the names quarterly of perfect attendees in a highly visible place.
    - Hold a drawing for special prizes donated by local businesses. Use perfect attendance as the eligibility requirement for the drawing.
    - Send commendation letters to students and parents for perfect attendance and improved attendance.
    - Seek financial incentives from business partners to be awarded to the classrooms with the best attendance record.
    - Develop an "Adoptee Program" in which volunteers make weekly informal contacts with high-risk students.
- Administrators will:
    - Refer students with frequent absences to a counselor to diagnose the problem and recommend solutions to alleviate the circumstances that are contributing to the truancy. If the absences persist they will be recommended to a School Attendance Review Team (SART), which will include teachers, administrators, counselors, and the graduation coach. The parent/guardian and the student will be required to attend the SART meeting.
    - Implement a Saturday study program for students with attendance issues.

Student subgroups are also struggling to meet state proficiency standards on the Georgia High School Graduation tests as shown in **Table 6** (GA School Report Cards, 2009-10).

Table 6. High School Students Failing State Proficiency Standards on GHSGT

Subject	All	White	Black	SWD	ED
English Language Arts	19%	7%	21%	15%	19%
Math	11%	7%	13%	9%	11%
Science	10%	7%	10%	7%	10%
Social Studies	23%	13%	24%	19%	23%

Growth Model Student Assessment: In October of 2010, we implemented Northwest Evaluation Association MAP testing to assess our students' growth compared to national norming. Testing revealed that only 42% of high school students were reading on grade level, 8% of our high school students were reading at a Pre-K-2nd grade level, and 27% of our high school students were reading at a 3rd-5th grade level. That's a total of 35% of our high school students who are reading below a 5th grade level.

Community and Social Characteristics: Families in Greene County face a multitude of obstacles that impede academic success. Some of these factors include students who are poor, become parents, and are from single parent families, among others. Social background is another key factor that positions students at a greater risk for dropping out (Jerald, 2006). For the past six years our school district has qualified for a waiver that gives us a 100% free and reduced status, allowing all students to eat breakfast and lunch free of charge. This is indicative of persistent, inter-generational poverty. Further evidence of inter-generational poverty in Greene County is evidenced by the risk indicator statistics presented in **Table 7** (Kids Count, 2007-09; US Census, 2000-08; Annie E. Casey Foundation, 2009).

Table 7: Risk Indicator Rates The effects of inter-generational poverty in Greene County are evidenced by the risk statistics presented in Table 7.

Indicator	Greene County	Georgia
Children Living in Poverty	39%	23%
Children Living with Single Parent	35%	26%
Juvenile Commitment, Ages 10-16 (rate per 1,000)	7	2
Substantiated Child Abuse/Neglect (rate per 1,000)	13.5	11
Teen Births, Ages 15-19 (rate per 1,000)	74	52
High School Graduation Rate (U.S. Census, 2010)	74%	81%

School Characteristics: Institutional factors also have an important impact in shaping whether students will earn a diploma (Jerald, 2006). With student risk factors being equal, high schools with smaller enrollments, better interpersonal relationships among students and adults, and rigorous curriculum exhibit lower dropout rates, especially for low-achieving, low-income students (Jerald, 2006). Our staff and student perception data reveals a complete disconnect in staff and student perceptions in their open ended responses (Attachment pages 20-53). The participation response was excellent with 80% of staff responding and 70 % of students responding. The number of students who could have given no response but chose to write in that they liked nothing about their school, is a wakeup call for staff at GCHS.

When all the data was compiled and analyzed by the SIG Planning committee it became clear that we needed to choose a model that would drastically change the types of programs we offered and how they were delivered. ***(See attachment 15)***

Unfortunately, our analysis revealed a variety of school-level limitations also. The student survey revealed a disturbing repetition of disengagement. ***(See attachment 16)***

c) Provide rationale for the intervention model selected.

The Transformation model best fits the needs of Greene County High School, because it allows the school to retain most of the staff, which have established relationships with a critical mass of our students, have had intensive professional development including training using Thinking Maps, and 25% of the staff began gifted or reading endorsements this year. Implementing any other model would be a severe loss of human and capital investment. We also have a newly appointed principal so we are looking to support this new leader. With this new leadership, targeted training, and the branding of a new High School delivery model, all stakeholders agreed and supported the transformation model. This was also presented at our April Board of Education meeting and was enthusiastically endorsed by all Board members. All stakeholders are eager to gain significant improvement in the school climate and student achievement results. We believe this grant opportunity and transformation model will assure our success.

Due to our low graduation rate, high drop-out rate, and low passing rates on EOCT, it is clear that our students do not see a connection between school, their interests, and their post-high school goals. In order to provide our students with programs of study based on their interests and aligned with a range of post-secondary options we knew an innovative approach was needed to transform our high school. We chose "schools within a school" model coupled with a 1:1 learning environment offered in the form of four learning academies. This model will create small learning communities, resulting in personalized learning environments that will aid in facilitating meaningful relationships between students and teachers and increase engagement. This will allow us to have teachers focus on a college-ready core or a career pathway curriculum.

SCHOOLS WITHIN A SCHOOL

The Ombudsman Academy

Greene County Schools had a 9-12 dropout rate of 4.5% in 2009-2010- that equates to 25 students per year. During the current 2010-2011 school year, 23 students are currently considered "dropouts" due to lack of attendance (nine students), expulsion (seven students), incarceration (one student), and GED/Adult Ed program enrollment (six students). In order to reduce this rate, alternative methods of instruction must be develop and implemented to keep students engaged and in school.

The Ombudsman Academy will be created to meet the needs of the non-traditional student. The program design allows for flexibility for at-risk students who work, have children, or who want an alternative to traditional instruction in order to meet the requirements for successful high school graduation. The Ombudsman Academy will offer flexible scheduling for small groups of students at an alternative campus. Students will be divided into groups of approximately 23 students each, and there will be two sessions each day. Each student will attend one session consisting of four hours of academic instruction. Academy hours of operation will be from 7:30 A.M.-4:30P.M., with each student's day lasting **4 1/2** hours. Like all students in the school system, the Ombudsman Academy students will meet state and local requirements for promotion and graduation. To promote achievement, Ombudsman instructors will differentiate instruction for students and provide multi-modal learning activities that include computer-assisted curriculum, group work, role-play, project-based learning, group discussion and team-building activities. Their spiraled curriculum will be aligned to Georgia Standards. The LEA will also provide NWEA testing to monitor growth. An Individual Learning Plan (ILP) will be developed for each student based on identified needs determined from entry assessments. Attainable goals will be set, and each student will work at his own pace to build skills and accelerate learning. Curriculum will be adapted to meet each student's skill level. With this diagnostic-prescriptive, personalized, self- paced approach, every child will begin at their instructional level (from remedial to advanced) and work to attain specific goals leading to completion of subjects/courses for promotion or graduation. Academy students will take all state and local assessments; and Ombudsman staff will provide targeted activities to prepare students for each experience, plus use assessment results to further define areas for remediation to be targeted in each student's program.

During the 2010-2011 school year, 64 students participated in and successfully completed at least one credit recovery class using a virtual learning environment. Greene County High School also has approximately 10 female students with infants or small children at home. We believe that our goal of serving 60 students successfully in the Ombudsman program would allow us to create an application process and to select students based on individual need, administrator/counselor recommendation, behavior records, student interview, and credits earned.

The Applied Arts & Sciences Academy

Every student will have an Individual Learning Plan that will feed into a Post-Secondary Transition Portfolio. This portfolio is an ongoing document that will be revised each semester to insure on-time graduation and a career path. Students will plan and prepare for the future as they work through various CTAE courses and activities at the Academy. Students will learn about different careers and workplaces, appropriate work attitude and behaviors, interviewing skills, job application processes, self-assessment related to future career options, education needed for specific careers, and career portfolio development. Career and graduation coaches will work with students to discuss, explore, and support college and career readiness, which includes college and career counseling, establishing internships, and developing employment skills. Academy students will document their various experiences and their development of skills necessary for workplace environments. Opportunities to job shadow, work alongside an expert mentor in a field of the student's interest, and other real-world experiences will increase the relevance of education for each student. Along with a high school diploma, Academy graduates will have the opportunity to earn a state and nationally recognized Career Readiness Certificate that documents their entry level skills for different occupations.

The Entrepreneurial Academy

In addition to traditional high school courses, students will spend 65 hours with classroom curriculum provided by the Network For Teaching Entrepreneurship. This program has worked with nearly 350,000 young people from low-income communities across the U.S. and around the world. In schools with low-income communities where at least 50% of the students are eligible for free or reduced price lunch, they target young people who are at risk of dropping out of school, and help them graduate with their own personal plans for success.

- A semester with a NFTE-certified teacher who guides students through one of our curriculums: *Entrepreneurship: Owning Your Future* or *Exploring Careers for the 21st Century*. Lessons include the concepts of competitive advantage, ownership, opportunity recognition, marketing, finance, and product development - and all tie back to core math and literacy skills. Each student comes up with an idea for a business and works throughout the course to prepare a business plan which they present and defend to a panel of judges.

- **Fieldtrips, Games & Experiential Activities** - NFTE brings learning to life through fun and experiential games including:
    - *The Buying and Selling Event*: NFTE gives students funds to buy products on a fieldtrip to a wholesale district or warehouse club, which they then re-price and sell for a profit, helping them learn the principles of supply, demand, marketing and selling.
    - *Games*: NFTE prides itself on making learning fun! Activities such as the

Innovation Game - where students take items such as paper plates, pipe cleaners and construction paper, devise an invention and present it to the class - teaches students how to identify consumer needs, communicate their ideas and practice the art of sales and persuasion.
    - *Community Walks*: Students look at businesses in the community and speak with owners to learn how to identify opportunities and competitive advantage.

- **Volunteers** - Giving students the opportunity to hear from and interact with real-world entrepreneurs and business leaders is essential to the NFTE experience. Classes regularly have guest speakers, pair students with coaches to work on their business plans, and then the business plan competitions are judged by local entrepreneurs and business people.

- **Competition** – Every student will complete a business plan, then go on to present and defend it in a classroom competition. The winners of these competitions go on to compete in district or regional competitions, with the hopes of reaching NFTE's annual national competition.

The International Baccalaureate Academy

IB programs encourage students and teachers to think globally, so when we looked at multiple paths for our students to prepare them for careers, IB fulfilled that need. The International Baccalaureate is recognized by universities in 140 countries as preparing students for success at the college/university level and providing students with a diverse worldwide curriculum experience. Life in the 21st century is an interconnected, globalized world, requiring critical-thinking skills, and the International Baccalaureate Diploma Program delivers a curriculum to address it.

- For the past three years our middle school has been implementing IB and we are awaiting our official authorization status. We have a trained IB coordinator at the middle school who will transition to a district coordinator.
- 2011-12
    - For the IB Academy, one new 9th grade staff will be hired to join three current staff for Phase I of IB training. They will complete Phase I training in June, the first year of IB training will be funded by the Gateway to Educational Achievement and Reengagement (GEAR) Grant.
- 2012-13
    - 9th grade IB teachers will complete Category II of IB training.
    - Teachers in 10th, 11th, and 12th grade will be identified to complete Category I of IB training.
- 2013-14
    - 10th, 11th, and 12th grade IB teachers will complete Category II of IB training.

1:1 LEARNING ENVIRONMENT

The second clear data point that was evident as a result of the student surveys was **a lack of student engagement**. As mentioned in the district description, the digital divide is pushing our children further away from reaching their potential. We feel that with both engagement and lack of home internet access such prevalent concerns, the integration of a 1:1 technology initiative in conjunction with the ~~"a~~cademies" would help to keep our 21st century learners focused and engaged. In the current world society students have access to technology daily in their lives. They live in a world that is connected globally and in which learning takes place both inside and outside of the four walls of the school building. Internet access has increased drastically since the 1990's allowing access to technology through the Internet with mobile and handheld devices as well as other new technologies continuously becoming available. Many of our rural students are without any Internet access in the home. Without access to the same technology as their peers, all our students will not be exposed to the ever expanding and changing careers and information that digital connections can afford them. We believe that our educational system must meet the changing needs of students by providing learning that is available ~~"o~~n demand" and life-long (Bransford, et.al, 2006). Our students must be able to power up in and out of school if we are to transform their education. Our staff survey results (*Attachment 15*) indicate that 90% of our teachers strongly agree that the use of computers and varied technologies increase student achievement. Implementing a 1:1 environment initiative where our students would have access 24/7 to the most current and scholarly information using mobile devices would also allow us to capture the crucial 2-3 hour window our students spend on the bus each day. With an iPad, the classroom is always accessible to students. Currently, thousands of educational applications are available in all content areas (as show in attachment # 25). The iPad helps to differentiate instruction as students are able to take notes, record lectures or lessons, or even capture videos of instruction in order to retain and review what was learned. Teachers can create lessons, track and monitor progress, and stay organized.

The impetus of the 1:1 iPad implementation will be to develop learning experiences for our students that allow for flexibility in instruction through the use of interesting and inspirational content affording our students with a variety of learning styles and modalities. A 1:1 initiative will provide anywhere, anytime learning that is firmly aligned with the state standards of Common Core Gerogia Performance Standards (CCGPS) and GPS. All of the academies previously discussed would benefit from the integration of a 1:1 environment. Our high school, with the exception of vocational and credit recovery labs, has less than two computers per instructional classroom. The school has no mobile handheld, portable computer carts, or 1:1 devices. Students in our elementary schools and middle school have access to netbooks and other portable devices through other grant initiatives; however, no funding stream has provided for the expansion of additional technologies for our high school students. Greene County High School has a relatively

strong wireless network capability due to strong eRate funding and we continue to pursue all available eRates funds for this purpose.

The National Educational Technology Plan (March 2010) developed by the Office of Educational Technology of the U.S. Department of Education ascertains that ~~"t~~he essential question facing us as we transform the U.S. education system is this: What should learning in the 21st century look like?" The plan outlines goals, actions, and recommendations to answer this question and states that learning should be ~~"i~~nformed by the learning sciences and powered by technology" (p. 5). The plan focuses on five essential areas and goals that include the following:

1. Learning - Engaging and empowering learning experiences should be provided for all learners. State-of-the-art technology is essential in learning to ~~"e~~nable, motivate, and inspire all students, regardless of background, languages, or disabilities, to achieve" (page 6). The power of technology should be utilized to provide ~~"p~~ersonalized learning".

2. Assessment - New and more effective methods of formative measures should be used to determine students' strengths and weaknesses while learning, determine what is most important, and collaborate between multiple stakeholders. Technology-based assessments are crucial for data-driven decision-making.

3. Teaching - A paradigm and pedagogical shift to one of ~~"c~~onnected teaching" is necessary to provide constant access to data and educational tools. Educators need to form educational ~~"t~~eams" for instruction and move away from the ~~"s~~olo practitioner" style of instruction.

4. Infrastructure - A comprehensive infrastructure is necessary for 24/7 technology access. The summary describes infrastructure as ~~"p~~eople, processes, learning resources, policies, models for continuous improvement, broadband connectivity, servers, software, management systems, and administrative tools" (p.8).

5. Productivity - Necessary to transform American education, productivity includes students making adequate progress throughout the K-12 and college educational system. Due to the tough economic situation, it is necessary to make sound fiscal decisions to maximize productivity and to exhibit sound financial practices while appropriately leveraging technology to streamline the educational process.

The National Technology Plan guides educators to maximize technology use while providing content rich, relevant instruction. Technology can engage students and makes access to knowledge just a fingertip away.

We have previously won and successfully implemented several Title IID competitive grants in our elementary and middle schools. We believe that the addition of a 1:1 environment will support an engaged learning environment providing challenging tasks integrated with authentic, real-time assessment while providing our students a continuum of technology support from grades PreK through 12.

Greene County School System also has proven academic success with a previous 1:1 initiative. In the second semester of the 09-10 school year, an action-research Math + Technology (M+T) program was developed in third grade which provided netbooks, coaching, and professional learning in one of our two elementary schools. Students used the netbooks for all instruction, and the ITBS served as a pretest and posttest for the project with the two classrooms in the other elementary school serving as controls. The teacher was provided ongoing math and technology coaching, digital resources, and professional learning. The results of a two-tailed t-test on average gains on the mathematics portion of the ITBS (using National Percentile Rank) indicated statistically significant gains in the M+T school with gains on the mathematics composite of 12.8% above the control school (p=.0023). The content area of computation indicated the greatest change with a difference in the average gain of 23.6% (p<.0001) between project and control schools (Moseley, 2011).

The iImagine 1:1 iPad initiative will allow for collaboration and communications between teachers and students will extend learning into a personalized anytime/anywhere learning environment. Instructional Technology Enhanced Curriculum Specialist (iTECs) will be hired in each core subject to facilitate blended learning environments where students can post assignments 24/7, utilize subject curriculum, and click for teacher selected resources. Teachers and iTECs will begin creating electronic customized textbooks aligned to the Common Core Georgia Performance Standards/GPS with a focus on Project Based Learning for the classes they deliver. Assigning differentiated learning activities, enrichment, independent study, and digital story- telling will become common place with this initiative.

A phenomenal and growing resource, iTunes U is a free repository within iTunes and it contains one of the largest collections of free educational content available. It provides more than 350,000 lectures, presentations, videos, and courses from institutions around the world. Many of the education resources on iTunes U are ideal for 9-12 classrooms and teachers. The Georgia Department of Education uses iTunes U to distribute and share K-12 educational content. Harnessing resources like "Ask a Biologist," "Backyard Stargazing," tutorials on Algebra II, Tech Tutorials, historical documents and a Spanish Sounds video collection will ignite teachers and students transforming classrooms into collaborative learning environments with no walls. This 1:1 initiative will place our students in a position to engage in the cutting edge technology that will be developed over the next three years.

1:1 IMPLEMENTATION TIMELINE

	Activity	Dates	Responsibility
PLANNING	**Create an *iImagine* committee of stakeholders (teachers, students, parents, business partners, etc.)**	May 2011	Tech Dept, Asst. Superintendent, HS Leadership Team
	Needs Assessment for Technology Infrastructure	May 2011,	Technology Department
	Conduct the LoTi Digital Age Survey as a teacher-readiness survey to determine levels of technology integration prior to project implementation and identify professional learning needs	May 2011, 2012, 2013	Curriculum & Instruction Dept.
	Develop a communication plan including a media campaign for stakeholders and the community	June 2011	Communications coordinator; iImagine Committee
	Develop policies, regulations, and procedures for the 1:1 initiative	May-July 2011	Technology Dept. Curriculum & Instruction Dept. iImagine Comm.
	Initial Training of Teachers	June 2011-Preplanning	Instructional Technology & Technology Dept.
	Deploy teacher iPads	June 2011-Preplanning	Tech Dept, Instructional Tech
	Develop staff and student SMART goals for a 1:1 Learning Environment aligned to the System Strategic Plan	August-September 2011, 2012, 2013	Coaches, C&I, Instructional Tech, Leadership Team

	Conduct parent and community session	October-December 2011	Instruction Tech, iImagine Comm.
PREPARING	**Purchase of Hardware**	June –July 2011	Director of Technology
	Training of Teachers	Bi-weekly 2011,2012,2013	Instructional Technology Specialists, Trainers
	Curriculum development and application review	May-Ongoing	C & I, Instructional Technology, coaches, Tech Dept
	Develop a cadre of student trainers/coaches and a student training plan	Sept-Dec 2011	Instructional Technology, coaches,
	Develop an inventory and deployment plan for students	June-Dec 2011	Technology Dept. Media Specialist
	Initial identification of year one action research topics	November 2011, August 2012, August 2013	Instructional Technology Specialist, Teachers
	Communicate with vendors (NWEA, Pearson) about development of iPad apps for electronic test delivery	November 2011- ongoing	Director of Technology
	Prepare iPads for student deployment	Sept-Dec 2011	Technology Dept.
	Identify technology "go-to" contacts	December 2011	Tech Dept, Media Specialist
	Continuous LoTi Observer walkthroughs for baseline data prior to implementation	Bi-weekly 2011, 2012,	GCHS Admin, coaches

		2013	
IMPLEMENTATION	**Extensive professional learning for teachers, student deployment plan training**	November 2011 -January 2012	Instructional Tech, student trainers,
	Initial student training	January 2012	Instructional Tech
	Professional Learning and coaching for teachers	Ongoing bi-weekly	iTec, Media Specialist, Student trainers
	Troubleshooting; review of service tickets	Bi-weekly Jan - May	iTec
	Parent/Student implementation workshop	January 2012	All
	Continuous LoTi Observer walkthroughs	Bi-weekly 2011-2013	GCHS Admin, coaches
	Continued review and development of curriculum	Ongoing 2011-2014	C & I, coaches
EVALUATION	**Student survey to evaluate engagement, student interest**	May 2012, 2013, 2014	iTEC Coaches
	Teachers take the LoTi Digital Age Survey (post- implementation)	May 2012, 2013, 2014	GCHS Teachers
	Evaluation of SMART goals	May 2012, 2013, 2014	Teachers, iTEC Coaches, Leadership, C&I
	Evaluation of Action Research topics	May 2012, 2013, 2014	Teachers, Coaches, Leadership, C&I
	Evaluation of NWEA student growth data	May 2012, 2013, 2014	Teachers, Coaches, Leadership, C&I

	Debriefing	Summer 2012, 2013, 2014	iImagine Committee, All	
	Communication of targeted results with stakeholders, community, and parents	Summer 2012, 2013, 2014	iImagine Committee, All	
	The cycle will continue throughout the grant period (2011-2012, 2012-2013, 2013-2014) with evaluation and revisions each summer			

d) For each Tier I and Tier II school that the LEA commits to serve, the LEA must describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school in order to implement, fully and effectively, the required strategies of the school intervention model it has selected.

Greene County has Title I and Title II Part A funds which support instruction. These and general funds will be brought into alignment to support implementation and sustain the Transformation Model. In addition, the school has a number of partnerships with community agencies, organizations and companies who have contributed significantly to student motivation and learning success. Because of the complexity of improving student learning in this rural district, we will continue to seek additional grants and work with current and new partners to support the effectiveness of each ones' contributions to these initiatives.

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

The following guiding questions can be used to respond:

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

NON-APPLICABLE (N/A).

3. Complete the appropriate portion of Attachment 2 (2a: Turnaround Model, 2b: School Closure Model, 2c: Restart Model, 2d: Transformation Model) that corresponds to the model selected
for each Tier I and Tier II school. Attachment 2 addresses the LEA's actions it has taken, or will take, to:
    a. Design and implement the interventions consistent with the final requirements of the model selected for each school.
    b. Recruit, screen, and select external providers, if applicable, to ensure their quality.
    c. Align other resources with the interventions.
    d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.
    e. Sustain the reforms after the funding period ends.
4. Complete the appropriate portion of Attachment 2 that delineates the timeline to implement the selected intervention model in each Tier I and Tier II school.
5. Complete the appropriate portion of Attachment 2 that pertains to annual goals. The annual goals will be used to monitor the Tier I and Tier II schools that receive school improvement funds. The LEA must report each school's annual goals for student achievement on the State's assessment in Reading/English Language Arts and

Mathematics, as well as graduation rate for high schools. This does not apply to the school closure model.

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

NA

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.

In order to facilitate a collaborative process regarding the application and development of this School Improvement Grant we created a SIG Committee consisting of the following stakeholders:

- GCHS Staff
- GCHS PTA
- Community Partners
- Special Education Department
- Title I Director
- Finance
- Curriculum & Instruction
- RESA School Improvement Specialist
- Professional Learning

Meetings were held to follow the SIG process and seek suggestions and input regarding strategies that would aid in establishing high expectations and increased student achievement at Greene County High School. Staff attended an informational meeting on March 15, 2011. Teachers and additional stakeholders met on March 29 and 31 to collaborate and follow the SIG planning process. On March 30, a *Connect-ED* (our district's mass communication tool) call went out to all parents inviting them to an informational meeting on April 12, allowing for interested parents to read a draft of the SIG application for additional feedback. An opportunity for input by stakeholders regarding the GCHS SIG application was posted on the district website.

The committee recommended:

- Expanding the pathways in the Applied Arts & Sciences School to meet the interests of next year's students as provided by the student survey
- Creating an IB school to expand our current successful Middle Years Program
- Implementing a Parent Academy
- Revising our current teacher evaluation to include a pre and post conference, with rubrics for meaningful administrator feedback.

The recommendations were incorporated into our application and the entire application was reviewed by all committee members before submission.

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

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

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

The only pre-implementation activities are purchasing iPADs for all teachers and receiving training on implementation of 1:1.

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.

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.

Attachment 1c - High School Profile

LEA Name: Greene County School System

School Name: Greene County High School

Grades: 9, 10, 11, 12

School Enrollment Total: 528

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

SCHOOL DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP status	MET	MET	DNM	DNM			
AYP targets the school met	7	7	3	3			
AYP targets the school missed	0	0	4	4			
School improvement status	EDFacts	EDFacts	ADEQ_DNM	NI			
Number of days within the school year	180	180	180	180	180		
Number of minutes within the school day	420	420	420	420	420		
Number of minutes within the school year	75600	75600	75600	75600	75600		

- For 2011-12 we will be adding 30 minutes of instruction to each day increasing the total instructional time for every student by 90 hours each year. Attachment # 22 bell schedule.

*Number of minutes in school day = 7 hours * (60min/hr)
*Number of minutes in school year = 420 min/day * (180 days)

Attachment 1c - High School Profile

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage of limited English proficient students who attain English language proficiency	0	1.25	1.49	1.33			
Graduation rate (percentage)	67.6%	76.2%	72.9%	74.1%			
Dropout rate (percentage)	NA	5.0%	7.2%	4.5%			
Student attendance rate (percentage)	93.9%	93.6%	93.2%	92.9%			
Number of students completing advanced coursework (AP)	50 (out of 565)	106 (out of 575)	82 (out of 536)	45 (out of 528)			
Percentage of students completing advanced coursework (AP)	8.8%	18.4%	15.3%	8.5%			
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			

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of students completing advanced coursework (dual enrollment classes)	0	0	0	0			
Percentage of students completing advanced coursework (dual enrollment classes)	0	0	0	0			
College enrollment rate		41%	35%	Not reported until 2011			
Number of discipline incidents coded as 900 as reported to state	EDFacts	0	1				
Number of truants	19.1%	20.8%	23.8%	23.2%			
Teacher attendance rate			97%	94%			

Distribution of Certified Staff by Performance Level as Designated on the LEA's Certified Staff Evaluation System							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of certified staff	52	49	53	43	44		
Number of teachers evaluated	52	49	53	43	44		
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory	100%	100%	100%	100%			
Percentage rated Unsatisfactory	0%	0%	0%	0%			
Percentage non-renewed	0%	2%	4%	8%			

GHSGT Spring First-time 11th Grade Test-Takers English Language Arts Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores		94.4%	85.4%	92.1%	80.4%			
Percentage Black		93.8%	87.2%	90.1%	79.1%			
Percentage White		94.4%	84.2%	100%	91.7%			
Percentage Hispanic		N/A	N/A	N/A	N/A			
Percentage Asian		N/A	N/A	N/A	N/A			
Percentage American Indian		N/A	N/A	N/A	N/A			
Percentage Multiracial		N/A	N/A	N/A	N/A			
Percentage Students with Disabilities		N/A	N/A	N/A	N/A			
Percentage Economically Disadvantaged		94.4%	85.4%	92.1%	80.4%			

GHSGT Spring First-time 11th Grade Test-Takers English Language Arts Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black	98%	97.5%	97.7%	96.9%			
Percentage White	100%	100%	94%	N/A			
Percentage Hispanic	N/A	N/A	N/A	N/A			
Percentage Asian	N/A	N/A	N/A	N/A			
Percentage American Indian	N/A	N/A	N/A	N/A			
Percentage Multiracial	N/A	N/A	N/A	N/A			
Percentage Students with Disabilities	88%	80%	90%	N/A			
Percentage Economically Disadvantaged	97.9%	98.1%	97.2%	97.4%			

GHSGT Spring First-time 11th Grade Test-Takers Mathematics Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores		80.3%	79.6%	63.4%	49.5%			
Percentage Black		77.1%	76.9%	61.7%	45.2%			
Percentage White		88.9%	89.5%	71.4%	66.7%			
Percentage Hispanic		N/A	N/A	N/A	N/A			
Percentage Asian		N/A	N/A	N/A	N/A			
Percentage American Indian		N/A	N/A	N/A	N/A			
Percentage Multiracial		N/A	N/A	N/A	N/A			
Percentage Students with Disabilities		N/A	N/A	N/A	N/A			
Percentage Economically Disadvantaged		80.3%	79.6%	63.4%	49.5%			

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

GHSGT Spring First-time 11th Grade Test-Takers Mathematics Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011***	2011-2012	2012-2013
Percentage Black	98%	97.5%	97.7%	96.9%			
Percentage White	100%	100%	94%	N/A			
Percentage Hispanic	N/A	N/A	N/A	N/A			
Percentage Asian	N/A	N/A	N/A	N/A			
Percentage American Indian	N/A	N/A	N/A	N/A			
Percentage Multiracial	N/A	N/A	N/A	N/A			
Percentage Students with Disabilities	88%	80%	90%	N/A			
Percentage Economically Disadvantaged	97.9%	98.1%	97.2%	97.4%			

Mathematics I: Algebra/Geometry/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	N/A	N/A	N/A	48.6%			
Percentage passed EOCT	N/A	N/A	N/A	31%			

Mathematics II: Geometry/Algebra II/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	N/A	N/A	N/A	85.4%			
Percentage passed EOCT	N/A	N/A	N/A	40%			

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

English Language Arts: Ninth Grade Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	EDFacts	EDFacts	EDFacts	77.5%			
Percentage passed EOCT	EDFacts	EDFacts	EDFacts	57%			

English Language Arts: American Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	EDFacts	EDFacts	EDFacts	96.2%			
Percentage passed EOCT	EDFacts	EDFacts	EDFacts	68%			

Attachment 2d - Transformation Model

LEA Name: Greene County School System

School Name: Greene County High School

The LEA must:

A1. Replace the principal who led the school prior to commencement of the transformation model.		
Actions:	**Timeline:**	**Budget:**
A new Principal will be in place for the 2011-12 School Year.	NA	NA

A2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that
(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and

(2) Are designed and developed with teacher and principal involvement.

Actions:	**Timeline:**	**Budget:**
One commonality of teacher evaluation tools of the twentieth century is that they are one-dimensional. New twenty-first century models for teacher evaluations are comprehensive in nature. Charlotte Danielson led this movement with her book entitled The Framework of Teaching (1996). Most models borrow from Danielson's work. The current evaluation system used at Greene County High School (GCHS) is not adequate. Teachers are scored either Satisfactory (S) or Unsatisfactory (U) based upon a snapshot taken at a given moment in time. This system does not promote teacher or student growth. An effective evaluation system must "incorporate achievement and improvement" (Georgia Department of Education, 2010). As a part of the Transformation Model, GCHS will utilize portions of the Revised CLASS Keys Teacher Evaluation System. Altered content will include the phrasing "Adapted from CLASS Keys Teacher Evaluation System, 2008 by the Georgia Department of Education" (Georgia Department of Education, 2010).	**Years 1, 2, & 3** August 2011 – December 2001 – Training for evaluators on newest revisions to CLASS Keys January 2012 – May 2014 – Implementation/ Use of CLASS Keys as primary tool for evaluation.	

Revised CLASS Keys Revised CLASS Keys encompasses a teacher self-assessment and reflection; professional growth plan; pre- and post-conferences; evaluations (informal, formal, overall and GTDRI); and other evidences. By using Revised CLASS Keys as the foundation for the GCHS Teacher Evaluation System, teachers will be involved in the evaluation process and plans for their professional growth and evaluators will use ~~a~~an array of evidence from multiple sources over time" (Georgia Department of Education, 2010). Revised CLASS Keys is a ~~f~~ormative and summative tool that identifies a teacher's level of performance across five strands: Curriculum and Planning, Standards-Based Instruction, Assessment of Student Learning, Professionalism and Student Achievement" (Georgia Department of Education, 2010). On the continuum of improvement rubric, found in Revised CLASS Keys, there are four performance levels: Not Evident, Emerging, Proficient and Exemplary. This allows for assessment of teacher growth and identification of resident experts currently on staff for the purpose of facilitating ~~j~~ob-embedded professional learning (Georgia Department of Education, 2010). ~~C~~CLASS Keys clarifies expectations and performance on the elements" (Georgia Department of Education, 2010) by incorporating the Data Sources section. It complements the data-driven decision making that GCHS is currently	**<u>Years 1, 2, & 3</u>** August 2011 - May 2014 Fall 2011 January 2012	

implementing. Lesson plans/curriculum units, and differentiated classroom instruction, will be based on data derived from pre-assessments. Post-assessments and standards/elements checklists will drive potential re-teaching and acceleration. The Instructional Leadership Team, comprised of members of the administrative team and classroom teachers from all content areas, will study the Revised CLASS Keys and work to create the GCHS Evaluation System with the Revised CLASS Keys as the foundation during the 2011-12 school year. In order to do so, the Leadership Team will be trained on the Revised CLASS Keys state model during the Fall of 2011. All teachers and paraprofessionals will be trained at the beginning of the 2012 calendar year. Training will be scheduled through the School Improvement Specialist.		
Instead of focusing on numeric gains for measuring student achievement and staff performance, GCHS will utilize a growth model to compute academic progress. Students and teachers with significant growth will be recognized with incentives. Using a growth model will make teaching struggling learners more attractive, for this is where the greatest gains can occur.	**Years 1, 2, & 3** July 2011 – May 2014	
Evidence of on-going effective teaching practices would include but not be limited to: video-taping, teacher portfolio, peer observation, teacher lesson plans and other work samples, LOTI observations, charted student growth on NWEA and other assessments. Full implementation of these best practices will improve student	**Years 1, 2, & 3** July 2011 – May 2014	

achievement and increase the high school graduation rate at GCHS.		
Leader Keys Research reveals —thatquality leadership at the schools and district levels significantly impact student achievement." Therefore, attention needs to be given to equipping the leaders of GCHS with the –skills to direct the important work of teaching and learning." (Georgia Department of Education, 2010). As the Revised CLASS keys will –guide the practice of highly effective teachers," Leader Keys standards will guide leaders in implementing –practices to improve student learning and drive the professional growth of the school" (Georgia Department of Education, 2010). School administrators will study leader keys during 2011-12. Full implementation will commence during the 2012-13 school year. Leader Keys is organized into ten strands: Curriculum, Assessment, Standards-Based Instruction, Data Analysis, Organizational Culture, Professional Learning and Development, Performance Management and Process Improvement, Managing Operations, Leading Change, and Relationship Development. Seventy-two Leadership Performance Standards are defined and embedded within these ten strands. Utilization of Leader Keys will –allow districts and schools flexibility to target job-specific skills and individual performance issues that will have the greatest impact on student learning and continuous improvement." (Georgia Department of Education, 2010). Leader Keys will allow for assessment that is both	September 2011 - May 2012 **Year 2 and Year 3** July 2012 – May 2014 **Year 2 and Year 3** July 2012 – May 2014	

formative and summative.		
Teacher and Principal Involvement Alterations and/or addenda to CLASS Keys will be made with teacher and administrator input, and will reflect the needs discerned through data collection, analysis, and interpretation by all stakeholders. Data points to be considered will be: Student Assessment, School Demographics, Perception, and School Improvement and RTI processes.	**Years 1, 2, & 3** July 2011 – May 2014	

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.		
Actions:	**Timeline:**	**Budget:**
GCHS will: • Identify staff for non-renewal • Recruit and place new staff The time line for ~~"~~Recruit and place new staff" was incorrect. The following is the corrected timeline is as follows: GCHS will: • Identify staff for non-renewal • Recruit staff with aligned SIG objectives i.e. multiple licensure, technology literate • Staff phase one academies	**Year 1, 2, and 3** May-July 2011, 2012, 2013 May 2011, 2012, 2013	
Planning: The LEA, Transformation Principal, and Instructional Leadership Team will begin studying the rewarding of leaders, teachers, and staff for showing growth in student achievement and improving the graduation rate. This group will determine incentive category and rate rubrics.	July – December 2011	
Incentive Management: The Transitional Principal will designate a staff member to maintain data for incentive distributions and to manage the school's recognition program records. Staff will be recognized for attendance, student achievement, transformation competencies performance, and other categories prescribed by the LEA.	July 2011 **Year 1, 2, and 3** October 2011-May 2012, October 2012-May 2013, and October 2013 – May 2014	

Recognition Types: GCHS will give the following types of rewards/incentives: • Financial Compensation • Certificates • Press Releases • Banners • Gift Certificates • Additional Professional Development offerings • Peer Recognition	**Year 1, 2, and 3** October 2011-May 2012, October 2012-May 2013, and October 2013 – May 2014	
The LEA and the GADOE school improvement specialist will be involved in the studying and planning process to ensure appropriate implementation.	**Year 1, 2, and 3** July 2011 – May 2012, July 2012 – May 2013, and July 2013 – May 2014	
Staff Removal: Staff members will be removed after failing to meet the terms prescribed in the professional development plan. This plan will be developed if a staff member demonstrates a weakness that places them out of compliance with GTDRI, the Revised CLASS/Leader Keys, and/or required professional growth plan elements discussed in section A5. This process affords ample opportunity for improving professional practice.	**Year 1, 2, and 3** July 2011 – May 2012, July 2012 – May 2013, and July 2013 – May 2014	

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:	**Timeline:**	**Budget:**
SREB Transformation Model • Leadership Training: Using Data to Create a High Performance Learning Culture • Literacy Across the Curriculum • Failure is Not an Option • Teaching Embedded Mathematics, Literacy and Science in CTE Courses • Summer Transitions Institute • Ninth Grade Catch-up English • Catch-up Mathematics • Ninth Grade Career Exploratory • Learning through Connections with a National Network. (See attachment 9)	Beginning Fall 2011 Beginning Fall 2011 Beginning 2012 Beginning Fall 2011	**$292,500**
Entrepreneurial Academy		
Certified Entrepreneurship Teacher NFTE U is a four-day intensive training program that focuses on the core elements of experiential education and provides the tools and methodology for teaching students the principles of entrepreneurship. The Network for Teaching Entrepreneurship's mission is to provide programs that inspire young people from low-income communities to stay in school, to recognize business opportunities, and to plan for successful futures. **http://www.nfte.com**	2012	Teacher Stipend **$600**

SRA Corrective Reading This direct instruction reading program focuses on decoding strategies for struggling secondary students. Training is specific to the program and is best served through a reading specialist. Training will require a consultant.	Fall 2012 and ongoing as needed.	**$5,000**

Academy of Applied Arts and Sciences		
Cross Training for Dual Certification According to recent student surveys there is more interest demonstrated in the fields of Education and Technology. To facilitate the introduction of pathways to support this demand, GCHS would be better served if teachers were dual certified for critical areas. This means classes and certification tests would need to be paid for by the county. Classes are held through several area colleges and Northeast Georgia (NEGA) RESA.	Fall 2011 and ongoing as critical needs arise.	per year: **$5,000**
College and Career Ready In a 21st Century world it is imperative that students begin an early investigation into career paths that are suited to their interests as well as ability. ACT benchmarks 8th-12th grades allow us to better facilitate students choice in their high school course of study. EXPLORE (8-9 grade), PLAN (10 grade) and then the ACT test itself (11-12 grades) allow a systematic approach to advisement and course offering. Training for counselor, graduation coach and academic advisors is critical in interpreting the results shown from this longitudinal data • Healthcare Science • Culinary Arts ▪ Agriculture ▪ Business & Computer Science ▪ Education ▪ Government & Public Safety	Fall 2011 Ongoing until all pertinent personnel are trained then follow up on new hires. 2011-2012 2012-2013 2013-2014	Cost-training, and test administrations $68 *per pupil* X 150 *students* per year: **$10,200**

Teacher Internship Real world experience enhances the teacher's ability to better facilitate authentic learning tasks for the student. Teachers will be paid a stipend for internships to businesses which are aligned to our pathway careers. ▪ The teacher internships are to take place in the summer and will be provided for the r Applied Arts & Science Academy teachers who provide the CTAE classes. The intent is to have the targeted teachers participate in a two week internship at a business aligned to the pathway careers for $1500. This will allow a variety of business industries to partner with GCHS in a way that will impact teacher delivery, providing real world connections and create possible avenues for student mentors in the careers they are pursuing. The summer internship schedule is as follows: • Healthcare Science • Culinary Arts ▪ Agriculture ▪ Business & Computer Science ▪ Education ▪ Government & Public Safety	Fall 2011 ongoing Two week internships 2011-2012 2012-2013 2013-2014	Stipend **$1,500** per teacher

International Baccalaureate		
GCHS is committed to a differentiated, interdisciplinary education model. IB is a proven avenue to provide quality instruction and training for teachers and students. The 3 year goal is to provide training within the IB delivery model for the entire high school staff. This will involve one third of the staff trained each year. Training will include a change in philosophy as well as process and pedagogy. • For the past three years our middle school has been implementing IB and we are awaiting our official authorization status. We have a trained IB coordinator at the middle school who will transition to a district coordinator, • o For the IB Academy, one new 9th grade staff will be hired to join three current staff for Phase I of IB training. All four teachers will complete Phase I training in June, the first year of IB training will be funded by the Gateway to Educational Achievement and Reengagement (GEAR) Grant. o 9th grade IB teachers will complete Category II of IB training. o Teachers in 10th,11th, and 12th grade will be identified to complete Category I of IB training. o 10th, 11th, and 12th grade IB teachers will complete Category II of IB training.	Fall 2011 Fall 2012 Fall 2013 Ongoing for new hires through a train the trainer model. 2011-2012 2012-2013 2013-2014	

All Academy Teachers will attend **NWEA MAP Courses:**		**$30,000**
• Stepping Stones to Using Data-coordinated with SREB schedule o Teachers will work with essential reports after their first testing season. Learning how to access, interpret, and apply the reports and resources to inform their work.	Fall of 2011	Teacher Stipends **$39,600**
• Climbing the Data Ladder-coordinated with SREB schedule o Using test results to create, implement and support differentiated instruction, data-informed lesson planning, and RTI strategies.	Fall of 2012	
• Growth and Goals-coordinated with SREB schedule o Deepen understanding of growth norms and how to utilize growth targets and proficiency benchmarks appropriately to drive improved student outcomes.	Fall of 2013	
This nationally normed test is used as a benchmark test three times a year to reflect a growth model. Teachers will take the above workshops on use of the extensive data provided through these tests and strategies that are to be used to meet individual needs of students in reading, math and science. Training will be supplied by GCSS curriculum and instruction as well as NWEA.		

Differentiation by Diane Heacox o In-depth training on Differentiated Instruction for staff to learn a common language, acquire skills, and set building wide expectations.	2012	**$10,000** Teacher Stipends **$13,200**
Technology-1 to 1 Laptop Initiative Teachers will be trained to facilitate a blended learning environment utilizing student laptops. Training to include blending all technology formats into a cohesive digitally supported classroom bridging the gap between digital immigrants and digital natives. Instructional Technology Enhanced Curriculum Specialists (iTECs) will also be hired to support the development and implementation of curriculum and resources across all disciplines. One Specialist for every core discipline area (Reading/ELA, Math, Science, and Social Studies) will be hired initially and supported by grant funding for the life of the grant. Once the grant reaches its end, the bulk of resources will have been developed, implemented and modified and can therefore be maintained by only one iTECs for the entire school. Other iTECs will be encouraged to return to the classroom and use the expertise that they have developed to the direct benefit of our students. In returning to the classroom, they will receive a financial stipend in accordance with the established teacher incentive model described in section A5 below.	2011, 2012, 2013	2 days a year of Apple Staff development Training: **$30,000** Teacher Stipends **$39,600** iTECs per year: **$320,000**

A5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.		
Actions:	**Timeline:**	**Budget:**
~~–~~Education reform advocates in the United States and elsewhere frequently argue that, other than the intrinsic rewards of teaching, there exists little or no incentive for teachers to do a good job." (Figlio and Kenny, 2006).		
Financial Incentives: ~~–~~We find evidence that the use of teacher salary incentives is associated with higher levels of student performance, all else equal. Regardless of the measure of teacher financial incentives (i.e., whether the school offers relatively high levels or relatively low levels of incentives, as well as the ways in which the incentives are cumulated), the incentive coefficients are positive and at least marginally significant." (Figlio and Kenny, 2006). However, national discussion about teacher pay-for-performance must be addressed. Opponents express concern about basing teacher pay on students' test scores. (Tatu, 2011). It is with this understanding that incentives will be based on a growth model. GCHS leadership teams will participate in data and leadership trainings to ensure equity and alignment when setting growth goals. The LEA along with the Transformation Principal and the Instructional Leadership team will study the rewarding of school leaders, teachers, and other staff and create an incentive plan with both financial and		

non-financial rewards for reaching defined improvement goals. —Supporters of teacher incentive plans believe that good teachers are undervalued and underpaid. They feel that the teaching profession would attract and retain the best and brightest college graduates if it rewarded excellence in the same way that other businesses compensate valuable employees. This would improve the education received by students and help reduce the teacher shortage, particularly in key subjects such as math and science." (Davis, 2004). The LEA, Transformation Principal and Administrative Leadership Team recognize the critical collaborative role the entire school staff plays in student success and would reward gains in achievement with school-wide financial and non-financial incentives. A committee will be convened to create teacher effectiveness based on NWEA student growth measures, AYP data, teacher attendance, Loti walkthrough data, professional learning participation, differentiated instruction, and the creation of project-based interdisciplinary units, and their professional growth plan.	July-December 2011 **Year 1, 2, and 3** July 2011-May 2012, July 2012-May 2013, and July 2013-May 2014	Each year: **$60,000**
Professional Development: Teachers and staff at GCHS will be allotted timed for various professional development opportunities. Professional learning will include but will not be limited to conferences, on-site workshops, partnerships with outside schools, RESA, Technical Schools, and Universities, as well	**Year 1, 2, and 3** 2011 – 2012, 2012 – 2013, and 2013 - 2014	

as webinars and access to online professional development. Teacher stipends will be given to attend PD in the summer and on weekends for teachers and instructional Paraprofessionals. As outlined in A8, GCHS will require common planning each week for all teachers as a mechanism for job-embedded professional development often facilitated by in-house experts. This will also allow teachers to learn and participate in planning of lessons both in department as well as cross-curricular planning.		

NWEA data identifies student deficits in reading and mathematics. GHSGT, EOCT, and national test (PSAT, SAT, and ACT) data shows students performing below state average. Based on this data, professional learning activities and SREB Professional Development will be aligned to address identified deficits.

The effectiveness of Professional Learning will be monitored through a matrix created to outline the SIG annual goals, timeline, measurable objectives, budget, persons responsible, and completion dates. School administrators will monitor the implementation of the practices and strategies provided in professional learning as outlined in the SIG Grant. Administrators and the instructional leadership team will meet regularly to review progress, using Thomas Guskey's Five Levels of Professional Development Evaluation. Findings will prompt immediate interventions as suggested by professional development providers. Additional monitoring will be provided by the state, Southern Regional Education Board (SREB), and the International Baccalaureate Program.

Retaining, Placing, and Recruiting Qualified Teachers: GCHS has had issues with retaining teachers, administrators, and staff. In an effort to retain and recruit transformation staff to GCHS, the LEA will budget for and distribute financial incentives to all certified staff and classified staff. The financial incentives will include: • Instructional school supply bonuses • Performance incentives • Awards and recognitions Such incentives will only be applicable for a designated time relative to the date of the actual grant award grant award and the number of years the school receives the funding through the School Improvement Grant (SIG). 1. Increased NWEA growth scores and state standard assessments. 2. Increased graduation rates. Performance Increase Incentive ***EOCT** - 5% increase in students who ~~"M~~Meet" on EOCT from previous year. If the teacher's previous scores were in the 90% their target will be a 3% increase. If the target is met there will be a $500 incentive pay for each EOCT (some teachers teach multiple grade levels) **NWEA** - 70 % of their class shows a year or more growth from Fall to	**<u>Year 1, 2, and 3</u>** August 2011, August 2012, and August 2013 June, 2012 - Teachers will receive stipends at the mid-year and end-of-the-year points based upon student achievement data. June, 2013 - Teachers will receive stipends at the mid-year and end-of-the-year points based upon student achievement data.	Each year: **<u>$50,000</u>**

Spring. If the target is met there will be a $500 incentive pay. ***GHSGT** - 5% average increase in number of students who are ~~–P~~roficient" on the GA High School Graduation Test scores. If the teacher's previous scores were in the 90% their target will be a 3% increase. If the teacher's previous scores were in the 90% their target will be a 3% increase. If the target is met there will be a $500 incentive pay. *For new teachers without previous data, the % will be based on the previous years' content data. **AYP** ▪ +3% increase in graduation rate* ▪ +5% increase in graduation rate* ▪ +10% increase in graduation rate* ▪ $500 incentive pay for certified staff and $250 for classified staff. ▪ $750 incentive pay for certified staff and $375 for classified staff. ▪ $1,000 incentive pay for certified staff and $500 for classified staff. *based on the graduation rate of the 2010-11 school year **Technology Team Leaders** These teachers will be compensated for assuming the identified duties and responsibilities. This compensation will be in the form of a $900 stipend similar to the incentives high school department chairpersons receive. **Technology Integration-** Teachers	June, 2014 - Teachers will receive stipends at the mid-year and end-of-the-year points based upon student achievement data.	

who can show evidence of: o Interdisciplinary Planning o Project-based Learning o Individualized Learning as evidenced by blended classroom eg. WiKi Teachers will receive a $200 supply allotment for classroom supplies and iPad Applications. The operational model to be used at GCHS will provide for four academies. This will optimize placement of teachers and staff in academies that best fit their skill sets. The Transformation Principal will establish a recruitment team for participating in job fairs throughout the state. GCHS will initiate the Teaching as a Profession pathway to encourage local students to enter the teaching profession and return to Greene County for employment. Recruitment will not be limited to the state of Georgia. GCHS will utilize online resources and international job recruiters to locate highly effective and qualified teachers in the global market.		
Opportunities for Promotion and Career Growth: Additionally, current Greene County High School staff members will have the opportunity to apply for and be promoted to other positions within the district including, but not limited to leadership, and/or central office positions. These promotions will be based on student performance data, exemplary job performance, and evidence of strong leadership within the learning community.		

–Today, leadership roles have begun to emerge and promise real opportunities for teachers to impact educational change-without necessarily leaving the classroom. Teachers are now serving as research colleagues, working as advisor-mentors to new teachers, and facilitating professional development activities as master teachers. Teachers also act as members of school-based leadership teams, instructional support teams and leaders of change efforts." (Livingston, 1992). In order to build leadership skills in our teachers and staff, GCHS will expand the role of the teachers in the school creating more leadership opportunities. GCHS teachers and staff demonstrating strong leadership skills within the high school will be able to participate in district leadership training		

A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.		
Actions:	**Timeline:**	**Budget:**
GAPSS Analysis It has been several years since a GAPSS analysis was conducted in at GCHS. One will be completed the first year of this grant and feedback data will be reviewed by all leadership teams to help guide more exemplary practice and further impact student achievement.	2011	
4 Schools Within a School-Small Learning Communities SREB will support GCHS organizing into small learning communities (SLCs), with each small learning community focusing on student interest and need. When implemented well, this approach results in a personalized learning environment for students and improves student achievement, graduation rates and student discipline. These SLCs are organized around a career focus, and within each SLC, students can choose an academic, career or a blended focus. Regardless of their focus area, all students take a college-ready academic core. SLCs make it possible to break large high schools into smaller units, encouraging teams of academic, fine arts and technical teachers to take ownership of designing engaging, relevant and intellectually demanding experiences for students. While they are semi-independent, SLCs are organized in a flexible manner so that students can move from one to another if necessary. The key is to organize each SLC around student interest, and not group students by perceived abilities. High	**Year 1, 2, and 3** July 2011 – May 2014	

schools that have done this well use the *HSTW* framework to guide them in structuring each SLC. (See Attachment C for an example.) Our four SLCs are: • **International IB Academy** IB enables students to obtain a more global college and career ready perspective through interdisciplinary, cross curricular studies. • **Academy of Applied Arts and Sciences** Students benefit from teachers who are cross trained and dual certified to offer more courses in the area of applied arts and sciences to enable students to become college and career ready in applied fields. • **Entrepreneurial Academy** This strand has a strong business focus intent on inspiring low income students to stay in school and recognize business opportunities, planning for success. • **Ombudsman Academy** This strand allows students to select		$3,600 x 3 **=$10,800** $1,500 x 5 **=$7,500** Stipends for teachers summer internships Training: **$600** Each year: **$292,500**

Credit Recovery In order to make sure students have multiple opportunities to obtain enough course credit to graduate this program uses computer based instruction and teacher assistance during the day as well in the Saturday and After-School Programs to assist in student credit recovery. This is already in place and will continue with continued oversight and review of success.	**Year 1, 2, and 3** July 2011 – May 2014	NA
Freshman Academy and 9th Grade Transition Camp Four years ago 168 9th grade students enrolled at Greene County High School as freshmen; currently 101 remain as seniors that will attempt to graduate. To aid in closing this gap, GCHS will adapt SREB and offer varied pathways for course of study which incorporate Common Core Georgia Performance Standards and ensure higher levels of student engagement and academic success. All 9th grade students are grouped in the Freshman Academy and attend a transition camp the summer before they before enter the high school. This establishes a protocol that enables struggling students intense support as they transition into high school and throughout the year to ensure the necessary credits are earned to be promoted to 10th grade. The three day 9th Grade Summer Bridge Program in June, for rising 9th graders, will review and expand upon skills that will help our students make the transition into the Greene County High School. "The 7	**Year 1, 2, and 3** July 2011 – May 2014	**$3,000**

Habits of Highly Effective Teens, " will be given to each student and utilized to teach: o Organizational Skills/managing time o Decision Making o Resolving Conflicts Supplies will be needed for additional hands on sessions in each academic area to introduce them to their teachers and preview content. A parent session will also provide make and take resources for parents. The budget will be used for books, teacher supplies, teacher stipends, and a tour of post-secondary options for our students.		
SREB Transformation Model **1. Failure is Not an Option** When a school buys into the belief that failure is not an option, it creates a culture that supports and expects all students to meet standards. SREB research has found that students who report that their teachers were very clear about the quality of work necessary to earn an A or a B grade had much higher achievement — especially if they were required to redo assignments until they met expectations. This intervention leads schools to create a system — ideally in all courses, but at least in high-failure courses —through which students are retaught and given another chance for relearning and reassessment until they either meet or approach grade-level standards. Schools that have implemented ―failure is not an option" in a highly reliable manner have seen significant gains in student achievement.	July 2011 – May 2014	Each year: **$225,000**
• Due to the short timeline to write this application an RFP was not advertised. The SIG		

Planning Committee (all content areas representatives, media specialist, counselor, CTAE, graduation coach, dropout prevention coordinator, and administrators) researched providers through the Southwest Educational Development Laboratory SEDL, What Works Clearinghouse, and the resources provided by the GaDOE's School Improvement Grant Spring Conference. The SIG Planning Committee came to consensus on the SREB *HSTW* model after the vendor was able to address the following questions: 1. What data can you provide us that will show your model works in districts with similar demographics to Greene County? 2. How rigorous is your evaluation process? 3. What internal checks will you use to ensure you are on course in providing services to us? 4. At what intervals are internal corrections made to assure the benchmarks are met? 5. How will you communicate a lack of progress toward your goals for Greene County High School? 6. What research and data do you rely on to guide your process? 7. How will *HSTW* ten key practices align with the objectives outlined in our SIG Grant? *HSTW* provide support through experienced trainers who use adult learning strategies to prepare teams of teachers and school leaders at national, regional or school-site staff development settings to implement major instructional interventions. The HSTW school Improvement Coach, our DOE School Improvement Specialist, and the School Leadership team will coordinate expectations, services, and benchmark goals to ensure seamless alignment of Professional Development and technical assistance.		
2. Reading and Writing for Learning in all Content Areas In both middle grades and high schools, students' ability to read, comprehend and analyze texts and materials is declining, leading to lower achievement in all subject areas. Students are not learning how to read and write for learning, and as a consequence, many are not becoming independent learners. During our first year of work with a school, a focus team of faculty members from each discipline area will look at the need for and to develop a plan for embedding reading and writing standards into all courses — academic, fine arts and practical arts.	**Year 1, 2, and 3** July 2011 – May 2014	SREB
3. Intensive Student Advisement	**Year 1, 2, and 3**	SREB

Students will be assigned advisors and counselors to better understand the many options available to them and choose the best course of study suited to their needs and interests. Interest inventories and college readiness will be further assessed through the PLAN (9th grade) and ACT (10th-12th grades) benchmarking.	July 2011 – May 2014	

4. Increased Student Engagement According SREB research, most low-performing high schools have a low level of student engagement in classroom. A team of school and teacher leaders must raise the awareness of the need for assignments and learning activities that are engaging and challenging. The principals will look at assignments and learning activities students are experiencing to get a balanced emphasis on classroom engagement: ▪ 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.	**<u>Year 1, 2, and 3</u>** July 2011 – May 2014	SREB

RTI All students will be placed on the RTI pyramid based on information from NWEA MAP testing and increased teacher use of data analysis. Specific training in RTI will be required of all teachers, academic coaches, and administrators.	**Year 1, 2, and 3** July 2011	**$10,000**

Response To Intervention Process:

The counselor will create an RTI team to identify, track and support targeted students on Tier II & III. The RTI educational team will decide on the following:

- What tier every student should be placed?
- Analyze targeted students data and set goals for progress
- Create an Individualized Learning Plan (ILP) identifying interventions for students on Tier II & III
- When to adjust a student schedule to include remediation course work taking precedence over an elective?
- Set meeting and monitoring dates for each student.
- Ensure students on Tier II & II have a folder maintained by the team with all supporting documents.
- Ensure all teachers serving the student have a copy of the ILP.

Tier 1: Targeted learners will be identified by~ NWEA MAP testing, 8th grade Math and ELA CRCT, EOCT, GHSGT, Lexile Scores, discipline, attendance records.

Tier 2: All Tier II students will have an initial meeting with the counselor, graduation coach, administrator, parents, and targeted student. The team will create an Individualized Learning Plan identifying interventions for the student. The targeted student will receive a block schedule to be remediate in Math (Math support) and/or reading (Reading 180). The Graduation Coach will monitor discipline, attendance, and family issues. Schedules will be adjusted as needed and recommendations for Afterschool Tutorial and the Evening Academy will be offered to help close gaps and remediate. Tier II students will meet monthly with the Graduation Coach and Counselor.

Tier 3: All Tier III students will have an initial meeting with the counselor, graduation coach, administrator, parents, and targeted student. The team will create an Individualized Learning Plan identifying interventions for the student. The targeted student will be required to attend Afterschool and/or the Evening Academy. Targeted students will be monitored by the Graduation Coach weekly, if the student is off -track the counselor will join the meeting. Any student off-track over two weeks will be

flagged for a meeting with an administration, graduation coach, counselor, one core academic teacher, parents, and the student.		
Web-based subscription for student differentiated learning Renzulli enhances a teacher's ability to provide targeted instruction for individual students or groups of students. Gifted and Talented, Title I, English Language Learners and other subgroups can be easily identified and instruction differentiated in reading, language arts, math and science. This web-based instructional resource is available for students and parents to use seven days a week, twelve months a year.	**Year 1, 2, and 3** July 2011 – May 2014	District Funded

Increased Computer Access The 1:1 project seeks to place a computer in every child's hands. This attention to increased digital access is essential for increasing student engagement in the digital age. Please refer to pages 30-36 for detail purpose and implementation and timeline for 1:1 iImagine initiative	2011-2012	**$381,660** *20 carts, 590 iPads, 20 Macbook Pros for syncing*

A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.		
Actions:	**Timeline:**	**Budget:**
NWEA MAP- Teachers, instructional coaches, and administrators will use the NWEA growth model to help make decisions about placement for students in courses designed to meet their individual needs as well as to help determine interventions needed for remediation, acceleration, differentiation, drive flexible grouping. Administrators and Instructional Coaches can also utilize this data to monitor learning.	**Year 1, 2, and 3** July 2011 – May 2014	District Funded
RTI- Greene County Schools moved to a growth model with MAP testing in all schools including GCHS. The comprehensive nationally normed assessment is given three times a year to all students to show growth in all subject areas. This data is made available through RIT bands that correlate to the DesCartes Learning Continuum. The DesCartes allows the teacher easy access to specific standards and elements, and skills for student remediation or acceleration. Based on the Common Core and national norming, the rigor is increased above and beyond the CRCT or other state required assessments. that allow teachers to create differentiated instruction based on assessed needs. As struggling students in math and reading are identified, they will be placed on the RTI pyramid to monitor interventions necessary as they move through the tiers.		District Funded

Interventions such as READ 180, SRA Corrective Reading, Rocket Math and Saxon Math are available to students as well as placement in math support courses. Other programs are used such as iSucceed Math, and Reading Recovery to meet assessed needs of students. These programs are tutorial in nature and students are assessed regularly through the program assessment to determine placement.		
GAPSS Analysis Utilization of Leader Keys will allow GCHS the ability to target job-specific skills and individual performance issues that will have the greatest impact on student learning and continuous improvement. Leader Keys will allow for assessment that is both formative and summative.		

Loti Walkthrough Observations The LoTi Observer is an online tool that automatically calculates a teacher's LoTi Level based on an administrator's recorded walkthrough observations using an iPad. The LoTi Observer provides a powerful system for mobile data collection and analysis of LoTi-related behaviors in the classroom. An administrator using the LoTi Observer can: • download the program to an iPad • load the teachers to be observed on the device • conduct observations in a classroom • upload the observations to their LoTi account • print out observation reports Both the H.E.A.T. (Higher order thinking, Engaged learning, Authenticity, Technology use) and LoTi (Levels of Technology Teaching Innovation) Classroom Observation Forms are available to complete observations.	2011-2014	District Funded

A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).		
Actions:	**Timeline:**	**Budget:**
Extended Day ~~"~~Poor academic achievement of American K-12 students in comparison to other industrialized nations has led state departments of education, local school districts, and various groups supporting public schools to take a close look at extending the school day and/or the school year in order to boost student achievement. On average, U.S. students go to school 6.5 hours a day." (Neal, 2008). GCHS students currently attend school for seven hours per day with 5.83 hours dedicated to instruction.		
1:1 Learning Environment Student survey showing lack of student engagement and lack of home internet access promotes the integration of a 1:1 technology initiative in conjunction with the ~~"a~~cademies" would help to keep our 21st century learners focused and engaged by providing access 24/7 to the most current and scholarly information uses mobile devices. This also allows us to capture the crucial 2-3 hour window our students spend on the bus each day. iPad devices and the available educational applications in all content areas (as show in attachment # 25) can differentiate instruction as students are able to take notes, record lectures or lessons, or even capture videos of instruction in order to retain and review what was learned. Teachers can create lessons, track and monitor progress, and stay organized. The impetus of the 1:1 iPad implementation will be: • To develop learning experiences for our students that allow for flexibility in instruction through the use of interesting and		

inspirational content affording our students with a variety of learning styles and modalities. • To provide anywhere, anytime learning that is firmly aligned with the state standards of Common Core Georgia Performance Standards (CCGPS) and GPS. • To place our students in a position to engage in the cutting edge technology that will be developed over the next three years. • To focuses on five essential areas and goals that include Learning, Assessment, Teaching, Infrastructure and Productivity. • To support an engaged learning environment providing challenging tasks integrated with authentic, real-time assessment while providing our students a continuum of technology support from grades PreK through 12.		
Tutorial Credit Recovery GCHS is currently extending learning with afterschool and evening school. During the 2011-2012 school year our schedule will change to a hybrid model, allowing for more flexibility and additional instructional time per day. The ninth grade summer transition program will be extended from three to five days.	July 2011 to May 2012 July 2011	
School Day Schedule: ~~–~~The high school flexible scheduling (or flex schedule) is a unique and creative way to increase a high school course offering by creating additional instructional times outside of the traditional high school instructional day." (Baker, 2009). This schedule will allow for maximization of building usage, while meeting the individual needs of students. Furthermore, instructional time will be increased without extending the school day. GCHS will change from a traditional seven period schedule to a hybrid schedule that offers the advantages of both period and block scheduling.	**<u>Year 1, 2, and 3</u>** July 2011 – May 2014	NA

The school day will begin with an EAT (Educating All Tigers) period that offers remediation, acceleration, and credit recovery opportunities for our students. The weekly schedule will consist of regular school days on Mondays, Tuesdays, and Fridays while Wednesdays and Thursdays will utilize blocked periods for each course. GCHS understands that some courses will benefit from a straight block schedule. With flexible scheduling, this can easily happen. Changing to the hybrid schedule gives the students at GCHS an increase of instruction time of over 16 hours per year. This increase of instructional time will be utilized for facilitating the EAT period. We also have created an advisement period on Wednesdays to continue the advisement program we have at GCHS. GHSGT review classes will be built into the daily schedule for each component of the GHSGT. SAT/ACT preparation classes will also be offered for GCHS students.		
Common Planning: The new flexible schedule for 2011 – 2012 will allow for common planning on Thursdays. This will result in increased job-embedded professional learning.	**Year 1, 2, and 3** July 2011 – May 2014	NA
After School Program: GCHS provides an afterschool program with a wide array of offerings. Students have access to tutoring for current classes and standardized tests, and credit recovery is available through E2020. The program runs from 3:30 – 5:30 on Mondays through Thursdays with bus transportation provided. An added component is required Saturday School for two Saturdays out of the month for additional learning time and credit recovery opportunities.	**Year 1, 2, and 3** July 2011 – May 2014	District Funded

Evening School: GCHS offers an evening school that utilizes the E2020 computerized learning system from 4 – 8 PM on Mondays through Thursdays. This program is available to current students as well as former drop-outs who are in need of credit recovery or tutorials for standardized tests. The evening school program provides an alternative route for graduation.	July 2011, July 2012, and July 2013	District Funded
Summer Bridge Program: Summer Bridge is a highly interactive program for students entering high school, whose vision is building powerful scholars and leaders who can sustain a rigorous academic career through the Greene County High School years and beyond. The program will begin with an orientation for parents and students, communicating expectations. The Summer experience will serve to sharpen the students' technology skills. During the Summer Bridge, students will build relationships with fellow classmates and the faculty of the Ninth Grade Academy.	**Year 1, 2, and 3** July 2011 – May 2014	District funded
Joint Enrollments: GCHS students will have the opportunity to participate in Joint Enrollment ventures with post-secondary education partners. This will allow students to take courses not offered at GCHS as well as earn college credits during the high school years. These courses would include on-site and distance learning delivery models.	**Year 1, 2, and 3** July 2011 – May 2014	.
CTAE Opportunities: Apprenticeships and work based internships will afford GCHS students additional learning opportunities.	**Year 1, 2, and 3** July 2011 – May 2014	

A9. Provide ongoing mechanisms for family and community engagement.		
Actions:	**Timeline:**	**Budget:**
Parent Academy The Parent Academy is designed to empower parents with information that supports them becoming actively engaged in their child's education. Through a series of educational sessions on compelling issues influencing our youth, we seek to highlight ways parents can: build their child's positive developmental assets; reduce their incidence of risk-taking behaviors; and encourage the development of strong character and sound decision-making. Parents will serve as an active sounding board to discuss various topics such as school improvement as well as parent and community involvement. • Parents are required to take 6 out of 8 classes to complete the program. Classes run for 90 minutes. • The School Counselor will facilitate a select committee to plan the activities, dates, times, and advertisement of all classes. • The Academy will be capped at 25 participants. Parents from each grade level will be encouraged to enroll. • Sessions will be conducted by current GCHS staff members, Greene County instructional coaches, NEGA RESA support, and/or other outside presenters with specific expertise. • A brochure and resource kit will be provided to each participant. • Certificates and a stipend will be provided at the completion of the course. • Surveys will be provided to participants at the end of the course. Survey data will be used to revise the program as needed. • Additional data will be collected based on observations, interviews of participants, and	Planning in 2011 Implementation in 2012	per year: **$2,000**

the number of individuals successfully completing the program. • To ensure equal accessibility, all brochures and text will be available in Spanish and a translator will be available for registration and during the classes. • Child care services will be available to participants.		
Education Express The most progressive facet of a parent and student outreach is an old-fashioned idea that is clearly aligned with the needs of our rural, high-poverty students: the adoption of the "Education Express" (EdEx) Bookmobile. Bookmobiles have been disappearing due to increased operating costs, a decline in reading, and the skyrocketing popularity of computers; however, our rural area is especially bookmobile friendly, where in most homes, technology is neither accessible nor affordable and transportation to libraries is nonexistent. A Mobile Family Center, entitled "EdEx," in the form of a converted bus as a mobile classroom, will allow Greene County to implement a proactive family outreach program that will build relationships between our schools. The following plan will facilitate the EdEx implementation: 1. Retrofitting an existing school bus to serve as the EdEx. 2. During the school year, we will mobilize on 28 Saturdays 3. During the summer, we will travel 3 days per week for 8 weeks for at least 208 extended hours. 4. Staff on EdEx will work closely with students, encouraging selection of materials that coincide with their studies while reinforcing the importance and joy of reading	March 2011-2014	**Supplies-** These costs are for supplies for the training on EdEx, supplies for grant employees, paper and ink for training sessions. **$4,370** **Expendable Equipment- Bus Retrofit-** Costs associated with retrofitting a school bus to include power supply, wireless Internet, desks, counter, computers, printers, chairs, netbook cart with 30 computers, paint, and shelving and storage for community resource materials. **$38,900** **Fuel**- Fuel for the EdEx school bus to travel across the district- **$600** **Books-** Parenting books, DVDs, and resource materials in English and Spanish for use on the EdEx bus. **$10,000.00**

A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.		
Actions:	**Timeline:**	**Budget:**
The LEA will ensure that the Transformation Principal and Administrative Leadership Team at GCHS have operational flexibility with regards to staffing, scheduling, budgeting, and evaluating procedures. In addition, district personnel will provide necessary support for implantation of the Transformation Model. The Transformation Principal will work with the Administrative Leadership Team in making staffing decisions. The team will work to ensure that the right people are in the right place at the right time. To make this determination, all teachers and staff will be required to go through an interview process to determine appropriate placement within the new structure of the school. This may require additional training, reassignment, and/or nonrenewal of current teachers and staff. The Transformation Principal will work with the Administrative Leadership Team to organize the school day for maximizing instructional time and opportunities for professional growth. Budgetary allotments will be strategically aligned to support school initiatives. The Transformation Principal will partner with the LEA in making all budgetary decisions.	**Year 1, 2, and 3** July 2011 – May 2014 June 2011 – July 2011 June 2011 – July 2011 **Year 1, 2, and 3** July 2011 – May 2014	

A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).		
Actions:	**Timeline:**	**Budget:**
The LEA will provide support with the Title I Director to assist in monitoring the grant implementation. GCHS will also be provided an IB liaison from central office, a SREB coach and an Ombudsman director for supporting the implementation model. We will also utilize the state facilitator.	**Year 1, 2, and 3** July 2011 – May 2014	In kind and partial budget components from SREB and Ombudsman.

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

B-1. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.		
Actions:	**Timeline:**	**Budget:**
Purchase iPADs Professional Development for 1:1 laptop initiative classroom technology integration Please refer to pages 30-36 for detailed plan.	July 2011 July 2011	**$381,666** **$10,000**

C. Align additional resources with the interventions.		
Actions:	**Timeline:**	**Budget:**
Align the following budgets to support the objective in this grant: Renzulli, eBooks, PD360, Read 180, Rocket Math, Parent Liaison Literacy Coach Resources for ELL students Graduation Coach Add additional Career Pathways aligned to student interest survey	**<u>Year 1, 2, and 3</u>** July 2011 – May 2014	 Title I Title IIA Title III GEARS Grant All CTAE grants

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.		
Actions:	**Timeline:**	**Budget:**
The Board of Education and the Superintendent are committed to support the transformation model and will change practices or policies as needed. They will meet quarterly to discuss and determine if any policies or hidden barriers need to be addressed for effective implementation.	**<u>Year 1, 2, and 3</u>** July 2011 – May 2014	NA

E. Sustain the reform after the funding period ends.		
Actions:	**Timeline:**	**Budget:**
The Train the Trainer Model will be utilized with all Data, RTI, Differentiation, and SREB training to ensure capacity and our ability to redeliver and support all in-services as they are coached by SREB over the next three years.	2014 and beyond	The instructional coach will be funded through Title II-a.
The Reading Specialist Once the iTECs have collaboratively built the electronic curriculum for all core subjects aligned to the GPS/CCPS and trained teachers to embed technology as a means to extend and apply learning to the real world, we believe we will be able to fund one iTECs to sustain resources and training.	2014 and beyond	Use Title I funds to support the Reading Specialist and one iTECs.
The Ombudsman Academy	2014 and beyond	Use Local, State, and Title Funds to sustain.

LEA Name: G**reene County School System**

School Name: **Greene County High School**

Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Tier I and Tier II schools. Write the annual goals below.
Reading/English Language Arts
2011-2012 School Year The percentage of students who meet and exceed standards in Language Arts will increase by 5% as measured by the spring 2012 GHSGT. The percentage of students who meet and exceed standards will increase by 5% as measured by the Ninth Grade Literature 2011-2012 EOCT. The percentage of students who meet and exceed standards will increase by 5% as measured by the American Literature and Composition 2011-2012 EOCT.
2012-2013 School Year The percentage of students who meet and exceed standards in Language Arts will increase by 5% as measured by the spring 2013 GHSGT. The percentage of students who meet and exceed standards will increase by 5% as measured by the Ninth Grade Literature 2012-2013 EOCT. The percentage of students who meet and exceed standards will increase by 5% as measured by the American Literature and Composition 2012-2013 EOCT.
2013-2014 School Year The percentage of students who meet and exceed standards in Language Arts will increase by 5% as measured by the spring 2014 GHSGT. The percentage of students who meet and exceed standards will increase by 5% as measured by the Ninth Grade Literature 2013-2014 EOCT. The percentage of students who meet and exceed standards will increase by 5% as measured by the American Literature and Composition 2013-2014 EOCT.
Mathematics
2011-2012 School Year The percentage of students who meet and exceed standards in Math will increase by 5% as measured by the spring 2012 GHSGT. The percentage of students who meet and exceed standards will increase by 5% as measured by the Math I 2011-2012 EOCT.

The percentage of students who meet and exceed standards will increase by 5% as measured by the Math II 2011-2012 EOCT.
2012-2013 School Year The percentage of students who meet and exceed standards in Math will increase by 5% as measured by the spring 2013 GHSGT. The percentage of students who meet and exceed standards will increase by 5% as measured by the Math I 2012-2013 EOCT. The percentage of students who meet and exceed standards will increase by 5% as measured by the Math II 2012-2013 EOCT.
2013-2014 School Year The percentage of students who meet and exceed standards in Math will increase by 5% as measured by the spring 2013 GHSGT. The percentage of students who meet and exceed standards will increase by 5% as measured by the Math I 2012-2013 EOCT. The percentage of students who meet and exceed standards will increase by 5% as measured by the Math II 2012-2013 EOCT.
Graduation Rate
2011-2012 School Year To increase the graduation rate for all students by 5%.
2012-2013 School Year To increase the graduation rate for all students by 5%.
2013-2014 School Year To increase the graduation rate for all students by 5%.

Attachment 4 – Budget Detail

LEA Name: **Greene County School System**

School Served: **Greene County High School**

Intervention Model: Transformation Tier Level: **I**

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

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

Object Class	Item Description	Costs	
100 Personal Services (Salaries)	3.5 Certified Technology Instructional Coaches (iTECs) .5 Grant Coordinator	240,000	
	1 Certified Reading Specialist	60,000	
	Certified Teacher Incentives	50,000	
	Paraprofessional Incentives	10,000	
	Stipends for Teacher Summer Internships (1500X 5)	7,500	
	Stipends for Professional Learning IB, Response To Intervention, Northwest Evaluation in depth data training for growth model, Differentiated Instruction (150/day X 12 days X 42 staff)	75,600	**Object Total $443,100**
200 Benefits	FICA	18,610	
	MEDICARE	6,425	
	STATE HEALTH	54,000	**Object Total**
	TRS	30,844	**$109,879**

300	**Purchased Professional & Technical Services**	SREB	225,000	
		Ombudsman	292,500	
		Northwest Evaluation Association (NWEA)	10,000	
		Differentiated Instruction	10,000	
			3,600	
		RTI and Continuous Improvement Training	10,000	
		Social Studies Benchmark Assessment	10,000	
		One to One Initiative Tech Training by Apple	10,000	**Object Total $571,100**
500	**Other Services**	Ed Ex fuel	600	
		Travel GA Summer Leadership Conference	1,550	
		Internet Bandwidth Access	18,000	**Object Total $ 20,150**
600	**Supplies**	20 Carts/590 iPADs/20 MacPros for syncing	381,660	
		Individualized math and content instruction	22,400	
		Professional Development Books and Materials	2,000	
		A+ Online Course Works	3,000	
		ACT College and Career Ready Benchmarks	9,100	
		Parenting Books and Resource Materials in English and Spanish for EdEx bus and supplies for Parent Academy	10,000	
		30 Computers for EdEx	17,970	
		Retrofit bus-power supply, wireless hub, counters, chairs, paint and shelving	18,000	
		Instructional School supply Bonus (44 staff @ $400)	17,600	
		Institutional Apps	59,000	**Object Total $540,730**

700 (Capitalized Equipment)			
			Object Total
			$ -0 -
800 Other Objects	Registration for Cross Training for Dual Certification	5,000	
	Registration for GA Summer Leadership	17,500	**Object Total $ 22,500**
900 Other Uses			
			Object Total
			$ -0 -
	School Total		**$ 1,707,459**

LEA Name: **Greene County School System**

School Served: **Greene County High School**

Intervention Model: Transformation Tier Level: **I**

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

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

Object Class		Item Description	Costs	
100	**Personal Services (Salaries)**	3.5 Certified Technology Instructional Coaches (iTECs) .5 Grant Coordinator *Per conversation with Wendell Christian we have adjusted personnel to reflect a grant coordinator position.	240,000	
		1 Certified Reading Specialist	60,000	
		Certified Teacher Incentives	50,000	
		Paraprofessional Incentives	10,000	
		Stipends for Teacher Summer Internships (1500X 5)	7,500	
		Stipends for Professional Learning Write to Win, Response To Intervention, Northwest Evaluation in depth data training for growth model, Differentiated Instruction (150/day X 12 days X 42 staff)	75,600	**Object Total $443,100**
200	**Benefits**	FICA	18,610	
		MEDICARE	6,425	
		STATE HEALTH	54,000	**Object Total**
		TRS	30,844	**$109,879**

300 Purchased Professional Services	SREB	225,000	
	Ombudsman	292,500	
	Northwest Evaluation Association (NWEA)	10,000	
	IB Training	3,600	
	RTI and Continuous Improvement Training	10,000	
	One to One Initiative Technology Training by Apple	10,000	**Object Total $551,100**
500 Other Services	Ed Ex fuel	600	
	Travel GA Summer Leadership Conference	1,550	
	Internet Bandwidth Access	18,000	**Object Total $ 20,150**
600 Supplies	Research based individualized math and core content instruction	22,400	
	Professional Development Books and Materials	2,000	
	A+ Online Course Works	3,000	
	ACT College and Career Ready Benchmarks	9,100	
	Parenting Books and Resource Materials in English and Spanish for EdEx bus and supplies for Parent Academy	10,000	
	Instructional School supply Bonus (44 staff @ $400)	17,600	
	Institutional Apps	59,000	
			Object Total $123,100
700 (Capitalized Equipment)			**Object Total**
			$ -0 -
800 Other Objects	Registration for Cross Training for Dual Certification	5,000	
	Registration for GA Summer Leadership	17,500	
			Object Total $ 22,500

900 Other Uses			
	School Total		**Object Total**
			$ -0 -
			$ 1,269,829

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

LEA Name: **Greene County School System**

School Served: **Greene County High School**

Intervention Model: Transformation Tier Level: **I**

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

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

Object Class	Item Description	Costs	
100 Personal Services (Salaries)	3.5 Certified Technology Instructional Coaches (iTECs) .5 Grant Coordinator	240,000	
	1 Certified Reading Specialist	60,000	
	Certified Teacher Incentives	50,000	
	Paraprofessional Incentives	10,000	
	Stipends for Teacher Summer Internships (1500X 5)	7,500	
	Stipends for Professional Learning Write to Win, Response To Intervention, Northwest Evaluation in depth data training for growth model, Differentiated Instruction (150/day X 12 days X 42 staff)	75,600	**Object Total $443,100**
200 Benefits	FICA	18,610	
	MEDICARE	6,425	
	STATE HEALTH	54,000	**Object Total**
	TRS	30,844	**$109,879**

300	**Purchased**	SREB	225,000	
		Ombudsman	292,500	
	Professional Services	Northwest Evaluation Association (NWEA)	10,000	
		IB Training	3,600	
		RTI and Continuous Improvement Training	10,000	
		One to One Initiative Technology Training by Apple	10,000	**Object Total $551,100**
500	**Other Services**	Ed Ex fuel	600	
		Travel GA Summer Leadership Conference	1,550	
		Internet Bandwidth Access	18,000	**Object Total $ 20,150**
600	**Supplies**	Research based individualized math and content instruction	22,400	
		Professional Development Books and Materials	2,000	
		A+ Online Course Works	3,000	
		ACT College and Career Ready Benchmarks	9,100	
		Parenting Books and Resource Materials in English and Spanish for EdEx bus and supplies for Parent Academy	10,000	
		Instructional School supply Bonus (44 staff @ $400)	17,600	
		Institutional Apps	59,000	**Object Total $123,100**
700	**(Capitalized Equipment)**			**Object Total**
800	**Other Objects**	Registration for Cross Training for Dual Certification	5,000	
		Registration for GA Summer Leadership	17,500	**Object Total $ 22,500**

900 Other Uses			**Object Total**
			$ -0 -
	School Total		
			$ 1,269,829

Attachment 4a - Budget Template

LEA Greene County BUDGET					
	Year 1 Budget		**Year 2 Budget**	**Year 3 Budget**	**Three-Year Total**
	Pre-Implementation	**Year 1 – Full Implementation**			
Greene County High School	**450,660**	**$1,256,799**	**$ 1,269,829**	**$1,269,829**	**$4,247,117**
LEA-level Activities					
Total Budget	**$ 1,707,459**		**$ 1,269,829**	**$ 1,269,829**	**$4,247,117**

Attachment 5 - Checklist

Section A. SCHOOLS TO BE SERVED	
The chart is complete:	
✓ All Tier I, II, and III schools are identified.	☐
✓ Intervention models are selected for each Tier I and Tier II school.	☐
✓ If more than nine schools will be served, only 50 percent or less have selected the transformation model.	☐
✓ An explanation for the Tier I schools that the LEA is not applying to serve has been provided.	☐

Section B. DESCRIPTIVE INFORMATION	
1. Data Sources and Narrative	
✓ All sections of the School Profile are complete (Attachment 1a: Elementary School Profile, Attachment 1b: Middle School Profile, Attachment 1c: High School Profile). Minimum requirement	☐
✓ The narrative reflects the analysis of multiple sources of data to determine school needs. If the narrative reflects the analysis of additional sources of data, such as process, demographic and/or perception data, summary reports for the data must be attached to the application.	☐
✓ A rationale for selection of intervention model is provided.	☐
2. Capacity	
✓ Description identifies multiple resources (e.g., human, material, technical, etc.) and related support (e.g., commitment of school board to remove barriers, credentials of staff, recruitment process, area technical colleges and universities, job-embedded professional learning, etc.).	☐
✓ Complete all parts of Section B. 2.	
✓ Attachment 7a: Capacity Factor Chart, Attachment 7b: Restructuring Team Checklist, and Attachment 7c: Selecting Turnaround Leaders are tools that you may use to assist in determining the LEA's capacity to provide adequate resources and related support.	☐ ☐
✓ To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for: • Demonstrating capacity to devote staff, facilities, funding, services, and other resources exclusively to the management contracting function. • Demonstrating flexibility in removing barriers for the contract schools. • Ensuring that the LEA's central office staff will support successful implementation of the contract.	☐

• 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: • 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.	☐
3. Description ✓ The appropriate portion of Attachment 2 (2a: Turnaround Model, 2b: School Closure Model, 2c: Restart Model, 2d: Transformation Model) is complete and provides specific examples of actions that the LEA has taken or will take to implement the selected model for each Tier I and Tier II school applying for this grant. • To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for: • 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: o A Public Notice of Intent process. o An assessment of the applicant provider's knowledge of, skill with, and success rate related to the intervention model selected. o A thorough review of each applicant's administrative, organizational structure, legal, and financial perspectives. o Documentation that references have been contacted to verify prior successful implementation of the selected intervention model. • Ensuring that the providers know how to choose and manage school leaders who have the competencies to work effectively in a reform environment. • Clarifying the roles for the school provider and LEA that will be a part of the contract. • Defining a process for cancelling the contract and restructuring when a contract provider is not successful. • Including stakeholders such as parents and community groups	☐ ☐

throughout the entire process. • Establishing clear goals and closely monitoring school performance. • Establishing a clear timeframe for measuring gains in student achievement.	
• 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: • Developing a plan complete with strategies that focus on the individual school's student achievement needs. • Ensuring Title I schoolwide schools are consolidating ESEA funds to upgrade the entire educational system of the school. • Providing job-embedded professional learning for teachers. • Ensuring that each school has developed the intervention model that aligns all funding available to the school to implement specific strategies. • To ensure that reforms are sustained after the funding period ends, the SEA will review the LEA process for: • 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.	☐ ☐
4. Timeline ✓ Found in Attachment 2 (2a: Turnaround Model, 2b: School Closure Model, 2c: Restart Model, 2d: Transformation Model), the timeline addresses implementation of the basic elements of the selected intervention model and ensures that the basic elements of the intervention model will be initiated by the beginning of the 2010-2011 school year. The timeline provides a clear picture of implementation of the intervention model throughout the duration of the grant.	☐
5. Annual Goals ✓ Annual goals are written for student achievement on the State's assessments in Reading/English Language Arts and Mathematics for Tier I, Tier II, and Tier III schools. (LEAs applying for Tier I and Tier II schools have completed the portion of Attachment 2 that pertains to annual goals and LEAs applying for Tier III schools have completed Attachment 3.)	☐

✓ Annual goals are written for the graduation rate for Tier I, Tier II, and Tier III high schools. ✓ Annual goals are written for three years. ✓ The annual goals are specific, measurable, attainable, results-oriented, and time bound.	☐ ☐ ☐
6. Tier III Schools ✓ The services the school will receive and/or the activities the school will implement are clearly described in Attachment 3.	☐
7. Stakeholder Representation ✓ Relevant stakeholders have been consulted regarding the LEA's application and plans for implementation of school improvement models selected for its Tier I and Tier II schools. ✓ Evidence is provided addressing stakeholder notification and involvement (e.g., agendas and minutes from school council meetings, web postings, newsletters, etc.).	☐ ☐

Section B-1. Pre-Implementation Activities and Budget	
✓ Pre-implementation activities are described. ✓ A proposed budget is included.	☐ ☐

Section C. Develop a Budget	
✓ The LEA has completed a budget on Attachments 4 and 4a for each Tier I, Tier II, and Tier III school.	☐

Section D. Assurances	
✓ The superintendent agrees to the assurances for the School Improvement Grant.	☐

Section E. Waivers	
✓ The superintendent agrees to the waivers included in the School Improvement Grant.	☐

Attachment 6 - Rubric

CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Rationale	There is no evidence to support that data was analyzed to determine school needs and select the most appropriate intervention model.	Data has been collected; however, there is limited evidence that the data collected has been sufficiently analyzed to determine school needs resulting in the selection of an appropriate intervention model.	Sufficient data, including student achievement, process, demographic, and perception data, has been collected and analyzed to support the selection of the intervention model. The rationale clearly justifies the selection of the intervention model based on data analysis and school needs.
Capacity	There is no evidence in the application that indicates the LEA has the capacity to provide adequate resources and support to fully and effectively implement the intervention model selected.	Actions described in the application lack the detail necessary to ensure the LEA is prepared and committed to fully and effectively implement the selected intervention model. More specific information regarding resources, support, and commitment is needed.	Actions described in the application indicate that the LEA is prepared and committed to provide the necessary resources and support to implement the selected intervention model fully and effectively. In addition, the application indicates the LEA is prepared and committed to provide the school sufficient operational flexibility to fully implement a comprehensive approach to substantially improve student achievement outcomes. 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.

CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Capacity			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: • 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.

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.	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. To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for: • 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: o A Public Notice of Intent process. o An assessment of the applicant provider's knowledge of, skill with, and success rate related to the intervention model selected. o A thorough review of each applicant's administrative, organizational structure, legal, and financial

			perspectives. o Documentation that references have been contacted to verify prior successful implementation of the selected intervention model.

CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Implementation			• 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. 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: • 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.

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.	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. To ensure that reforms are sustained after the funding period ends, the SEA will review the LEA process for: • 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.

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	Yes, superintendent recently replaced the principal at GCHS who will led the change for the transformation model. This leader participated in GLISI, Georgia Leadership Institute for School Improvement, and Power of 100			
Will: Our LEA is willing to take extreme action in failing schools.			Our LEA enthusiastically supports this action that could result in GCHS becoming a cutting edge model.	
Outsiders: Our LEA is willing to bring in external support if needed for student learning.	Our LEA is willing to contract with Learning Focused to transform our instruction at GCHS.			

Insiders: Our LEA is willing to require central staff to make many changes to support restructured schools.	All central office instructional staff will participate in all training associated with this transformational model.			
Flexibility: Our LEA is willing to give capable leaders unprecedented freedom to change, even if this creates inconsistency and inconvenience.	Our board publically endorsed this transformational model on 4/11/11 (Podcast of this board meeting is available at www.greene.k12.ga.us)			

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.

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 ~~"t~~hick 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.

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.

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

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.

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

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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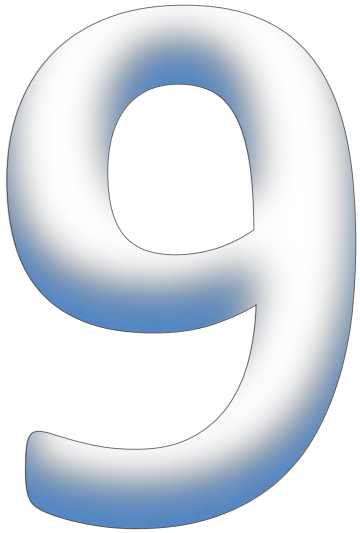
Attachments 9 – 25

School Improvement Grants

Section 1003(g) of the
Elementary and Secondary Education Act
Fiscal Year 2010
CFDA Number: 84.377A

LEA Name: Greene County School System
School Name: Greene County High School

Attachment



MEMORANDUM OF UNDERSTANDING BETWEEN THE SOUTHERN REGIONAL EDUCATION BOARD/ *HIGH SCHOOLS THAT WORK* AND GREENE COUNTY HIGH SCHOOL OF GEORGIA

Effective Dates: July 2011 – June 2012

The **Greene County School District** of Georgia and the Southern Regional Education Board's (SREB) ***High Schools That Work (HSTW)*** will partner in a multi-year initiative to support the continuous improvement cycle for **Greene County High School**. The purpose of this partnership is to improve student achievement and readiness for further study and high-wage, high-demand careers; support successful transitions; and improve high school graduation rates. Continuation of this agreement in year 2 and 3 is contingent upon the approval and receipt of appropriated School Improvement Grant federal and/or state funding.

Background

HSTW is founded on the belief that most students can master essential college- and career-readiness standards in English/reading, mathematics, science, social studies and quality career/technical studies if school leaders and teachers create an environment that motivates students to make the effort to succeed.

High school and middle grades students are more likely to make the effort to succeed when district, school and teacher leaders:

- give all students an opportunity to learn an accelerated curriculum;
- create supportive relationships to help students meet grade-level and college- and career-readiness standards;
- work with parents and students to set career and educational goals;
- support teachers by providing professional development;
- create a grading and support system in grades six through 10 that requires students to redo work and be re-taught until they meet or approach grade-level standards; and
- create optional programs of study for grades nine through twelve that join challenging academic and career/technical studies around broad career themes and are offered through a variety of school structures.

HSTW Theory of Change

School and teacher leaders must take ownership of student achievement and completion rates, participate in creating the school improvement plan, and responsibility for implementing it with fidelity. School and classroom practices should be based on the belief that most students can reach grade-level and college- and career-readiness standards when they receive the necessary support and see a reason for learning beyond passing an exam. Implementation of proven school and classroom practices matters because it conveys the message that the adults in the building believe students can learn at high levels and that the school is committed to support them until they meet the desired standards. The chance of success in redesigning schools is much greater when the state, districts and schools are clear about the changes to be made in school and classroom practices and when the state and districts are willing to work as partners with the schools to make these changes.

School and District Conditions That Promote Success for Secondary School Improvement

- A majority of school faculty engage in assessing gaps and adopting intervention strategies to close gaps in terms of school and classroom practices and student achievement.
- The district designates an executive level leader who can make decisions necessary to keep interventions on schedule.
- The district aligns policies and resources to the initiative reform effort and takes ownership for it.
- A district coach is designated to work with SREB and school coaches to assist schools.
- The district holds schools accountable for making annual progress in implementing the major interventions the school has agreed to implement.
- The district supports and participates in the training of school leadership teams and school faculty.
- District and school leaders support and participate in training of teachers and follow up on implementation. All partners support collaborative planning.
- A school leadership team is in place that is dedicated to changing the school culture; making reading and writing for learning an emphasis across the curriculum; getting agreement on assignments, assessments and student work that meets grade-level; supporting quality teaching practices; and creating conditions that foster effort by all students.
- All partners agree on and work towards common targets such as improving first time pass rates on high stakes assessments; reducing the failure rate in grades six, eight and nine; increasing annually the percentage of students who earn a high school diploma within four years of entering the ninth grade; and increasing the percentage of CT students taking employer exams and meeting readiness standards on college placement exams.
- Schools incorporate findings presented in the TAV report into the school improvement plan and implement solutions to challenges.

The Southern Regional Education Board agrees to:

- Assist Greene County High School, in collaboration with to develop, plan and implement targeted interventions and establish indicators on the level of implementation expected.
- Assign an experienced SREB coach to support Greene County High School in implementing key practices, developing master teachers and assisting school and district leaders to recognize when major interventions are being effectively implemented.
- Provide experienced trainers who use adult learning strategies to prepare teams of teachers and school leaders at national, regional or school-site staff development settings to implement major instructional interventions.
- Lead or participate in a Technical Assistance Visit resulting in a report that can be the basis for a strategic school improvement plan. This school visit will document gaps in school and classroom practices and suggest actions for immediate improvement.
- Provide feedback to school and district leaders on actions and support needed to stay on schedule and engage school leaders in selecting the right staff to participate in training with emphasis on selecting teachers who have passion for teaching all students to high levels, demonstrated success in helping low-performing students become extraordinary learners and shown that other teachers will follow their lead.
- Assist the schools to connect student achievement data to school and classroom practices and expand the use of practices that are predictors of higher student achievement.

- Provide leadership training aimed at building a cadre of teacher leaders at Greene County High School who can work with the school principal to implement the identified interventions successfully.

***HSTW* and Greene County High School Partnership Goals**

1. Increase by 10-20 percent annually the percentage of students in the *HSTW* Recommended Curriculum.
2. Strengthen the ninth grade year and reduce the ninth grade failure rate.
3. Establish and build the capacity of focus teams (professional learning communities) to involve the faculty in planning and implementing school improvement.
4. Strengthen the core curriculum grades 9 – 12 in order to get more students ready for post-secondary study or careers without remediation and increase graduation rates.
5. Deepen the culture of high expectations and increase access to targeted, protocol-driven, systems of extra help.
6. Improve student achievement by using reading and writing strategies across the curriculum.

***HIGH SCHOOLS THAT WORK* DESIGN IMPLEMENTATION**

SREB has determined that schools see the greatest gains in student achievement when they follow a systemic process for implementing the *HSTW* design. SREB expects school and district leaders to involve faculty in developing plans and taking the necessary steps to implement the *HSTW* design.

DESCRIPTION OF SERVICES TO BE PROVIDED BY SREB/*HSTW*

Coaching Service

***HSTW* School Improvement Specialists (School Coaches)** will be assigned to coordinate all services and provide support to leaders and teachers for deeper implementation of the design to improve teaching and learning. The coach will mentor the principal and improve the instructional leadership capacity of the school coach and other school leaders. The Coach will also:

- establish focus teams and assist them and the school leadership team with continuous planning and using data for improvement;
- work with principals and coaches to build capacity to sustain school improvement efforts;
- help schools determine and coordinate professional development needs;
- help faculty with follow-up activities to maximize professional development;
- provide coaching that continuously focuses on improving instruction and helping students complete quality work;
- help the schools identify professional development, curriculum materials and products that will further their instructional efforts; and
- connect school personnel with other schools within the network that have addressed similar challenges.

Each coaching visit will include a pre-visit conference call to develop an agenda for the visit, debriefing with school or district leadership at the end of the visit and a follow-up letter detailing actions taken, recommended next steps and plans for future visits. Follow-up letters will go to the school's principal with copies forwarded to the superintendent and SREB offices.

In addition to on-site support, SREB Coach will support schools through telephone conference calls.

Webinars and e-mails. This support may be to address specific needs of the school or to garner information on progress made.

Orientation and Planning (Schedule as soon as possible)

SREB will conduct an orientation session with the school leadership team and a session with the entire faculty that provides an overview of the *HSTW* design for all stakeholders. The *HSTW* Coach will meet with the principal and school coach to design the plan of work for the school, conduct a walkthrough of the school, review school data and current school improvement plan, and schedule a 45-60 minute overview of the design with the entire faculty. The purpose of the faculty presentation is to introduce the design and lay out the plans for implementation. Sessions can also be presented to students, parents, local school advisory boards, and the Board of Education.

Site Development Workshop (SDW)

This workshop involves the entire school staff in each school in a **Site Development Workshop.** This is a two-day workshop for the **entire faculty (with administrators)** and may include community members, parents, employers and district leadership. The workshop introduces faculty to *HSTW* goals and key practices while reviewing action steps other schools within the network have taken to address each key practice. The purpose of this workshop is to assist each school in developing a site action improvement plan to advance the achievement of students. The entire faculty will work in small interdisciplinary teams to look at the status of current school and classroom efforts regarding each *HSTW* key practice and to explore actions they can take to more fully implement the key practices. As a consequence of the workshop, the school faculty will begin to build a consensus for the changes in school and classroom practices that need to be made. Following review of the key practices, along with school and classroom practices, participants will form into focus teams to begin development/review of school improvement plans to incorporate ideas discussed.

Technical Assistance Visit (TAV)

The TAV is a three-day audit of school and classroom practices using the Key Practices of *High Schools That Work* as the lens. The *HSTW* coach or a veteran *HSTW* Consultant will lead a team of educators from the district and neighboring schools in a thorough needs assessment of each school that includes collection and analysis of national, state, district and school achievement data along with school and classroom practices data. This will result in a targeted data analysis for each school that identifies gaps in expectations and opportunities as well as achievement for all representative student groups at each school that is keeping the school from meeting goals. Thorough audits of school and classroom practices will be conducted. In these audits, subject area experts will conduct observations of all academic and career/technical (CT) classrooms and interview students, teachers and other stakeholders to identify the current status of the school around the best practices of high school redesign embedded in the *HSTW* Key Practices and Key Conditions. A comprehensive report will be provided to each school that details the findings of the data analysis and school audits and includes recommended actions each school can take to achieve goals.

PROFESSIONAL LEARNING:

Descriptions of major year one professional learning activities follows.

LEADERSHIP TRAINING: USING DATA TO CREATE A HIGH PERFORMANCE LEARNING CULTURE

This workshop is for teams of leaders from the schools and the district. School teams should include the principal, the assistant principal in charge of instruction, the *HSTW* Site Coordinator, a counselor, a mathematics teacher leader, an English Teacher leader, and a Career/Technical teacher leader along with other identified teacher leaders. The district team should consist of academic and Career/Technical leaders who serve secondary schools. The three-day workshop is delivered in two-day session for school teams and then one-day session for principals and coaches. Teams will complete pre-work assignments prior to the first session and between the two sessions. *HSTW* Coaches will attend the training with the schools and will follow-up to support implementation at the school level.

LITERACY ACROSS THE CURRICULUM

During this literacy strand of training participants will:

- identify the most powerful reading skills for students to master
- practice strategies for helping students develop those skills in all classes
- develop lesson plans that incorporate literacy strategies in all classes
- implement a plan to ensure that literacy is embedded across the curriculum

The first workshop will focus on the five elements of a school literacy plan. The second part of the initial workshop will be to familiarize the team with key reading skills for middle grades and high schools and instructional strategies that can be adapted by teachers from different disciplines to engage students in reading-for-learning in their content area.

FAILURE IS NOT AN OPTION

This workshop is for all middle and high school teacher teams. It is delivered in three one-day sessions with assignments in between. District leaders should also attend. Workshop participants will exam and plan for standards-based grading, creating assignments that are engaging and at grade level, a culture of high expectations and a protocol-driven extra help system.

TEACHING EMBEDDED MATHEMATICS, LITERACY AND SCIENCE IN CTE COURSES:

In this workshop, CTE teachers are trained to design and assign challenging, authentic real-world projects and tasks that require academic knowledge and skills to complete. The training is accomplished in a series of three two-day workshops for pairs of academic and CT teachers to work together to analyze mathematics, science or literacy skills that are embedded in a series of assigned projects in CT classrooms and develop an instructional plan for teaching embedded content and skills. The process can serve to motivate students to learn academics by emphasizing their relevancy to an authentic project in the CT field of study.

SUMMER TRANSITIONS INSTITUTE:

An institute designed to train teachers to develop standards-based courses to catch students up who enter high school lacking the academic skills and knowledge necessary for high school success in college preparatory courses. One institute is for eighth and ninth grade Algebra I teachers and one course is for

eighth and ninth grade English teachers. Each participating school will identify a mathematics team and an English team consisting of a school administrator, at least one teacher of the course and at least one teacher from the next level course to attend the training. A third institute is on developing a Career Exploratory course. Both SREB and other research reveals that at-risk students are more apt to remain in high school if they take two CT courses every year. The goal will be to develop a "Catch-up English" and "Catch-up Algebra I" course. The institute is offered in four consecutive days of training.

NINTH GRADE CATCH-UP ENGLISH

This four-day institute includes high-interest units that integrate reading, writing, speaking, listening and research to teach the thirteen content and five process readiness indicators identified in *HSTW's Getting Students Ready for College-preparatory/Honors English: What Middle Grades Students Need to Know and Be Able to Do* guide. Students build skills in six broad areas:

- vocabulary and language use—decoding and applying appropriate language;
- reading comprehension—making inferences, comparisons, summaries and connections;
- writing—pre-writing, writing and revising;
- research—locating, analyzing and evaluating information;
- speaking—both formal and informal presentations; and
- listening—organizing information and responding to oral communication.

The "catch-up" course can also help students acquire the study and listening skills that characterize independent learners. At the end of the course, students will have read high-interest materials that are the equivalent of eight books, written 10-12 papers for various audiences and purposes, made at least four presentations and worked weekly in cooperative study teams. Students will be pre-tested and post-tested to determine their growth in reading and writing skills. Students will be asked to develop a portfolio of their best work.

CATCH-UP MATHEMATICS

This **four-day institute** is based on the 12 content and five process readiness indicators contained in the SREB guide *Getting Students Ready for Algebra I: What Middle Grades Students Need to Know and Be Able to Do* guide. The indicators address reasoning, understanding and procedural skills needed to be successful in rigorous high school mathematics studies. The course includes four major content strands and five process strands. At the end of the course students will have completed units in Number and Operations, Geometry and Measurement, Algebra, Data Analysis and Probability along with effective literacy and study skills. Students learn algebra readiness concepts and mathematics reasoning through real-life problems. This course stresses higher-level thinking and success in doing proficient-level work to get students ready for Algebra I by the second semester.

NINTH GRADE CAREER EXPLORATORY

This **four day institute** is designed to help school teams develop units of study designed to help ninth grade students develop a career focus and develop a program of study that leads to post-secondary enrollment or a career. Teams of academic and career technical (CT) teachers work together to design engaging units of study that allow students to explore the CT programs available.

LEARNING THROUGH CONNECTIONS WITH A NATIONAL NETWORK

School and teacher leaders need the opportunity to attend workshops with other school and teacher leaders.

High Schools That Work **National Workshops** target specific issues in depth and allow participants to delve deeply into an area of interest or need. Schools usually send teams of leaders and teachers who develop a plan to share information learned with other staff members at the school and share with their SREB Coach. The workshops are usually two days long.

The SREB Coach will provide coaching follow-up support for the school and the principal to ensure implementation of strategies in classrooms.

HSTW **Annual Staff Development Conference** is recognized as a national exemplar for staff development, the annual conference brings together recognized leaders and researchers in tandem with local practitioners. A team of at least eight including teachers and administrators from each site, along with district personnel, will participate in the conference to:

- gather information and research best practices to support improvement plans;
- build confidence for implementing school reform;
- share strategies that are working in their schools; and
- network with similar schools across the initiative.

The SREB Coach will work with Greene County High School throughout the conference to reflect on new information, identify potential school- or district-wide staff development as follow-up, develop follow-through actions for both administrators and teachers, and target revisions needed in the site's school improvement plans.

SCHOOL YEAR ONE BUDGET— July 1, 2011 – June 30, 2012				
Date	**Services**	**Days**	**Explanation**	**Cost**
	***HSTW* School Improvement Coach** *HSTW* coaches provide on-site coaching services, serve on Technical Assistance Visit, attends or conducts training with school teams. Coaching visits are designed to build instructional leadership capacity, teacher teaming, provide training, and support implementation of professional development with fidelity. • **Career Themed Academies** Approximately 3/8 of coaching will center on C/T career-themed academies in year one • **Transitions-Ninth Grade Academy** Approximately 1/4 of coaching will center on transitions, summer bridge program and the ninth grade academy in year one.	32	$1,250 per day of on-site coaching. The charge includes on-site coaching, travel to and from, office planning and preparation and a follow up coaching report for each coaching visit.	**$40,000**
	Targeted Literacy and ELA Teacher Coaching Focused coaching on literacy/reading achievement improvement in year one. ELA coaching will be in the English/reading teachers' class rooms. Literacy coaching will focus on reading and writing across the curriculum in all classrooms. Both will provide a combination of pull-out training, embedded staff development, modeling of instruction and classroom visits with targeted feedback.	30	$1,250 per day of on-site coaching. The charge includes on-site coaching, travel to and from, office planning and preparation and a follow up coaching report for each coaching visit.	**$37,500**
	Targeted Numeracy and Mathematics Teacher Coaching Focused coaching on mathematics achievement improvement in year one. Mathematics coaching will be in the mathematics teachers' class rooms. Numeracy coaching will focus on mathematics across the curriculum in all classrooms. Both will provide a combination of pull-out training, embedded staff development, modeling of instruction and classroom visits with targeted feedback.	30	$1,250 per day of on-site coaching. The charge includes on-site coaching, travel to and from, office planning and preparation and a follow up coaching report for each coaching visit.	**$37,500**
	Targeted Exceptional Education Teacher Coaching Focused coaching on targeted toward improving the achievement of students in the exceptional education demographic group. Coaching will provide exceptional education teachers a combination of pull-out training,	30	$1,250 per day of on-site coaching. The charge includes on-site coaching, travel to and from, office planning and preparation and a follow up coaching report for each coaching	**$37,500**

	embedded staff development, modeling of instruction and classroom visits with targeted feedback.		visit.	
	Technical Assistance Visit Three days on-site, plus report write up, and editing	3	Combined with GAPS visit so rate is cut.	**$3,500**
	Failure is not an Option For teams from each school and selected district leaders	1	Trainer Travel and Fees	**$1,500**
	Leadership Training For teams from each school and select district leaders. 2 days of team training with 2 days of follow up training.	4	Trainer Travel and Fees	**$6,000**
	Literacy Across the Curriculum Training For teams from the school. 4 days on site plus participation in webinar	4	Trainer Travel and Fees plus webinar registration	**$7,000**
	Project Based Learning with Embedded Mathematics Increasing rigor and mathematics in CT courses through planning and teaching Authentic Integrated Project Units and emphasizing embedded academics – in a 2 + 2 format	4	Trainer Travel and Fees	**$6,000**
	Transitions Summer Institute • **Strand 1:** Design a Catch-up Ninth Grade English Course – 4 consecutive days by a professional trainer • **Strand 2:** Design a Catch-up Ninth Grade Mathematics Course – 4 consecutive days by a professional trainer • **Strand 3:** Design of a Ninth grade career exploratory course – 4 consecutive days by a professional trainer • **Strand 4:** Design/review summer bridge program that supports transition into the high school – 2 days (coaching will support this during year 1 to implement in this summer) .	4 day week during summer in multiple strands for 14 man-days of trainer time	Trainers Travel and Fees	**$12,000**
	Guidance and Advisement Creating an Effective Guidance Program- 4 days on site in a 2 + 2 format with coaching in between training sessions	4	Trainer Travel and Fees	**$3,000**
	Registration fees to *HSTW* Summer Staff Development Conference (travel costs not included).		**Registration for team of 10 from each school to attend the summer**	**$2,250**

	The summer staff development conference is recognized as a national exemplar for staff development. The annual conference brings together recognized leaders and researchers in tandem with local practitioners. Visit www.sreb.org for more information.		**conference**	
	Resources - SREB Publications for workshops, book studies and reference			**$1,159**
	Leadership and Management of Project Administrative assistant and project leader support.			**$10,000**
Subtotal School Year 1				**$204,909**
10% SREB Indirect School Year 1				**$20,491**
TOTAL School Year 1				**$225,400**

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LEA Name: Greene County School System
School Name: Greene County High School

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10

JOB DESCRIPTION

READING SPECIALIST

REPORTS TO: Principal

GENERAL STATEMENT OF JOB:

The High School Reading Teacher is a member of the school faculty and will perform all the duties spelled out in the "Job Description of the Teacher". In addition, the Reading teacher will carry out the district-wide plan to improve the reading achievement of all students assigned. This commitment will include attending professional development, collecting data, and providing feedback to the principal and to the district office of Curriculum and Instruction. Under the supervision of the principal and the district representative, the Reading Teacher will develop and implement lesson plans to provide diversified reading strategies and activities specifically designed for targeted students.

DUTIES AND RESPONSIBILITIES:

1. Performs all duties as spelled out in the job of a teacher
2. Diagnoses, assesses, prescribes, and evaluates the reading needs of individual students to determine level of need
3. Carries out ongoing assessment of reading needs; writes and modifies the lesson plans as needed; maintains student achievement records
4. Consults with other content teachers, special education teachers, parents and students, advising on strategies and activities that may be used to enhance a student's reading skills
5. Maintains a print-rich classroom, including word wall
6. Keeps parents, administrators, district, and community informed about the reading programs/strategies in the school
7. Participates in regular professional development to improve personal knowledge and skills
8. Performs other related work as required

MINIMUM EDUCATION AND EXPERIENCE:

A bachelor's degree with reading endorsement or reading certification is required. Experience in reading and/or literacy instruction is also required. The applicant should have been successful at the teaching of reading according to the last three years evaluations. The applicant must pass all requirements of the policies of the Greene County Board of Education.

EMPLOYMENT: 190 days

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LEA Name: Greene County School System
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Job Description
Instructional Technology Enhanced Curriculum Specialists (iTECS)

Primary Function

The main role of the iTECS is to facilitate the implementation and integration of appropriate educational technology resources within their particular curriculum area of expertise in order to enhance the teaching and learning process at the school level. The iTECS will also provide a communication link between the school and the school system's Technology Director and Instructional Technology Coordinator to help ensure resources are allocated and utilized in the most productive and cost-efficient manner possible.

Essential Duties

- Guide teachers and administration in developing technology enhanced curriculum materials and lesson plans that facilitate the implementation of the SIG curriculum in line with the school/system technology plan.
- Assist teachers in overcoming technology problems and promote integration of technology into the day-to-day activities of the classroom.
- Provide technological advice and consulting assistance to school staff with questions or problems with technology integration into the classroom.
- Assist in the selection, installation and start-up of all educational technology systems and equipment.
- Review and evaluate the applications of educational technology and software prior to purchase and/or installation into school classrooms.
- Collaborate with the school media specialist in the delivery of information services to provide a concerted effort in implementing the information resources across discipline areas.
- Communicate with the school principal to facilitate the implementation of the educational technology programs within school instructional goals.
- Conduct workshops, seminars, conferences and training sessions with school staff to increase knowledge of hardware, software, networking and Internet for successful implementation into the instructional process.
- Conducts model teaching in classrooms to model the integration of technology with curriculum.
- Serve on the system technology committee to help identify instructional goals and objectives and to develop plans to accomplish them.
- Serve on school technology committee to identify instructional needs anddevelop plans of action.
- Assists in identifying human resources with specialized skills needed to assist with or enhance technology projects.
- Provide basic technical assistance on troubleshooting hardware, software, networking, telecommunications and operational/process problems. Refers more sophisticated problems to Technology Services personnel.
- Research and review new and updated technology and software and make recommendations to district technology committee of how particular technologies could be useful in the iTECS particular area of curriculum expertise.
- Participates in training and reads professional literature to maintain a high level of expertise in new technologies and instructional strategies.
- Work with all iTECS and district technology services personnel to conduct needs assessment through a variety of methods to determine relevant professional development activities for school staff.
- Perform related duties as assigned.

Qualifications:

- Has experience using a wide variety applications as a classroom teacher
- Has experience in preparing and conducting technology-related professional development classes
- Is innovative in the way he or she integrates technology to enhance the educational process

- Experience with school and/or district Media, Technology, or Software selection committees
- Is experienced in software installation and configuration
- Provides evidence of integrating technology resources to enhance teaching and learning, not just integrating technology for the sake of using technology
- Has knowledge of the scope and sequence of curriculum in personal area of curriculum expertise
- Has knowledge of the teaching and learning challenges unique to personal area of curriculum expertise
- Has dealt with basic hardware and software troubleshooting issues
- Has demonstrated basic problem solving skills related to hardware and software issues

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JOB DESCRIPTION ***Paid for with Title I***

Literacy Coach
(Instructional Coaching)

REPORTS TO: Principal

EMPLOYMENT: Eleven month contract (220 days)

EVALUATION: Annual performance evaluation based on position responsibilities in accordance with provisions of Board of Education policy.

POSITION GOAL:
Instructional Coaches will be assigned to work with schools within the district with the stated purpose of improving curricular practices, classroom instruction, utilization of available resources and student performance in the key academic areas that coincide with district strategic planning.

PERFORMANCE RESPONSIBILITIES:

I. Data Management/Researching (20%)

a. Analyze school trend data for the past 5 years to the minutest components, discerning strengths and weaknesses by strand.
b. Interpret and utilize data to guide instruction and strategic planning for subsequent years.
c. Gain knowledge of innovative teaching strategies and curricular practices.
d. Conduct qualitative and quantitative research within the school for planning purposes, assessing strengths and weaknesses in a non-threatening manner; written compilation of derived research. Submitting findings to Assistant Superintendent or assigned immediate supervisor.
e. Provide Assistant Superintendent or immediate supervisor with a bi-weekly report of classroom activities and progress toward stated district goals.

II. Formal Instructional Coaching (30%)

a. Provide content knowledge and resources to school staff about learning and teaching mathematics including teaching strategies, assessment tools, and interpretation of assessment results.
b. Provide information and guidance regarding a range of effective and innovative mathematic practices through individual discussion (informal and formal), lesson modeling, staff meetings, and professional development opportunities.
c. Maintain the confidentiality of schools, teachers, and classrooms.

III. Informal Coaching (30%)

a. Provide teacher support through modeling and feedback.

b. Discern areas needing to be addressed via email communications, surveys, classroom observations, walk-throughs and teacher conferences.
c. Provide/procure content knowledge and resources for enhancing learning and teaching in mathematics at assigned school.
d. Attend and participate in departmental/grade level meetings.
e. Meet individually with math teachers during planning periods to assess and assist with instructional needs.
f. Lead regular school level professional development trainings for math teachers.

IV. Resource/Curriculum Manager (15%)

a. Assess instructional needs of the assigned school and provide approved materials.
b. Compile an inventory of existing instructional resources in assigned school.
c. Figure out how to better utilize existing resources and submit requisitions/requests for procurement what is needed.
d. Assist in drafting an effective and usable curriculum, with accompanying pacing guides.

V. Other Duties as Assigned (5 %)

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LEA Name: Greene County School System
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JOB DESCRIPTION: HIGH SCHOOL GRADUATION COACH

PURPOSE

High School Graduation Coaches (HSGC) ensure the successful transition of all students from middle to high school and from high school into some form of post-secondary education or work. Through the *GEAR* HSGI grant program they will provide a comprehensive prevention/intervention process for students at-risk of grade retention, and/or dropping out. The role of the graduation coach is to identify students in need of additional support and work with them to achieve academic success. The coaches will work to ensure that all identified students receive the resources/services that they need to be guided toward the path of graduation. Each local board of education shall ensure that each high school in its jurisdiction has the full-time services of a HSGC who is engaged in high school graduation assistance activities, including but not limited to working with students, school faculty/staff, and parents/guardians. The HSGC will provide assistance to all high school students, individually and in groups, regarding high school graduation. This assistance will include but not be limited to analyzing data to identify students or subgroups with dropout risk factors; reviewing, implementing, and tracking the Peach State Pathway; identifying and removing barriers to graduation; and facilitating career pathways.

ESSENTIAL FUNCTIONS

- Work to ensure smooth transitions of middle school students to high school and high school students into post-secondary options or work.
- Identify youth at-risk of dropping out due to academic and/or psycho-social barriers.
- Connect students to intervention programs to prevent grade retention, Georgia High School Graduation Test (GHSGT)/End of Course Test (EOCT) failure while ensuring a solid academic foundation that promotes the successful transition out of high school.
- Utilize components of a profile of characteristics of potential dropouts to identify high school students at risk of dropping out. These characteristics include: History of school failure, retention, and/or overage for grade; Low CRCT scores, reading and/or math achievement; Failure of the GHSGT or EOCT; Special education/disability; Attendance problems/truancy; Behavioral problems, history of suspensions, high-risk peer group; Disengagement from school, low expectations, lack of extracurricular involvement; Family status or risk factors: economically disadvantaged, high mobility, non-native English speakers.
- In collaboration with a school's existing leadership, develop a Graduation Team that includes administrators, teachers, advisors, counselors, school social workers and/or any other relevant service providers.
- Lead Graduation Team(s) to identify at-risk students, assess school and student needs, and develop/coordinate appropriate interventions. Graduation team(s) may utilize existing school-based teams, such as School Leadership, Improvement, and/or Student Support Teams.
- Develop School-wide Support and Interventions.
- Work with faculty and administrators to develop credit recovery and alternative options and to adapt curriculum and differentiate instruction to meet the needs of identified at-risk students.
- Attend, participate in, and redeliver, as appropriate, High school Graduation Coach training.
- Provide training and/or support to middle school and high school teachers on support measures that work with youth identified as at risk of not graduating.
- Provide direct service and case management
- Develop and implement individual, small group, and whole school intervention and prevention strategies to increase the likelihood that students will stay in school and graduate

- Work with students to develop a graduation and career plan (Peach State Pathways) to include the best program to meet academic and post-secondary goals.
- Develop Transition Programs and Vertical Teams with Middle and High Schools.
- Collaborate with feeder middle school(s) to identify in-coming middle school students at-risk of high school failure.
- Conduct quarterly vertical team meetings among middle, and high school faculty and staff to develop action steps to improve individual student and subgroup transition success rate.
- Collaborate with teachers, counselors, and/or advisors to assure the continued use of the transition process for 8th graders and freshmen to help students successfully adapt to the rigors of the high school experience. Develop Relationships with Parents/Guardians, Community Organizations, and Other Resources.
- Connect individual students and their parents/guardians with community organizations and programs, such as Communities In Schools, Family Connections, Georgia College 411, Early College as well as area technical colleges.
- Develop or work with local mentoring programs, business and/or community coaches to connect individual students with mentors.
- Provide support and outreach to parents/guardians of students identified as being at risk of not graduating.

EXPERIENCE REQUIRED

- Successful experiences working with secondary at-risk students
- Working knowledge of appropriate strategies for reducing behaviors that put students at risk of not graduating from high school
- Ability to communicate effectively with youth, adults, and members of the community
- Ability to analyze, develop, implement, and track intervention plans and strategies
- Knowledge of and the ability to analyze data, including that available from the Georgia Department of Education, the Governor's Office of Student Achievement, and from other sources
- Understand the multiplicity of social services available in the community to support students at risk of not graduating
- Knowledge of alternative education opportunities (e.g. Communities In Schools, Credit Recovery, Georgia Virtual School)

EDUCATIONAL REQUIREMENTS

- Georgia Professional Standards Commission certification in the following areas: Teaching, Service (School Counseling, School Psychology, and/or School Social Work) or Leadership; or paraprofessional certification AND at least three years experience working with children
- A bachelor degree from a regionally accredited institution

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14

LoTi: Bringing the Heat to Education

H.E.A.T. Observation Form: GCPS

Observer Name:_____ **Date:**_____
School Name:_____
Teacher Observed:_____

Setting:

The setting for this observation...

- ❑ Classroom
- ❑ Computer lab
- ❑ Library/Media Center
- ❑ Other: _____

Hardware Use during Observation:

Hardware use observed...

- ❑ Unlimited technology use
- ❑ 1 to 1 student/computer ratio
- ❑ 2 to 1 student/computer ratio
- ❑ 4 to 1 student/computer ratio
- ❑ 10 to 1 student/computer ratio
- ❑ 1 student computer in classroom
- ❑ 1 teacher workstation only
- ❑ No hardware use
- ❑ Other: _____

Software Application Use during Observation:

Application use observed...

- ❑ Single Application Use
- ❑ Multiple Application Use
- ❑ No Application Use
- ❑ Other: _____

Technology Users during Observation:

Technology users observed...

- ❑ Teacher Only
- ❑ Student(s) Only
- ❑ Student(s) and Teacher
- ❑ No Users

Higher-order Thinking:

- ❑ Students taking notes only; no questions asked
- ❑ Student learning/questioning at knowledge level
- ❑ Student learning/questioning at comprehension level
- ❑ Student learning/questioning at application level
- ❑ Student learning/questioning at analysis level
- ❑ Student learning/questioning at synthesis/evaluation levels

Engaged Learning:

- ❑ Students report what they have learned only
- ❑ Students report what they have learned only; collaborate with others
- ❑ Students given options to solve a problem
- ❑ Students given options to solve a problem; collaborate with others
- ❑ Students help define the task, the process, and the solution
- ❑ Students help define the task, the process, and the solution; collaboration extends beyond the classroom

Classroom Management:

- ❑ Students on-task relating to the classroom learning
- ❑ Teacher communicates instructional and behavioral expectations to students
- ❑ Social interaction is conducive to student learning
- ❑ Physical environment aligns with and is supportive of the Georgia Performance Standards

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H.E.A.T. Observation Form: GCPS (continued)

Authenticity:

- ❑ The learning experience is missing or too vague to determine relevance
- ❑ The learning experience provides no real world application, or represents a group of connected activities
- ❑ The learning experience provides limited real world relevance, but does not apply the learning to a real world situation
- ❑ The learning experience provides extensive real world relevance, but does not apply the learning to a real world situation
- ❑ The learning experience provides real world relevance and opportunity for students to apply their learning to a real world situation
- ❑ The learning experience is directly relevant to students and involves creating a product that has a purpose beyond the classroom that directly impacts the students

Technology Use:

- ❑ No technology use is evident
- ❑ Technology use is unrelated to the task
- ❑ Technology use appears to be an add-on and is not needed for task completion
- ❑ Technology use is somewhat connected to task completion involving one or more applications
- ❑ Technology use is directly connected to task completion involving one or more applications
- ❑ Technology use is directly connected and needed for task completion and students determine which application(s) would best address their needs

Learner-Centered Instruction:

- ❑ Students established individual goals for their learning
- ❑ Student inquiry guides the instruction
- ❑ Student questions dictate context/content of instruction
- ❑ Students given multiple options for completing a task/project
- ❑ Student products perceived as authentic and purposeful

Research-best Practices:

- ❑ Teacher providing homework and practice
- ❑ Teacher setting objectives and providing feedback
- ❑ Teacher reinforcing effort and providing recognition
- ❑ Students summarizing and note taking
- ❑ Students identifying similarities and differences
- ❑ Teacher providing opportunities for nonlinguistic representations
- ❑ Students generating and testing hypotheses
- ❑ Teacher implementing cooperative learning
- ❑ Teacher providing cues and promoting questions
- ❑ Teacher offering advanced organizers
- ❑ Teacher adjusting instruction based on learner readiness, interests, or modality strengths
- ❑ Teacher providing adequate wait time for student responses

Standards:

- ❑ Standards are posted in the classroom
- ❑ Language of the standards is being used during instruction/feedback
- ❑ Evidence of standards based performance tasks/activities apparent
- ❑ Benchmark work, rubrics, and exemplars are posted and show rigor
- ❑ Teacher commentary to support continuous improvement is evident

Estimated LoTi Level: _____ **Estimated CIP Level: _____**

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LoTi: Bringing the Heat to Education

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Attachment

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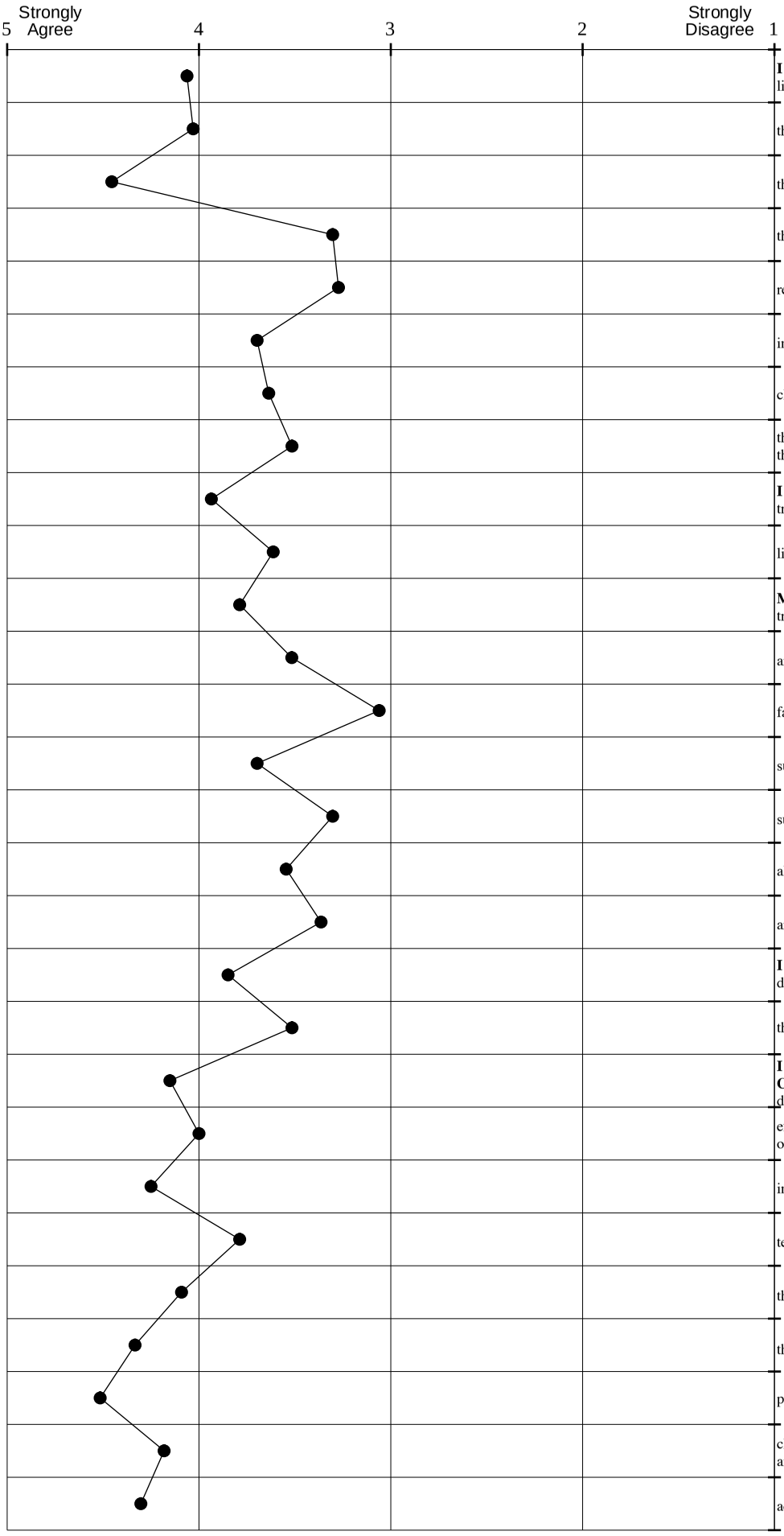
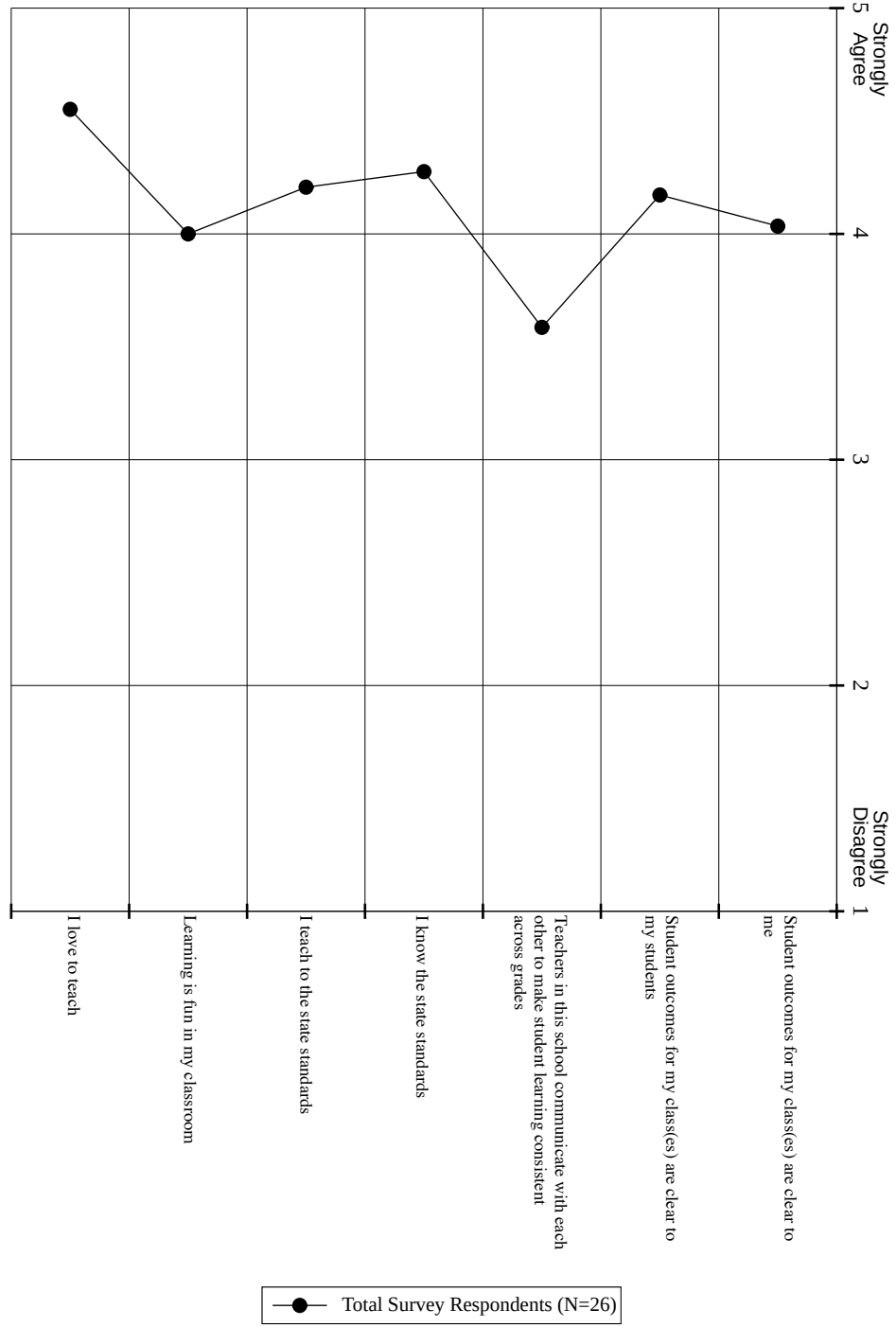
Greene City High Staff Responses March 2011



Attachment 15

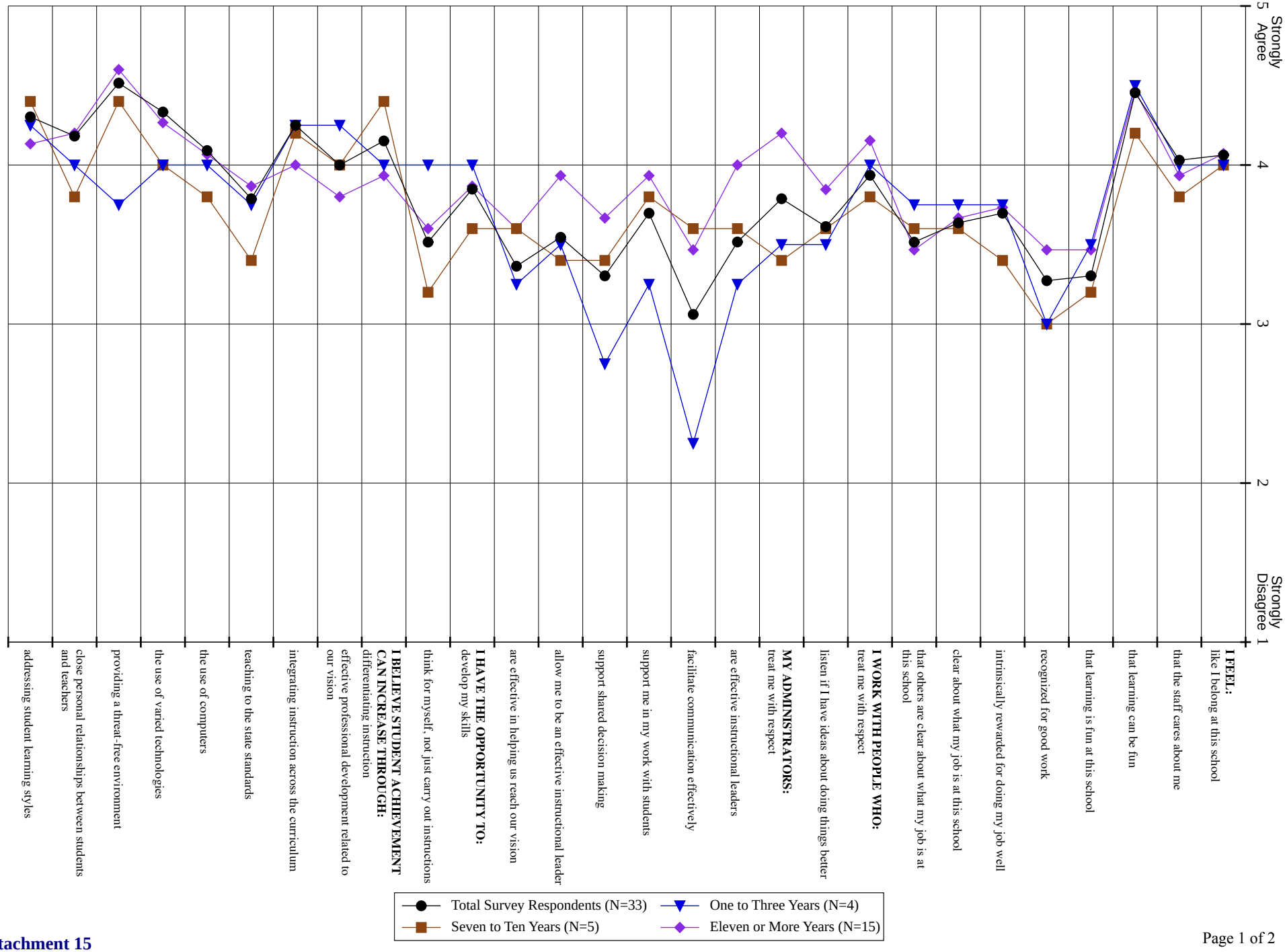
Greene City High Staff Responses March 2011 (Continued)

Greene City High Staff
Items for Teachers and Instructional Assistants
March 2011

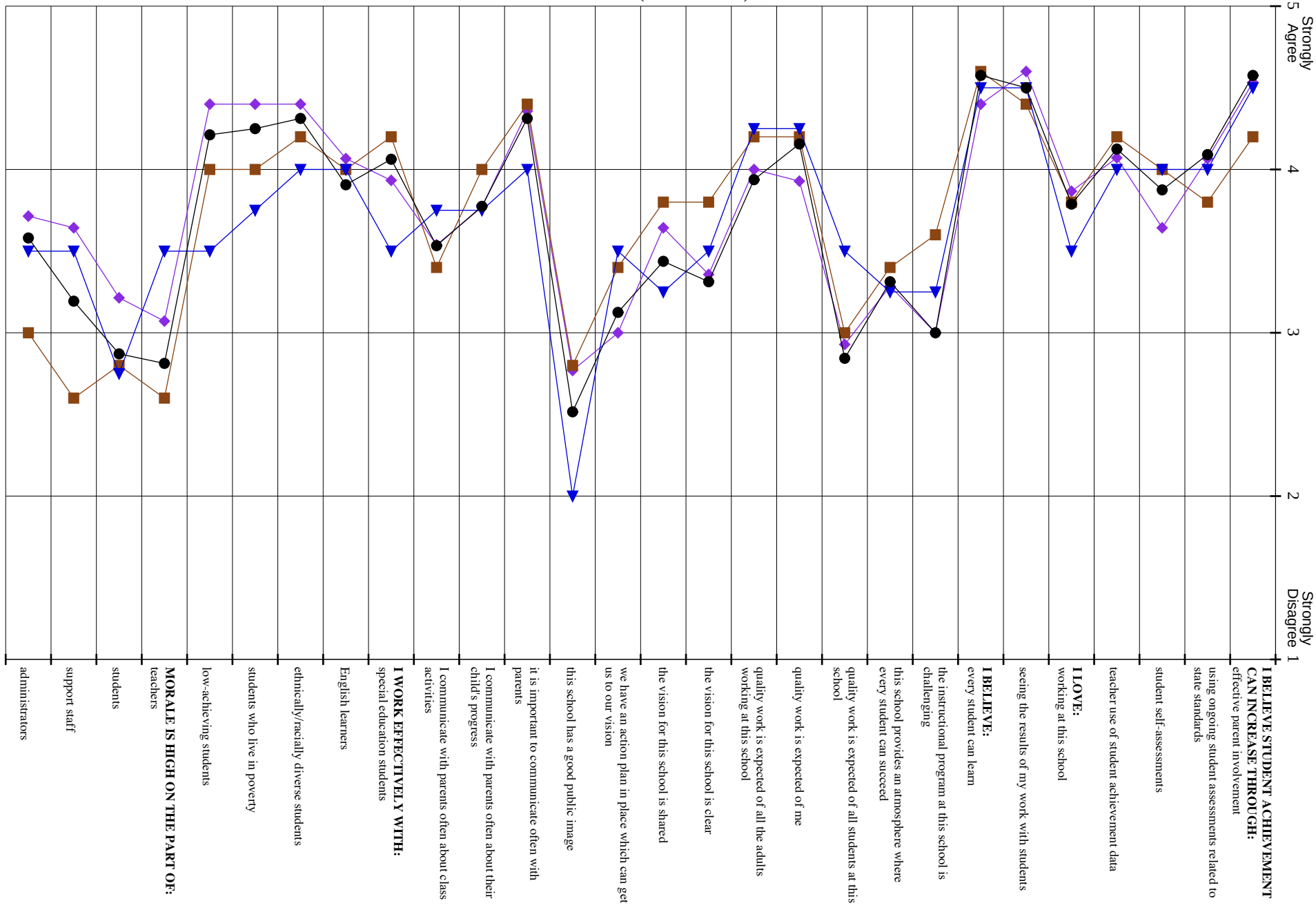


Attachment 15

Greene City High Staff
Responses by Number of Years Teaching
March 2011



Greene City High Staff
Responses by Number of Years Teaching
March 2011 (Continued)



Greene City High Staff Questionnaire
Open-Ended Responses
March 2011
(N=33)

1. What are the strengths of this school?

- The student body
- Belief that every student can do well
- Teachers support each other, good instruction taking place in this school
- Staff working together as a family/team
- Our staff here at Greene County could possible turn this school system around
- Strong dedicated teachers who like to teach at this school and love the students
- Financial and technological resources.
- Students want to learn, cooperative staff, excellent job environment
- There are teachers and students who communicate well with each other.
- It cares about students.
- Good disciplinary strategies,
- Overall good kids, Plenty of technology available, good teachers who want students to succeed
- The administrative staff shows concern and are professional in most areas.
- Small close atmosphere
- Closeness of staff, family/small community atmosphere
- The desire for students to achieve
- This school has a strong family environment.
- Teachers

2. What needs to be improved?

- Time needs to be given for projects that are implemented to fail or succeed, not implemented and changed because it doesn't work in a short amount of time. Also, the use of credit blitz should stop because it undermines the work that teachers and successful student do during the course of the year.
- Morale
- A charted course on how to get there while holding all stakeholders accountable.
- Put students out who continually defy the rules and the dress code. Need another curriculum other than college prep because all of our students are not capable of doing college prep work
- I feel we need students to take more responsibility for their behavior
- The communication between teachers and admins as well as parents. Also following the chain of command for when things are not going in your favor. Sometimes we focus to much on the image of our students instead of what they are learning in class
- Need to work on a dress code and a few items along those lines that does not require fulltime maintenance. Too much effort is put into the current plan. Need to find a solution that works. Also, need to align changes to implement in priority
- Principal-teacher communication, administrative respect for teachers' work days and teacher professionalism.
- ISS, OSS, ADAPT, E2020, CREDIT BLITZ
- Students understand that it is not ok to break the rules.
- Student schedules need to be improved
- More rigorous accountability for students and teachers for their part in the achievement of the students.
- Communication from administration, stop going in a thousand different directions, quit lowering the bar for underachievers, frivolous tasks given to teachers with no value to the education of the student when the day is done, leadership (we work on a double standard at GCHS) Teachers need

to be left alone to do what they know how to do, quit treating us like three year olds, respect us instead of doing things that show disrespect, leadership at the top needs to be stronger
- If one tenth the effort spent on making AYP and passing students was spent on staff morale total results would probably be better
- Discipline
- Communication, planning, and job security (school lacks all three)
- Listening and responding to information that teachers, who actual work with the students, provided
- We need to treat our students like the young adults they are, with consequences. We must stop attempting to make ourselves look good by inflating grades and allowing endless make-ups or retakes on assignments. These students need to learn to operate in the REAL world, not the world of Greene County High School.
- Student behavior, communication to staff, dress code, teacher recognition

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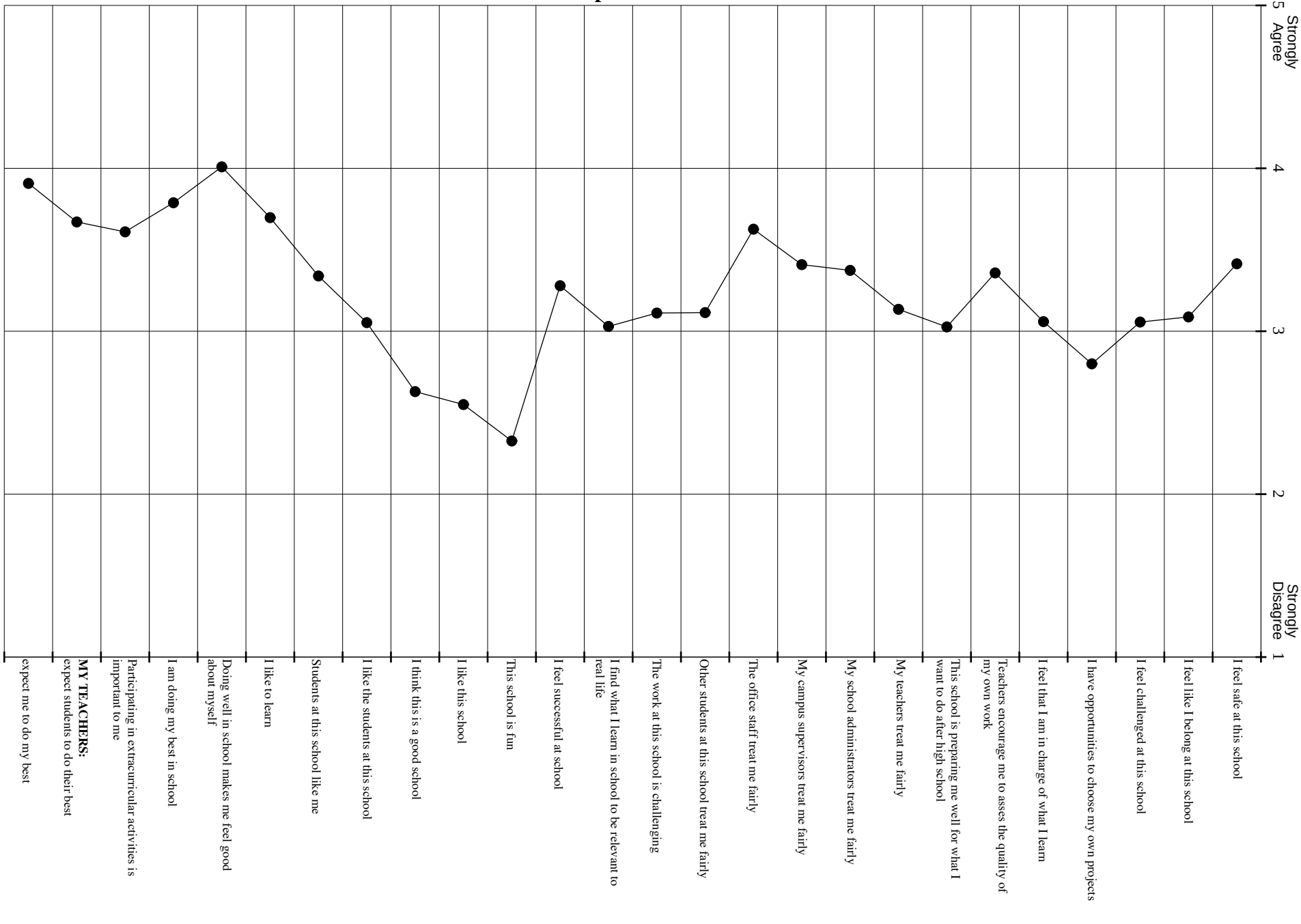
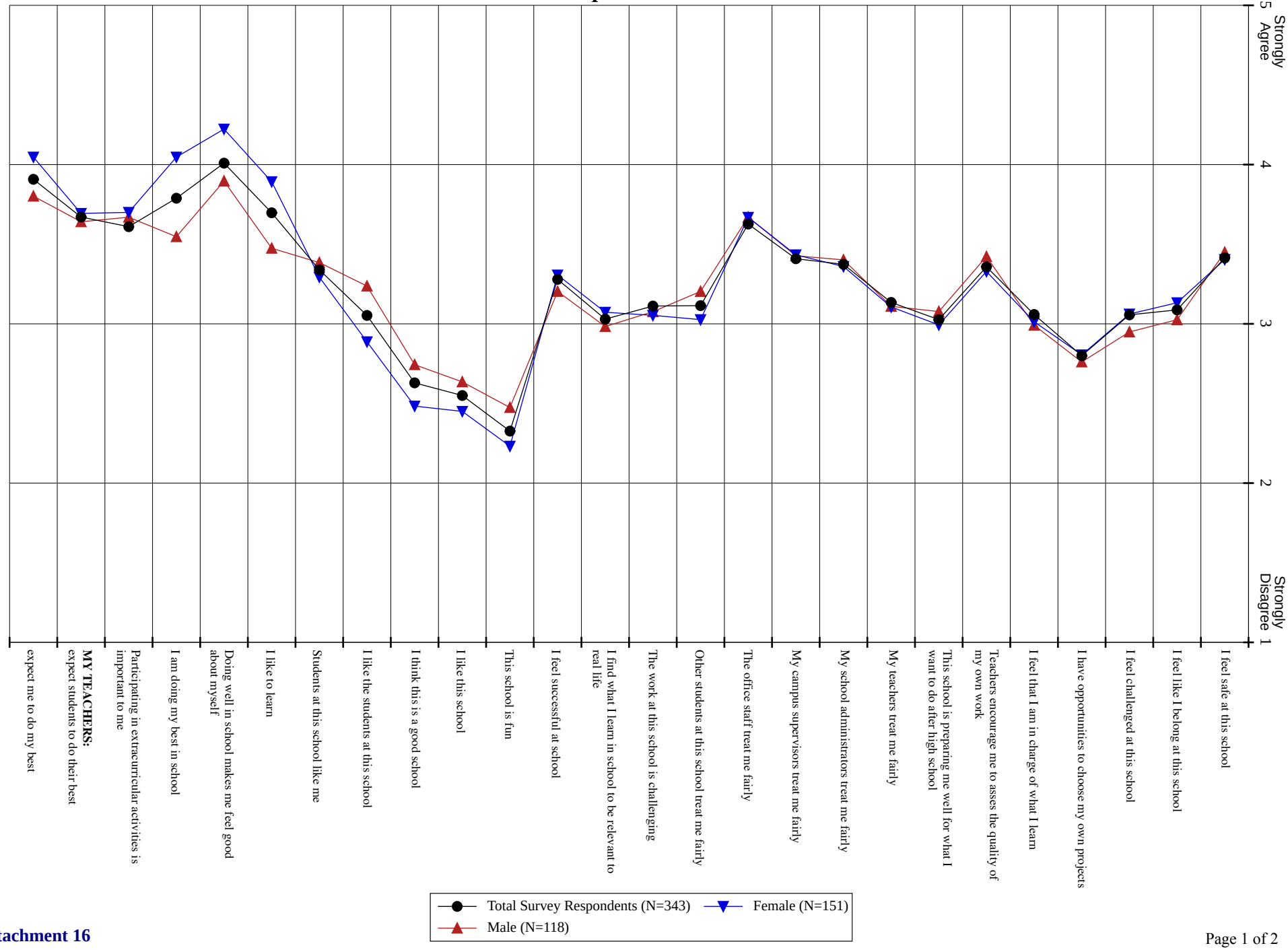
Greene City High Student Responses April 2011



Attachment 16

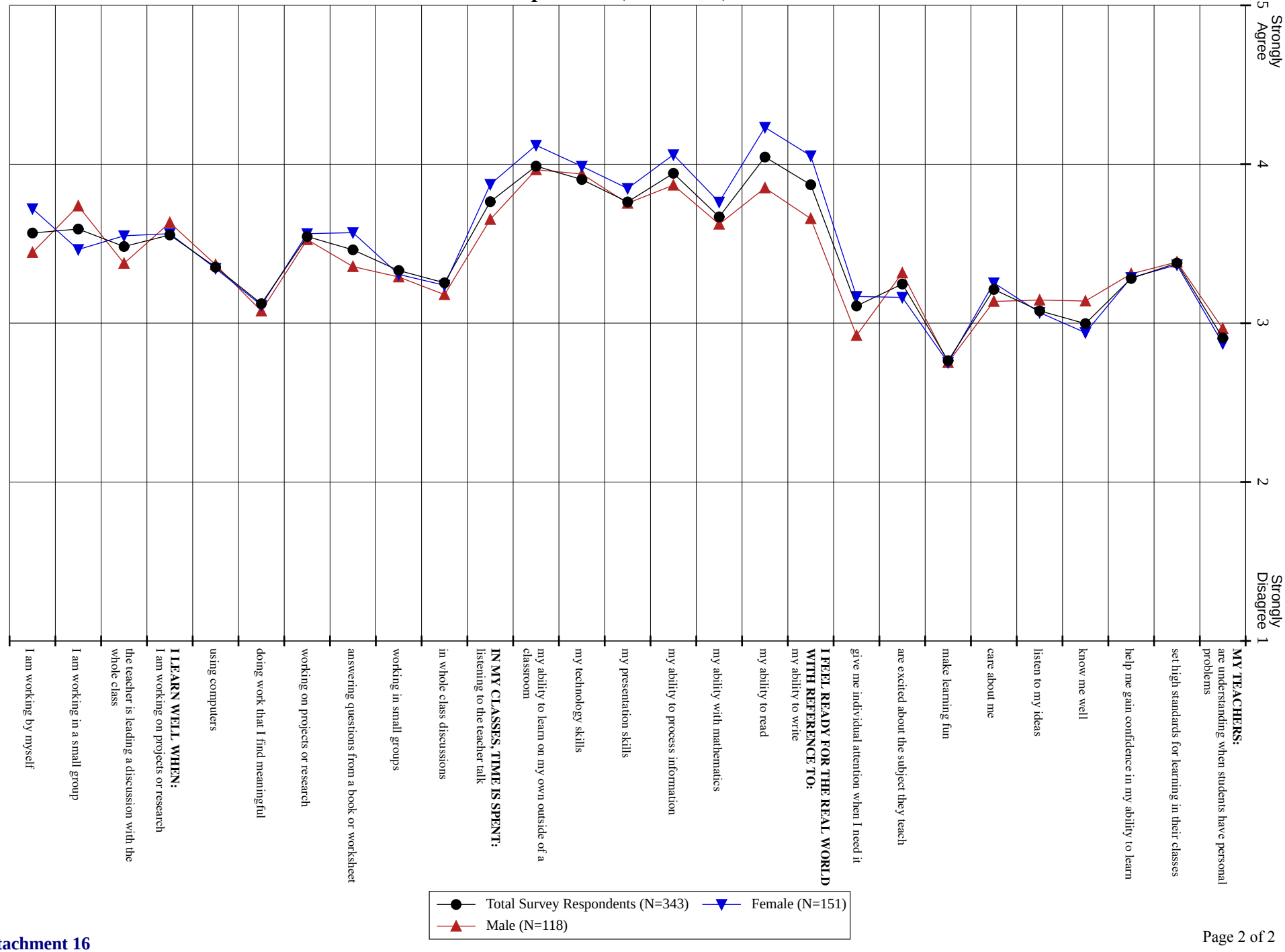
Greene City High Student Responses April 2011 (Continued)

Greene City High Student Responses by Gender April 2011

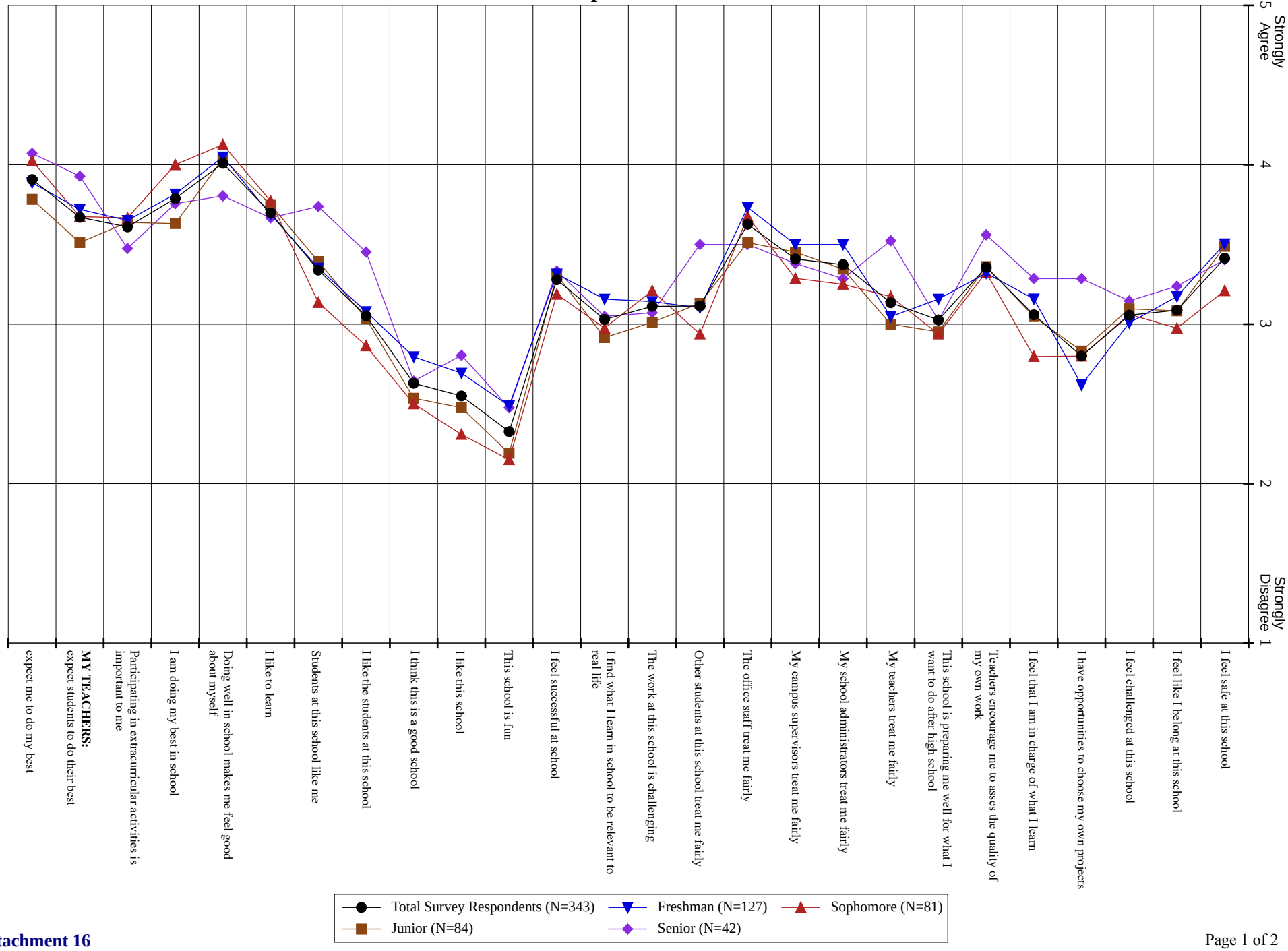


Attachment 16

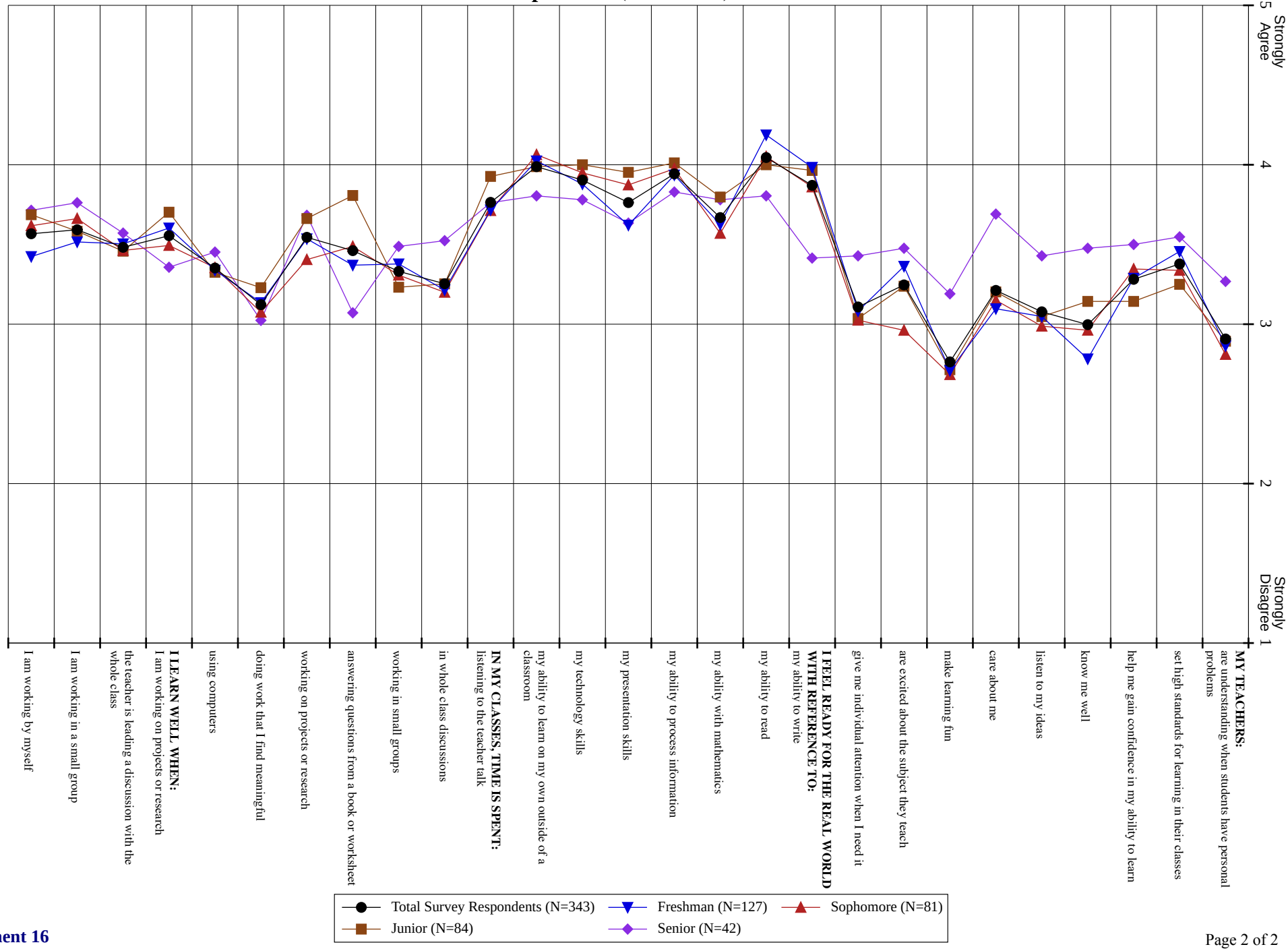
Greene City High Student Responses by Gender April 2011 (Continued)



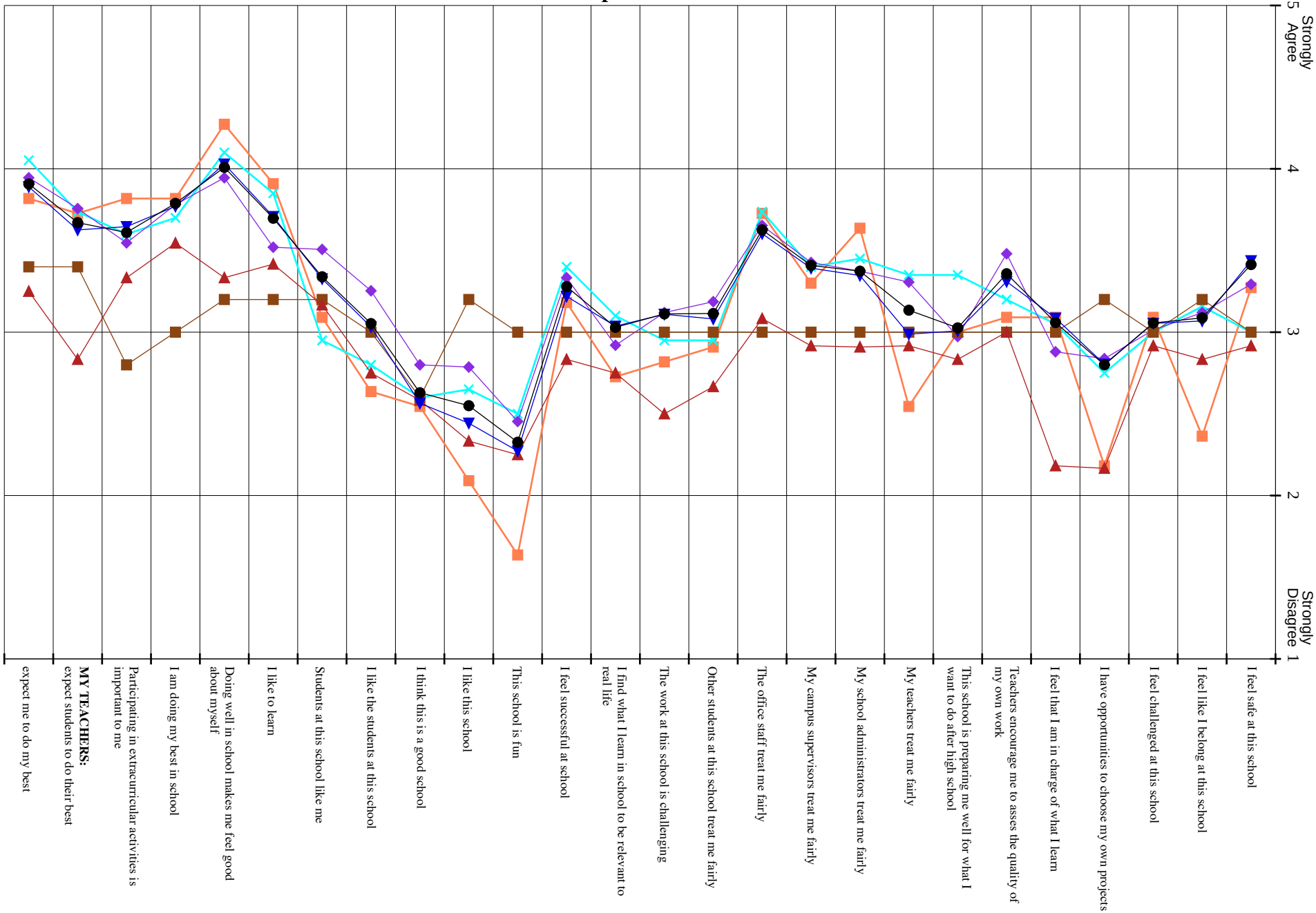
Greene City High Student Responses by Grade April 2011



Greene City High Student Responses by Grade April 2011 (Continued)

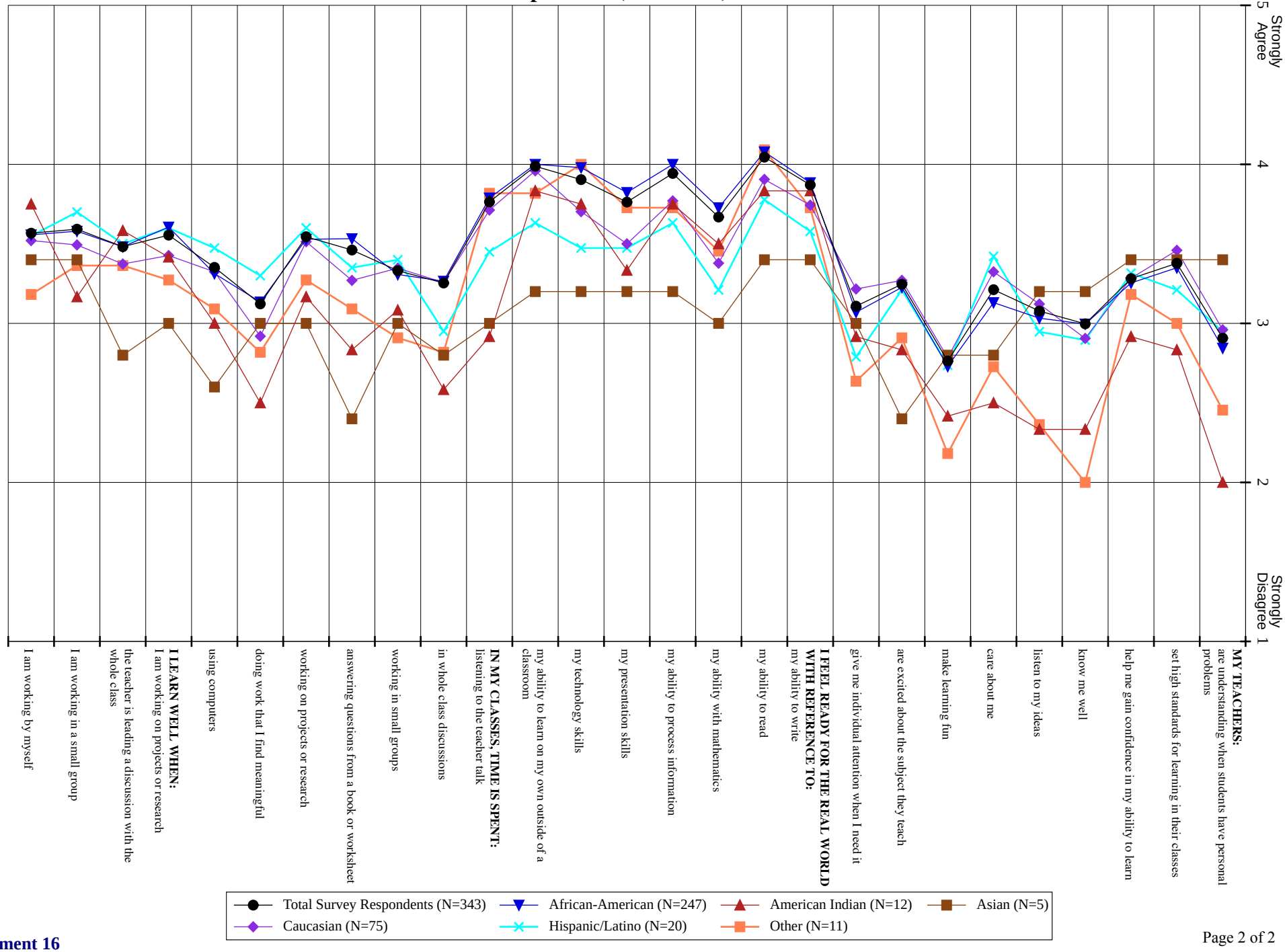


Greene City High Student Responses by Ethnicity April 2011

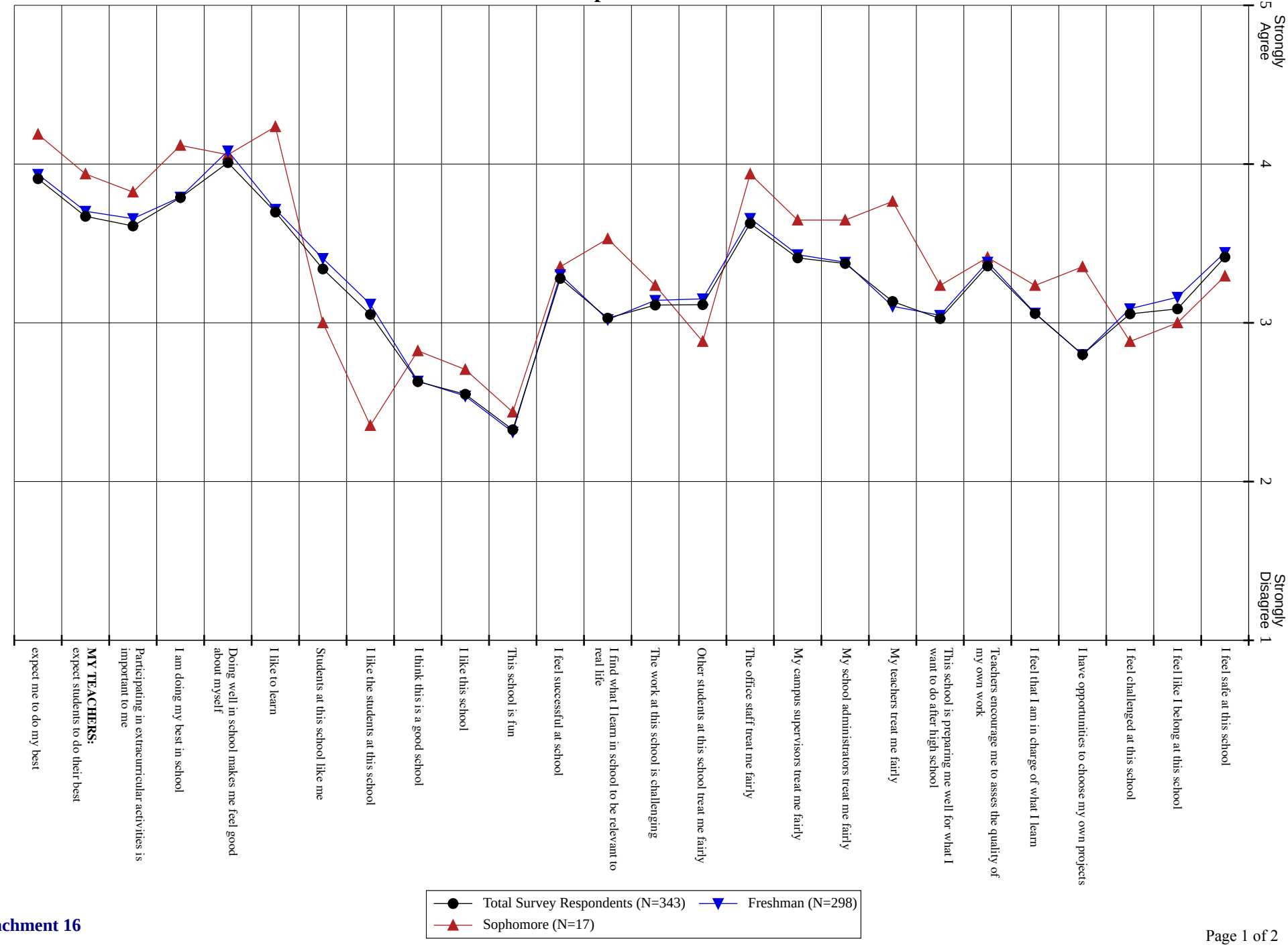


Attachment 16

Greene City High Student Responses by Ethnicity April 2011 (Continued)

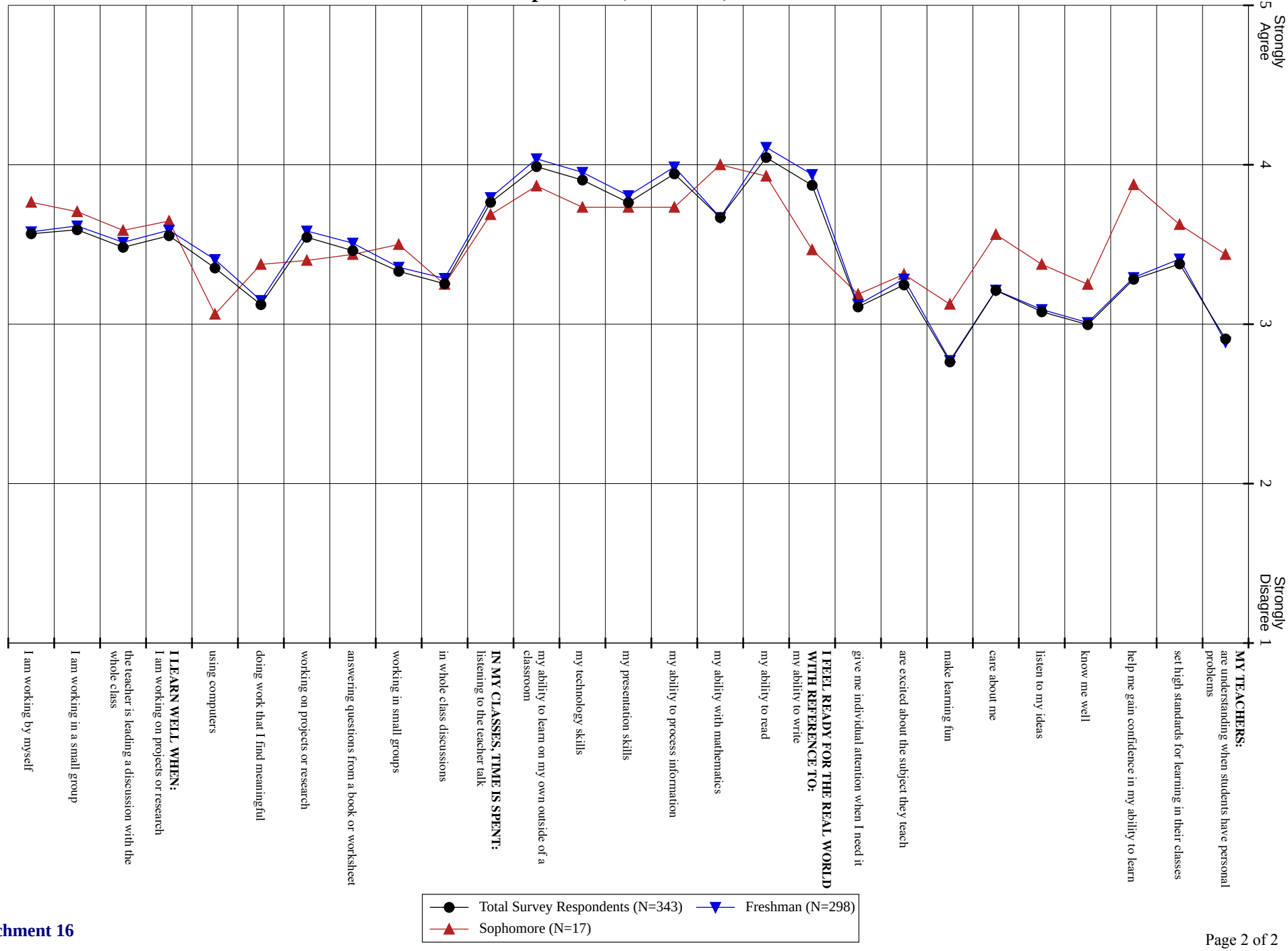


Student Responses
by Grade When Entering Greene City High
April 2011



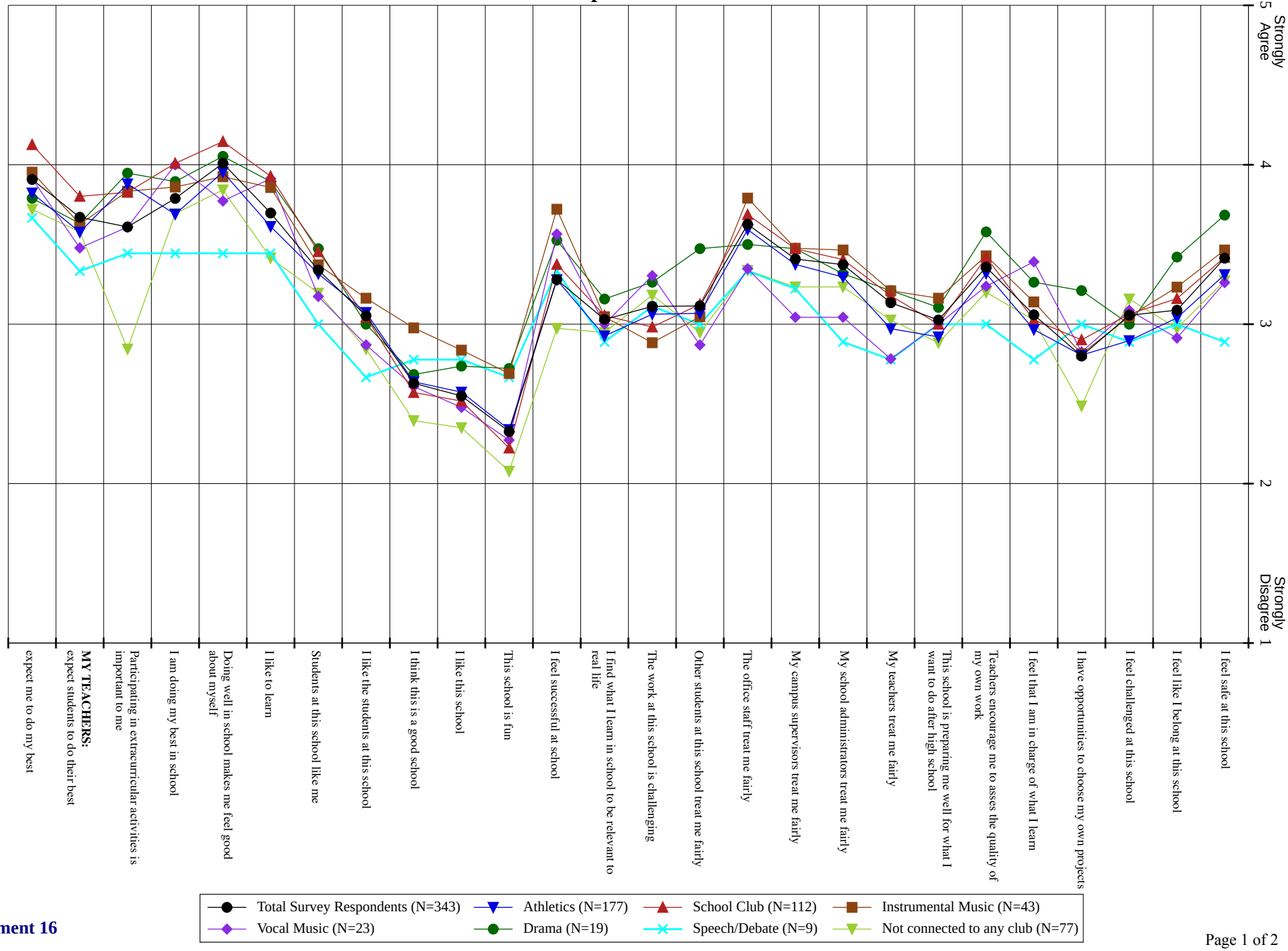
Attachment 16

Student Responses
by Grade When Entering Greene City High
April 2011 (Continued)



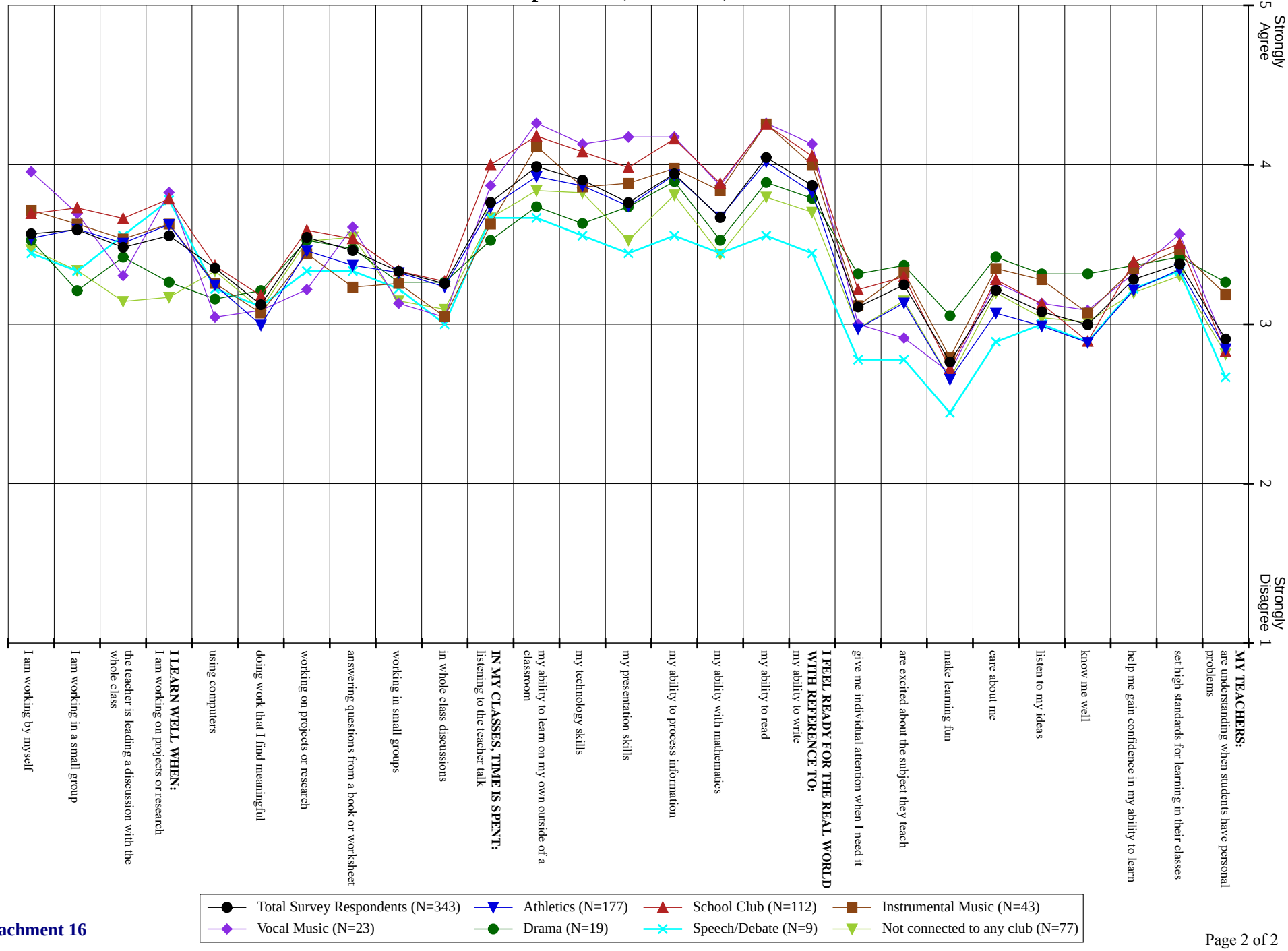
Attachment 16

Greene City High Student Responses by Club Affiliation April 2011

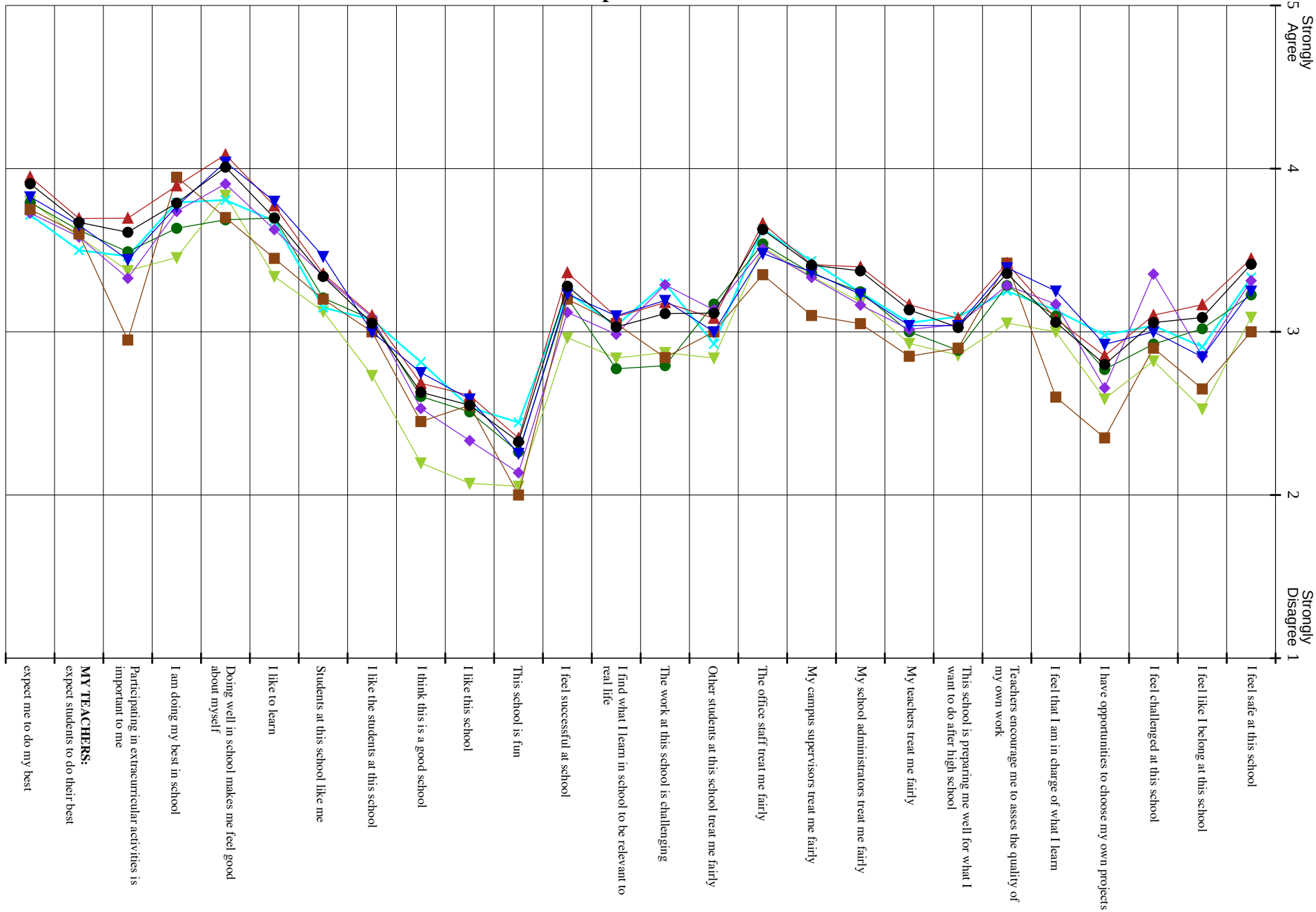


Attachment 16

Greene City High Student Responses by Club Affiliation April 2011 (Continued)

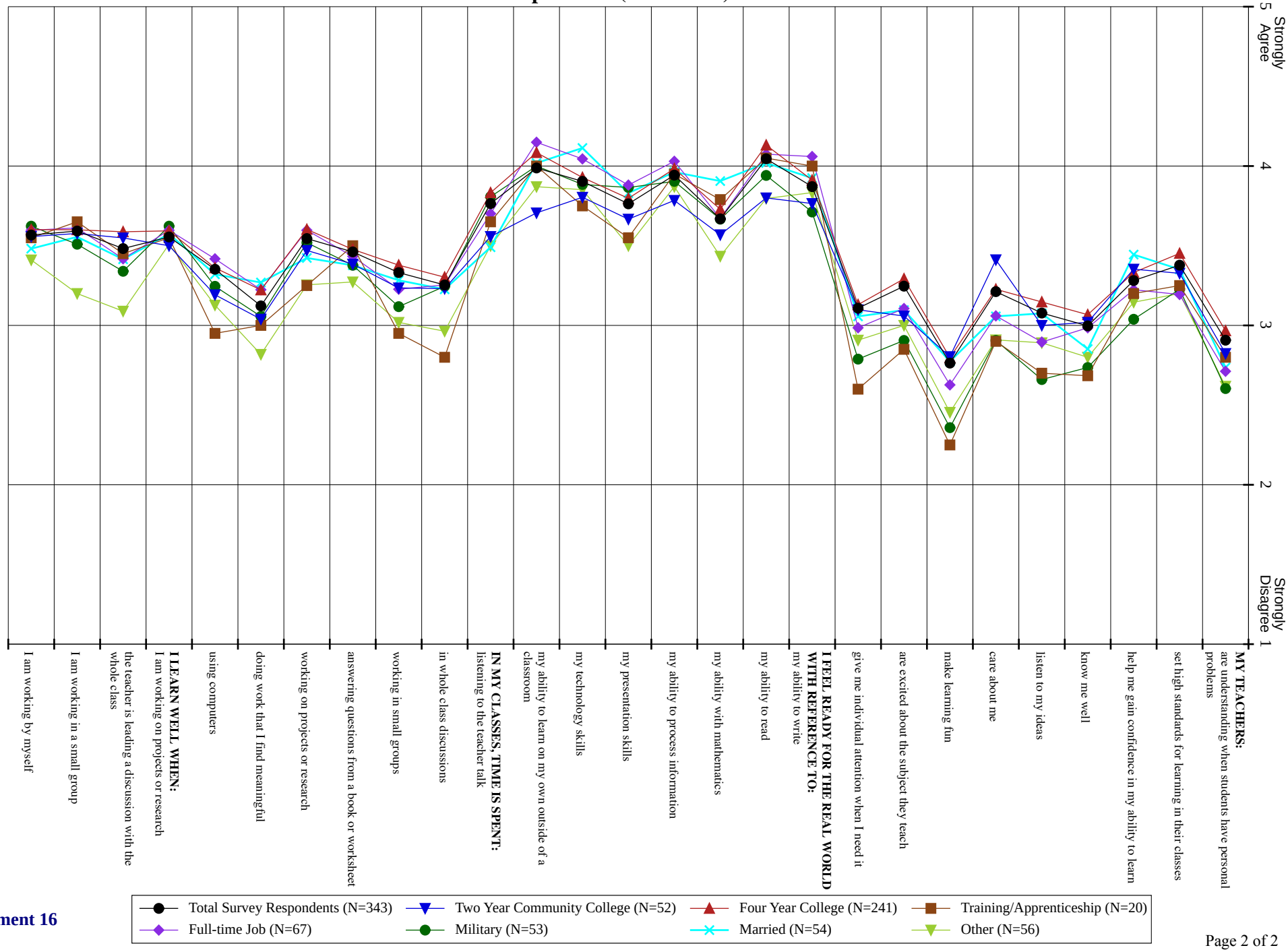


Greene City High Student
Responses by Plans After Graduation
April 2011



Attachment 16

Greene City High Student
Responses by Plans After Graduation
April 2011 (Continued)



Attachment 16

Greene City High Student Questionnaire
Open-Ended Responses

April 2011
(N=343)

1. What do you like about this school?

- nothing
- nothing
- It is lame
- I like how some of the teachers actually care about me.
- the learning techniques
- i like the sports program and i love majority of the teachers and staff
- the administrators at this school
- nothing i dread coming to this place
- Some of the teachers and other activites.
- nothing
- nothing
- the golf team
- nanthing
- it boring and need improvement..
- it is fun
- Nothing
- Nun bored nun bout write people up
- ISS and how Cold it is!
- nothing
- the electives
- nothing
- it is fun
- It's really fun at times.
- I like that we have a little freedom!
- the electives
- Nothing, I mean yes its a good school but sometimes this school isn't all ways the greatest we cant wear this or that. And it should't matter what we wear as long as we learn and be successul !
- the home ec. class.
- nothing
- i dont know what i reallly like school to me is just school
- i really dont know
- nan
- I like that the school have some good teachers
- Some of the education process, and also the teachers have standards for us. The extracurricular activites.
- not very much, some of the teachers
- Some of the teachers
- i dont like anything about this school, and not the lunch
- teachers
- I like the adminstrative staff at this school and the curriculum that the school offers.
- girls, sports, and ROTC
- Its challenging
- People
- The Lunch
- nothing
- the freedom?
- nothing

- Nothing
- It's close to home
- nothing
- everything
- My classes
- Idk
- Mr. fahey
- Nothing at all
- I like the kids at this school
- Really I don't like nothing about this school.
- learning
- Nothing
- nothing
- Learn New things that I don't know.
- the activities
- That I get to see my friends.
- Physical Education
- nun
- nothing
- My classmates
- The food and people in it.
- Nothing
- The students
- I like that it isn't a big school
- Nothing at all!
- nothing
- the band program
- Nothing
- I really dnt like anything about this school other than the fact that I go here
- I like that this school offer many different courses to offer.
- This school is boring and shoukd not be open
- It is okay.
- I like that we have the ability to learn.
- That some of the teachers help you!
- The teachers encourage students to do their work to the best of their ability and the students are encouraging.
- The fact that we have bright students at our school, and not much, but great teachers. I like that our school is different than the others but not in the way it is described by people.
- i like having differnent activities and clubs we can do throughout the year that can help us through life.
- waht i like the shool is the sport.
- Teachers are there for me
- nothing
- they will help you in anyway that tgey can
- Nothing
- the thing i like about this school is that after we get done eating we can go buy drinks and other stuff.
- we have computers to work an and we have the option to get one on one learning when it is needed.
- Wrestling and Playing baseball.
- baseball and wrestling
- I like how teachers put a lot of effort towards teaching, and how they encourage students to always do their best.
- i dont like nothing about this school. All the kids do all day is talk about other kids.
- I can honestly say I do not like anything about my school. The only thing my school focus there attention on is dress code.

- i like some of the teachers and some of the students and because the teachers wont me to do my best .
- The only thing i really like about the school is the best program
- it is a fun school and hase good teachers
- N/A
- the students and aminstration
- the students
- football
- nothing
- the teachers and students here
- Nothing
- I like the students and the teahers here
- I really don't like this school at all
- Nothing
- the teachers
- being around staff and nurse jodi
- sport''s
- will the teacher help us learn to be perpraid for test and we have more freedom and got people care about they student
- After school activities
- the sports
- Basketball Team
- Nothing cause people in ths school have picks
- The Lunch
- the sports program
- I really don't like nothing because this ain't the way the school needs to be....
- nan
- 2:50p.m.
- good learning
- Nothing
- nothing
- that the administration is trying to stop the bullying and drama. and they care about your education
- the basketball team
- I love the teachers in this school. They all seem to care about the students and want us to succeed because if we fail, they fail.
- that im am learning what i am suppose to
- nothing
- the girls
- nothing
- Nothing
- nothing
- nothing
- Absolutely nothing
- nothin
- The students and some of the teachers
- nothing
- Its nice for the most part.
- Some teachers are fun
- some teachers give us the education we need.
- The people(My friends)
- We all are mostly the same from the same area.
- idk
- The teachers are very in tune with the students for the most part.
- I think that is small
- That the environment is small
- I like that we have many afterschool programs to help you with your grades.

- I like the fact that the administration is friendly.
- stuff
- Some of the oppotunities
- I like that it gets me away from home,
- i really dont like it .. but it is alright
- the teachers
- The library
- The chances we have to succeed, only if we want to be successful in our own lives.
- we have a chance to catch up if we're behind
- nothing
- nothing
- The students
- being around friends and learning.
- the people
- I like the students and teachers that I come into contact with on a day to day basis.
- i dont like anything at this school.
- Extra-Curricular Activities
- the students
- nothing, my mom works here, but other than that, i don't like it at all
- the work
- how they treat the students
- how they encorage students
- the teachers
- sports
- i dont like any thing about this school
- athlitics
- nothing
- Nothing
- its kinda cool.
- The order in the scheldue.
- its ok
- nothing
- JROTC
- Nothing
- nothing
- I like the teachers and the classes that we take.
- I like the learing
- Mostly al of the teachers are fair.
- edcuation
- nothing
- nothing really. i guess some of the teachers are pretty cool, but the school in a whole sucks in my opinion.
- nothing except art and my friends.
- Pretty much everything
- the passion and care some teachers give their students
- I like that some of the teacher do care about us learn
- my classmates and how my teachers teach
- nonthing
- That it gives me a program that i like to do very much
- That teachers try to help us.
- it`s fun and you can learn more about your life
- Nothing
- n/a
- I like my friends and some of the teachers that teach here.
- the students and the characteristics of some of the students and how the students treat each other.
- i like the teachers

- sports
- the teachers
- i like the students, and a few teachers
- when your learning you can still have fun
- nothing
- that it has good teacher
- The classes
- it gives me the opportunity to learn in my own way
- nothing
- the band
- It has good teachers like Coach Lovin and Mrs. Price and they do their job very well.
- they don't give yp
- the staff members, certain amount of opportunites present, the dress code, and the amount of spirit and hope in which most of the people of this school has (which is mainly staff members).
- the fact that all my academics classes are in the beginning, and my electives are at the end of the day, that way i can just kick back, relax and chill.
- Sports
- Nothing
- the teachers
- Nothing
- that we get to do any kind of sports that we want to do
- not much
- The people in it
- The fact that we have a little freedom.
- I like that this school has employees that care about each and every individual at this school.
- Nothing really.
- I like that it isn't the biggest school because, we get more hands on time with the teachers. That helps me learn a lot more than with every one eles. Also I like my teachers because, they dont give out special treatment to people. Thats nice because , you know that they are going to help each one equaly.
- Food
- Physical Education
- the band
- Nothing
- Nothing, I hate everything about this school!!!!
- I like the way the classes are set up, and that the gifted students are separate from the rest.
- the students. the amount of freedom that is given.
- That you get to come to school and learn, as well as have fun with your true friends.
- I like my friends in this school.
- extracurricular activities
- It is open ,and there is a little more freedom at this school then at others.
- some of the students in it
- it makes me feel welcome i guess
- That they try. I mean they don't succeed at everything they do, but most of the teachers try to make this fun and loving, but a lot of times it just doesn't work because the students are negative and some of the administration just doesn't care.
- It isn't so large.
- I like the extracurricular activities that take on after school.
- the scheduel
- Science
- How Mrs. Merritt anm Ms. Rhodes are trying there best to change the school in everyway.
- How Mrs. Merritt adn Mrs. Rhodes is trying ti change the bad things that s going around us.
- nothing
- that you can learn and use those those learning skills later in life.
- its a good learning institutuion
- The gym .

- when teahers assign projects and presetations
- I feel I can take charge of my own life.
- Free lunch &. seeing friends .. &. my 5th &. 7th period class.
- lunch time
- the ctae programs they offer
- That most teachers help the individuals out that is in need of help.
- That I am getting my education
- Football, Band, Generation D
- Playing Basketball, free lunch, and seeing my friends
- Well everything is free and we get most the attention we need only if certain people want it.
- Football
- Nothing except my friends
- That they give kids a lot of oppurtunites to pass their classes or to make up credits.
- That some of my teachers are actually good teachers and I understand them very well.
- Nothing
- yes
- i hate this school
- Basketball team
- That we do get to learn some new things.
- The sports
- How some of our teachers push us to work harder.
- the teachers and the students
- sports
- nothing
- nouthing
- The seven periods we take.
- it fun to learn
- Its cool
- The Classes
- nothing really just ready to leave
- some of things we learn each day
- Nothing really
- it's hard to say!
- i don' t really like anything.
- nan
- we have our freedom.
- nonthing really.
- Nothing
- Nothing
- The sports and friends
- that we can commnicate with my friends
- nothing
- Nothing really i just like the fact a can come and might learn something new.
- Good school
- Sports and music
- nothing
- Nothing
- nothing
- Friends, and fun activities
- I like the many different projects we do, and the teachers.
- i like that the teachers take their time and actually show you how the work is being done and they show that they really do care
- The thing I like about this school is, lunch.
- the good teachers that have been here for a long time
- nothing
- Team Sport

- Nothing
- n/a

2. What do you wish was different at this school?

- everything
- everything
- More fun
- more fun
- that there was less class disruptions.
- the dress code
- we had better teachers
- Bathrooms, Lunchroom, Teaching Method and the technology.
- the teachers and rules toward the students so they can be more respectful than disobey
- everything
- the bathrooms
- dress cord
- the school board and better adminstators. there are a few some great ones here and there are some that are not
- drama
- Dress code Teacher and change iss how it be cold
- Dress Cold
- people attitude
- dress code and more electives
- dress code
- better classes
- No dress code.
- I wish that we didn't have uniforms and they just put people that don't want to listen in ADAPT i think thats fair.
- dress code and better food
- That we didn't have to wear uniforms and teachers would take their time with us when we try learning. And at least try to give us extra credi
- they had a class about things i want to do when i get older.
- everything
- i wish we would show more pride in our school when it came to sports and supporting our atheletes.
- fun things
- colors
- I wish the school gave us more choses
- The education levels and also the teaching lessons need to be more interesting. Also for the teachers to not be so focused on disciplined and just get rid of the ones with that problems and continue with the lessons.
- Many of the classes need to be changed up, instead of doing the same thing daily
- everything
- everything
- i wish they can change the dress code
- I wish the dress code at this school would change from collar shirts and khaki pants to collar shirts and appropriate jeans to wear that way the student will feeel a little more comfortable at school.
- more military classes
- The students attitude towards things
- I would like for them to change the dress code
- Paint Job
- dress code
- food

- The dress code and the teacher's attitude and how they treat students.
- Dress Code
- The dress code
- no uniforms
- nothing
- Dress code
- The uineforms and the way we leran and do things
- we can wear anything
- Dress code, rules,teachers, and our choice of classes
- I wish that we didn't have uniforms
- Just about every thing you throw on ous.
- dress code
- dress code
- The dress code
- Dress code, teachers and rules.
- Dress Code, Rules, Teachers,
- the teachers
- The dress code.
- That we had more classes like physical education.
- nun
- dress code
- I wish the school was more stable. It seems like teachers change, and class availability changes often.
- The way the rules of the school were.
- More career paths that will reach everyone's interests and talents.
- How the adminastration haddle different things and not having a dress code.
- the curriculum needs to be more challenging, the teachers need to be better suited to teach and etc...
- Everything!
- everything
- the dress code
- The Students
- Everything
- I wish the way they run this school was different.
- The administrators and having fun
- A lot of stuff.
- That we didn't have a dress code.
- The dress code and the atmosphere of the school.
- More time was spent making each department better and improving student discipline and making what is great even greater.
- I wish that our school could have more classes like other schools in georgia. Having more classes helps us get into clooege and stuff .I wish that we would not have to have a dress code and wear clothes that are normal and apropriate, like the way it use to be a few years ago, cuase I think that the uniforms dont let those who wanna express themeselves, express themeselves. I also think that since the board office people and people in charge saw that alot of school wear uniforms, they thought that we should to and I dont like that cause that just shos that yall are trying to make us be like every other school that wears uniforms. Not everybody is the same and i think thats not fair for those who want to express themeselves in who they are.
- i wish that students will pay attention and focus more on their work to be even more successful.
- what i wish was different about this school is the way we do thing.
- student disruptions
- I wish the staff wouldnt worry so much about the dresscode and pay more attention on helping us.
- the dress code
- Everything
- the thing i wish was different iz dat we didnt have to wear uniform.
- That we did'nt have a dress code to follow.

- Teaching and the school trying to be so strict.
- to manny classes which can stress you out
- There are many things that need to be changed in this school.... The most important is for the school to have more disciplined consequences, and be more alert about what goes aroud the school.
- The kids would be better.
- Everything!
- the food and some of the teachers
- The school wear
- i dont know
- teachers
- to make learning more fun
- I wish we would have more fun assemblys
- more students less rules
- everything
- beter equipment
- Dresscode
- I wish we had more classes.
- dress code
- The students who really don't care about themselves as well as others...
- Teachers
- the dress code
- students change there attitude
- dress code and some rules
- attuide dress code
- the dress code
- Dress code
- the dress code and let the teachers and staff listen to the students for once
- Better Teachers
- ths rules and dress code
- Dress Code
- the dress code and the rules
- I wish that the dress code was different, the classes would be more fun with work involved, the kids and the way they act.
- fun
- 7:45a.m. - 7:50a.m.
- unifroms
- Everything
- dress code
- the bullying, drama . teachers favorite ,dress code
- the dress code bullying drama classes and much more.
- i wish we can have some more students
- I am not very fond of the dress code enforced in this school. While I understand that certain people in admininstration deem it necessary, I do not believe that it helps improve academic performance, prevent fights, etc. Students will fail if they want to fail and fight if they want to fight. A dress code won't help those things.
- we didnt have dress code.. i do not like the dress code. i wish we could wear what we wanted like blue jeans or something.
- the dress code
- the dress code
- Evreything moved fast
- Everything
- everything
- dress code
- student
- Everything. including teachers and administration

- that the dress code was not the most important thing to the adminstratives
- How they put discipline before education
- if it was bigger`
- The way the adults treat people.
- Dress Code
- dress code
- The dress code
- That is was different in some way
- the periods
- There is a lack of education in some areas.
- I would make the school bigger and change the dress code
- Lunch, Teachers, fair opportunities
- I wish that this school will worry more about the students graduating and making it in the real world and not on all the rules.
- I wish we had bigger restroom stalls.
- stuff
- Dress Code
- not much really i dont really care.
- generally.... drama (i wish idt would go away).. but hey the school is not perfect.. nor or we!
- organization
- The unfairness
- More ctae classes
- The curriculum and the people at this school, the school's administration is very weak and focuses on the most least important things rather than the important things like making sure we all succeed.
- erverything else
- the learning environment
- Ms. Ortega
- Freedom
- everything , foos , teachers, subjects
- no
- I wish there were more opportunities at school, for example more class choices that will prepare me for what I want to do.
- everything
- The basketball coach
- more organized classes and more successful athletics
- everything, i wish we had a serious basketball program with a serious coach who provides oppurtunities to get better instead of playing with the same talent never making it any better, lunch isn't good, and the teachers don't teach like they should
- drees code
- the dresscode
- everything
- the dress code
- no dress code
- every thing
- uniforms
- the school dress code
- Student Behavior and Teacher Disipline
- no dress code would be awsome.
- The thing I would like to be different about this school is Uniform.
- the whole thing
- drees code
- Dress code
- Everything. Nothing is good here. some of the teacheres are but they make learning so boring that I'm sleeping. You should know what's wrong with your school. We, students, should not have to at all.

- dress code
- I wish that we have more classes like something different that other schools do not have.
- More colors to uniforms and more down days
- That there was no dress code.
- dress code
- everything
- i would like it if the dress code didn't change every year. i also want to be able to take art or ag. but the school doesn't allow those classes enouph periodsfor me to take them.
- most of the teachers, the location, the dress code, the food.
- The time schedule
- The dress code, food, and actions and ways of teachers
- The dress code
- the food
- dress code
- the dresscode and displine
- The class schedule and the way they teach things.
- the students
- The availability of classes that apply to the profession i want to consider.
- The way we learn in classroom settings and classes that help us towards our field of study for college
- The rules and regulations and the discipline is the worst.
- teachers attitude and how the talk and treat their dtudents.
- uniform wear and lunch
- dress code
- need to add more programs for an better experience
- the dress code could have a little more chocies
- the dresscode
- everything
- the dress code
- The dresscode
- that students were nicer
- everything
- uniforms
- Permanant elimination of the dress code or the band needs a bigger budget to buy instruments and things like that.
- dresscode
- mainly the people that attend to this school (students), the amount of courage, bravery, etc. among the teachers to do what they need to do in order to make the classroom the type of environment in which i am most suitable in, the certain types of policies, rules, etc. need to be change; the time to go to class in the morning need to change to allow us to be able to leave out of the commons area any time we want before or exactly 7:45 am, the certain type of classes need to be added to this school (for ex. future prep. school, etc.); more extracurricular activites (for ex. the international club, the future students club, the math club, etc.); more educational field trips, more scholarships, grants, etc.; more equipment in the gym, more, and better advance computers; more recognition for the students; more awards given those who exceed in the academics; more competitions to which help brings the school's reputation up and become more notice among georgia, the united states, or even the world; bigger llibrary with more books, the limit in the amount students in each and every bus (to only allowing 30 students on the bus (10 from each possible school loading); more cameras on the buses, and lastly; have a representative from each grade level (to which will be the leader, etc. of that grade level) and let the person try to run the grade level, the problems, etc.; and lastly more motivational speakers to enlighten those to go on (or continue on the right path) to thier many futures.
- that we had more different chooses of elective that will help us and train us to do what we need to get to our goal in life.
- Dress Code
- Classes

- we should get a block schedule
- Dress Code, Teachers
- dress code
- too much to discuss in this tiny box
- The amount of effort put into teaching
- Wish teachers and administrator would listen to our ideas, and dresscode.
- What I wish was different at this school is more classes that relate to what I want to do in the future.
- I think that the hallways could be more bright. I think that the school should be creative, artistic, etc. Therefore we should have alot of paintings or murals and we should be able to decorate our lockers.
- I wish that we could go and have funner activites in school. Also it would be nice to have more spirit days and us be able to go on feild trips or somewhere educational. Also it would be nicer if we could go and make school a little bit more challenging. I fill pushed but not enough. Also it would be nice if the students who make high grades and work their but off in class could get rewarded for it or something.
- They way your treated here.
- I wish that we had more choices of school dress code. For example: I think we should be able to wear any kind of collared shirts and jeans or khakis with no cargo pants. It's sensible and easy.
- dress code. some teachers.
- The dress code
- Everything (to be specific)
- I wish there was more diversity, and that everyone got along better.
- dress code, teachers, rules.
- Dress Code
- A little more freedom, and time to relax.
- I really wish we had a swim team and a swimming pool.
- The dress code.
- the teachers, the dress code, the way they teach
- that we had more sports choice and stuff
- Maybe the fact that student involvement was a little more open at this school. Also, I wish that the teachers stop encourage everyone. You try to encourage the ones failing, but you forget about the ones who actually do well. The deserve love to and especially since they are the ones doing well in the school and making the school look good.
- Wish teachers and administration would take the time to listen to student ideas. (And take into consideration)
- I wish we had more electives to choose from.
- some of the rules
- Teachers. Lunch. work
- Dress Code!
- Dress Code
- everything
- Kids who are severly trouble should be put in adapt. Staff needs to work harder on refferals to kids. and not getting onto them when they need disipline! school dress code! Nobody really cares about the student at greene county high and they are so worried about what money they have in the system. buying new ipads for the staff doesnt help out students learn anything!
- if you learn the way you wanted to learn the you wanted
- They had a Criminal Justice elective class .
- adding more good school lunches
- Being able to express yourself a little more.
- That it is a different, more fun way, to learn at this school. &. the dress code.
- teachers
- The class activities
- The dress code. The students that are acting up should be placed someone else.
- The Dress Code and Learning Tactics
- The classes that we have to choose from.

- The dress code.
- That we could wear jeans with our collared shirts thats all really.
- everyting except football. the classes we are taking
- Uniforms would make it easier to deal with
- That they stoped worryin so much about the dress code, and that we were giving more class oppurtunities.
- I think alot of things should be different like, the way we learn, how they discipline students, and how our system is.
- Everything
- not
- dress code and the techers
- dress code
- That we would do more fun things in here.
- less strict
- Dress Code
- that we didnt have to wear uniforms
- everything
- everything dress code, teachers and administrators
- dress code,
- The name, the apperance, and the teachers.
- i dont know
- Lunch
- Dress code, and the way some teachers treat me
- everything from the staff to the classes
- better adminrators
- The uniforms
- the students and their attitudes, and the teachers care about more the students say!
- practically everything.
- dress code
- the classes..meaning different things to learn.
- The lunches.
- The dress code; Learning style; organization; the students; teachers treat students how they would like to be treated; respect
- The way they change things they should share their ideas with the student to see if we like the ideas that tthey have and the they should change the Dress code.
- Let us have fun
- teachers teaching style
- i dont care
- The way the classes worked and how the class learns daily.
- That they would have more teachers who really care and not here just to get a paycheck each month.
- Nice and Great
- JROTC
- everything
- Everything
- we did not have to come
- no dress code,and no school changes
- Bullying to be stopped completely.
- i wish some of the students would join together and help one another as in sayin everybody need to be on one accord and help each other
- The classes weren't so hard, also if the teachers pay more attention.
- dress code
- dress code
- dress code
- every thing

School Improvement Grants

Section 1003(g) of the
Elementary and Secondary Education Act
Fiscal Year 2010
CFDA Number: 84.377A

LEA Name: Greene County School System
School Name: Greene County High School

Attachment

17

GREENE COUNTY SCHOOL SYSTEM

Barbara Pulliam, Ed. D.
Superintendent

Cynthia Brictson
Assistant Superintendent

BOARD OF EDUCATION

Arlie Collins
Chairperson

Velicia Cobb
District 1

Deborah Smith
District 2

John Carver
District 3

Leah Dukes
District 4

Greene County High School
Staff Informational Meeting
March 24, 2011

School Improvement Grants (SIG)
Application Section 1003(g)

Agenda:

I. **Overview of SIG Application Grant**

II. **Data Walk**

   a. **Drop-out rate**

   b. **Graduation rate**

   c. **EOCT**

   d. **Discipline**

   e. **Attendance**

   f. **NWEA**

   g. **Staff Survey**

   h. **Student Survey**

III. **Which Reform Model aligns with our needs according to our data?**

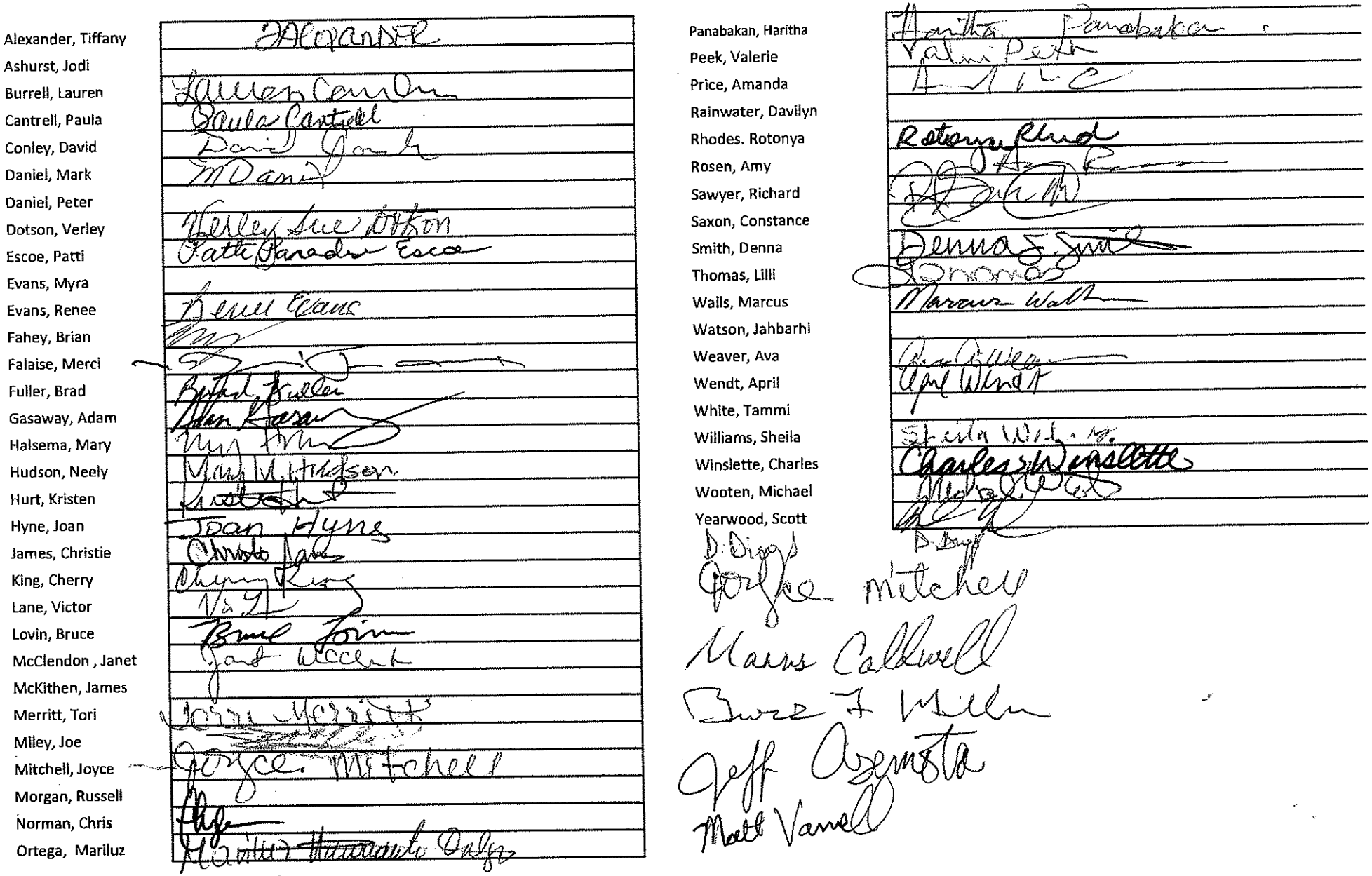
IV. **Assign sections of application to be researched**

V. **Next meeting data**

101 East Third Street
Post Office Box 209
Greensboro, Georgia 30642
Phone 706.453.7688
Fax 706.453.9019
www.greene.k12.ga.us

March 23, 2011
Dr. Davis

G.C.H.S.
Faculty Meeting Sign in
SIG Informational Mtg.



SIG
School Improvement Grant

Transforming the Underachieving High School
March 24, 2011
Greene County High School

A Tsunami of Reform*

- School Transformation: Can It Work?
- School Improvement Grants
  - Federal Government investment to turn around failing schools
  - Part of the federal stimulus package to improve education
  - Funded to the tune of $77Billion to support K-12 education

* = The School Administrator, March 2011

SIG

- Race to the Top – state grants to drive specific reforms;
- Teacher Incentive Fund – to encourage teacher compensation reforms;
- Investing in Innovation Fund – to support promising school innovations

Choosing a Model

- **School Closure** – close the school site and transfer the students to another school or school district;
- **Restarting as a Charter School** – negotiate with a charter school to operate a new school on the site of the existing school;
- **School Turnaround** – replace the principal and at least half of the teaching staff;
- **Transformation** model – putting a specific set of nine reform requirements in place.

Choosing a Model

- All models require replacing the principal unless the principal has been in place less than 2 years;
- Most rural school districts select the Transformation Model;
- Interventions at high schools will be a new challenge as they have not traditionally received Title I funds; nor have they traditionally been involved in accountability measures.

The Issues

- Reading is a problem for students
  - Comprehension, analysis
  - Test scores – GHSGT, ITBS, NWEA
- Basic Mathematics is problematic for students
  - Test scores - ITBS, GHSGT, NWEA
- Gifted-Talented students are not performing well; not being served
  - Students not exceeding on the tests
  - Test scores - SAT, ACT scores –

Other Issues

- Drop-out problem
- Pass/Failure Rate
- Promotion Rates
- Behavior
- Motivation/Relevance

Funding

- A maximum of $2M per year
- Funding period covers three consecutive years
- Total funds available - $6M over three years

- www.gadoe.org/tss_school.aspx

Programming Models

- Charter school
- Schools-within-a-school
- Charter school within- a-school
- Content specific
  - IB
  - Applied Arts & Sciences

The Alternative

- Do nothing;
- Let the state come in and tell us what to do;
- Take on the Challenge ourselves;
- The students are not going to change; they will still come to school;
- We will still be expected to achieve specific goals at specific rates.

Next Steps

- Agree on model to implement
- Identify Program to implement
- Write grant
- Due date – April 15, 2011

School Improvement Grants

Section 1003(g) of the
Elementary and Secondary Education Act
Fiscal Year 2010
CFDA Number: 84.377A

LEA Name: Greene County School System
School Name: Greene County High School

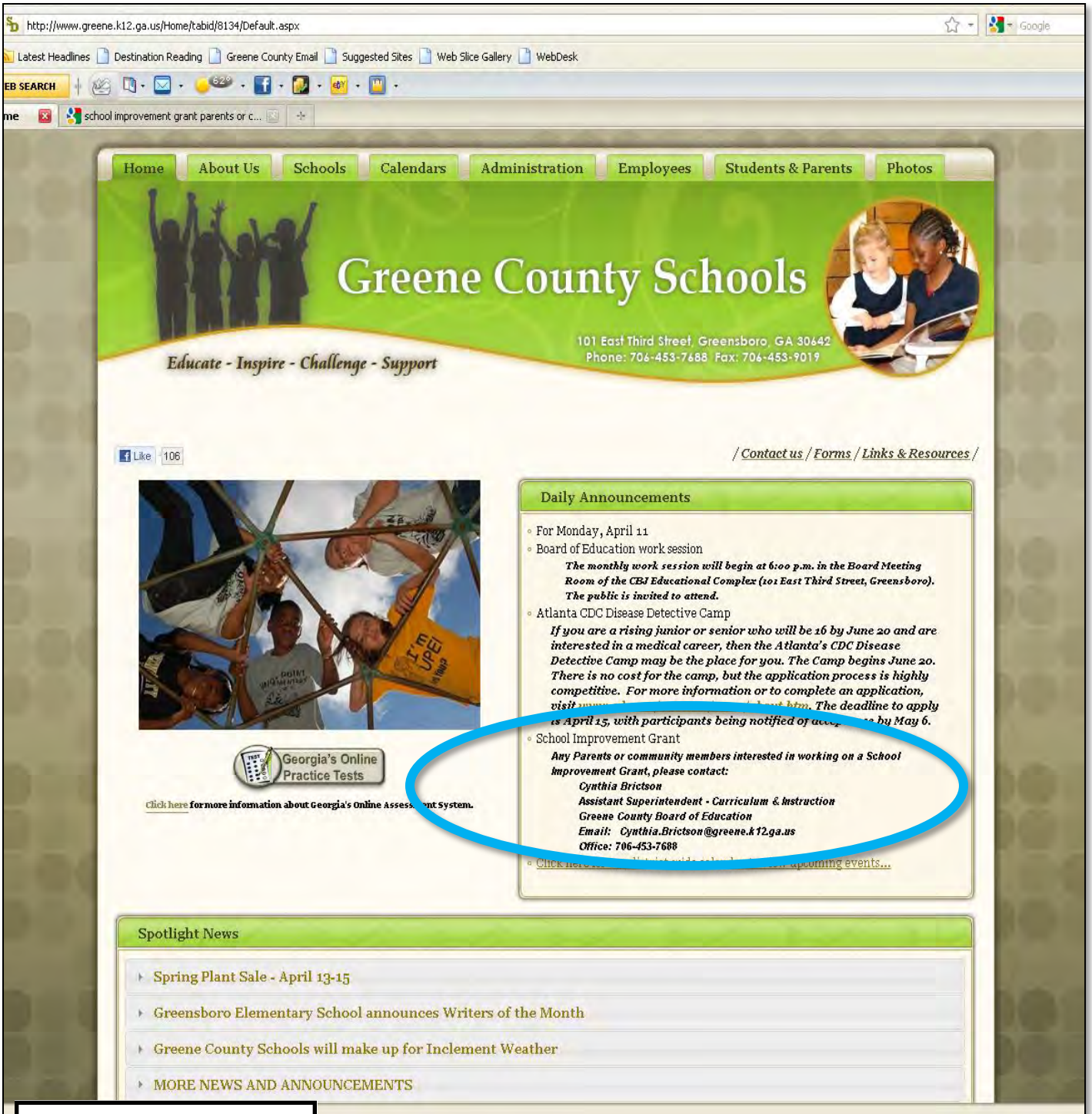
Attachment

18

POSTED NOTIFICATION ON WEBSITE… <HOME PAGE> AND <PARENT PAGE>

Any Parents or community members interested in working on a School Improvement Grant, please contact:

Cynthia Brictson
Assistant Superintendent - Curriculum & Instruction
Greene County Board of Education
Email: Cynthia.Brictson@greene.k12.ga.us
Office: 706-453-7688



Attachment 18

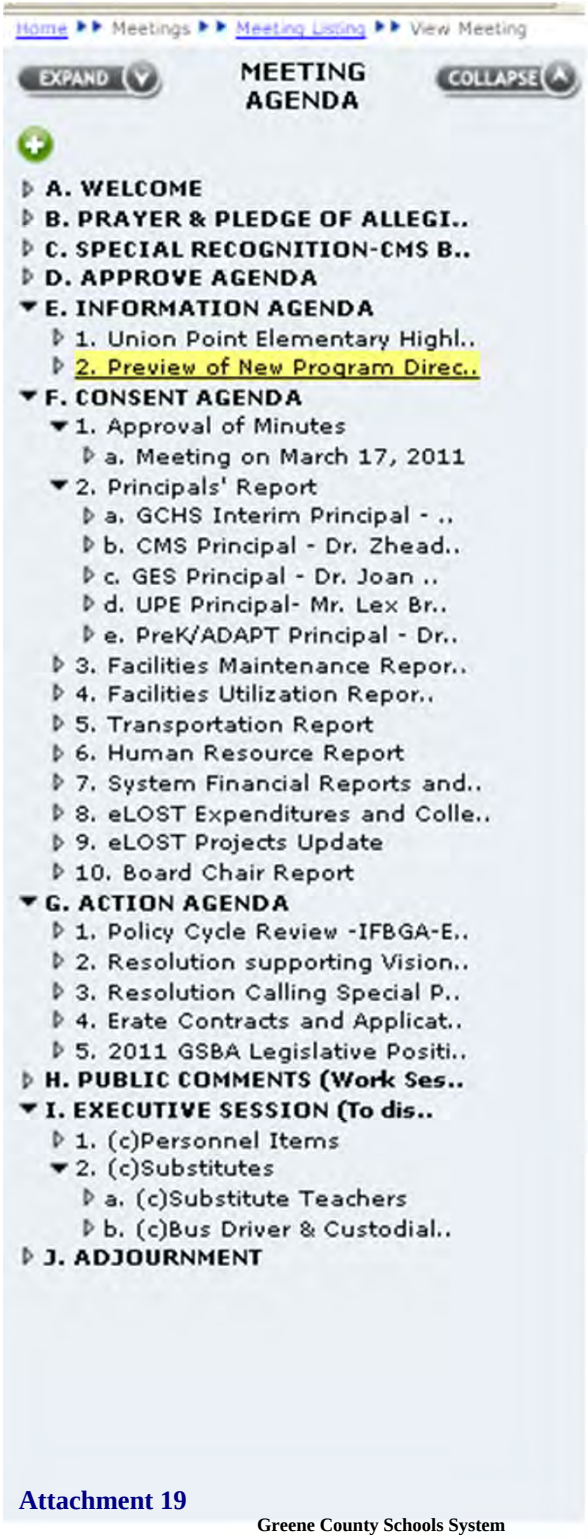
School Improvement Grants

Section 1003(g) of the
Elementary and Secondary Education Act
Fiscal Year 2010
CFDA Number: 84.377A

LEA Name: Greene County School System
School Name: Greene County High School

Attachment

19



Attachment 19

GREENE COUNTY SCHOOL SYSTEM

Work Session/Regular Meeting Agenda
4/14/2011 6:00:00 PM
CBJ - Board Meeting Room
101 E. Third Street
Greensboro, GA 30642

Printed : 4/14/2011 1:25 PM EST

ITEM : E.2.Preview of New Program Direction at Greene County High School

***Recommendation**
For information only

***Background Information**
The Greene County High School is in need of transformation, through the implementation of programs that will support the learning and achievement of high school students. Our goal is to graduate students who are work ready and/or college ready; ready to go on for additional education, ready to go into the world of work, ready to go into the military - ready to enter our community as responsible citizens who can contribute to the greater good of the community, our state, our nation.

We have studied the data on our students and made a specific presentation to the Board of Education on our academic achievement concerns at our high school. Recently we found we were able to apply for a School Improvement Grant (SIG) for high schools through Race to the Top funds by the Georgia Department of Education. The board has approved this application process.

While having additional funds will assist in moving the transformation process quickly, we propose that whether or not we receive funds from SIG grant, we must move forward with the transformation process.

We propose to develop small schools within-in the larger school - these schools will follow specific pathways of interest for students. The schools while not finalized with names, we know that we need at least two programs pathways to begin Fall 2011. The first pathway school will be the continuation of the IB implementation from the middle school; the second pathway school will be in the Applied Arts & Sciences (focusing on CTAE programs); the third pathway school will focus on achieving mastery in academic fundamentals. All programs pathways will provide students with career options.

Attached, you will find power points that are specific to the GA Department of Education's (411) plan that is already being implemented through our GEARS grants. Because we have a successful IB implementation in process, training our high school staff for work in this area will not be difficult. Our career pathways through "Pathways to Success" (approved by BOE in 2009) has never been fully implemented; we will begin to identify at least three pathways for students to begin in the Fall of 2011 and continue by adding more each year. Our Dropout Coordinator has worked to fully develop a partnership with Athens Tech (Sibley Bryan, III) in an effort to formulate career courses that will benefit our students with certificates and/or dual enrollment courses.

Funding for this transformation will come from the existing CTAE grants, GEARS grant, and Title II professional development funds. While these funds may not provide as much in resources as will come from a SIG grant, they will provide a start for program implementation as much training for staff will be needed to make these programs work for students.

***Fiscal Impact**
Within budget

***Submitted By:**
Barbara Pulliam Davis, Superintendent

***Goal Area:**
- ✓ **STUDENT ACHIEVEMENT**
- ✓ **COMMUNITY RELATONS**
- ✓ **LEARNING & GROWTH**
- ✓ **RECRUITMENT & RETENTION**

Supporting Documents
RT3. Race to the Top
Career Pathways. GA 411
School Improvement Grant

Race To The Top

Race to the Top Competition

- The Race to the Top fund is a $4 billion grant opportunity provided in the American Recovery and Reinvestment Act of 2009 (ARRA) to support new approaches to school improvement. The funds were made available in the form of competitive grants to encourage and reward states that are creating conditions for education innovation and reform, specifically implementing ambitious plans in four education reform areas.

- Awards were made to 11 states and D.C.

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Dr. John D. Barge, State Superintendent of Schools

Georgia's Vision

"Georgia's bold vision is to equip all Georgia students, through effective teachers and leaders and through creating the right conditions in Georgia's schools and classrooms, with the knowledge and skills to empower them to:

- Graduate from high school;
- Be successful in college and/or professional careers; and
- Be competitive with their peers throughout the United States and the world."

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Broad Statewide Impact

- 26 LEAs represent a very diverse mix of districts ranging from small to very large systems, from urban to rural, with wide representation from across the state.
- Represent 39% of Georgia schools, 41% of Georgia students, and 40% of all teachers in Georgia.
- Among the students are over 420K students in poverty (46%), 330K African-American students (53%), and 90K Hispanic students (48%)

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Dr. John D. Barge, State Superintendent of Schools

Purpose of Race to the Top Dollars

- Of the $400 million awarded to Georgia, half of the funds go to the state to implement policies and programs that will benefit all school districts in Georgia and the other half will go directly to the 26 partnering local districts via the Title One funding formula.

- These reform dollars are distinguishable from the Education Jobs Funds and Stabilization Funds; funding must be used to support the approved scopes of work.

- Funding cannot be used to supplant state or local funds.

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4 Education Reform Areas

- Recruiting, preparing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Turning around our lowest-achieving schools.

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Effectiveness Measures

- To align Georgia's evaluation system with the state's primary goal of student learning, Georgia will create a single
  - Teacher Effectiveness Measure (TEM),
  - Leader Effectiveness Measure (LEM) (for school building leaders—principals and assistant principals), and
  - District Effectiveness Measure (DEM)
  - Teacher Preparation Program Effectiveness Measure (TPPEM)
  - Leader Preparation Program Effectiveness Measure (LPPEM)

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4 Components of TEM/LEM

- Qualitative, rubric-based evaluation tool with multiple rating categories to give educators constructive feedback as opposed to the current satisfactory v. unsatisfactory rating. This tool will be based on a number of inputs.
- Value-add/student growth model component (will constitute at least 50% of overall TEM for teachers in tested subjects and at least 50% of LEM for all school building leaders)
- Reduction in the student achievement gap at the classroom/student roster level for teachers and the school level for principals
- Other quantitative measures, to be developed, tested and evaluated by the state in collaboration with participating LEAs

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TEM/LEM to Inform Talent Management Decisions:

--professional development,

--compensation,

--promotion,

--retention,

--recertification,

--interventions and dismissals

Performance-Based Talent Management

- GA will make career ladder opportunities available to all teachers, allowing teachers to take on additional responsibility for increased pay while remaining in the classroom
- Award individual performance salary increases to all teachers on the basis of TEM and all school leaders on the basis of LEM (this will be an opt-in system for all existing educators)

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Teacher Certification

- GA will create an induction certificate: a 3-year, non-renewable certificate for those who have completed an initial teacher preparation program or who have been accepted into a GaTAPP program
- A teacher must reach a threshold TEM by the end of his or her third year to advance to a clear, renewable teaching certificate
- Teachers will be required to achieve a threshold TEM to be recertified every five years

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Equitable Distribution

- Achievement gap reduction bonuses for teachers in high needs schools that are successful in closing the gap between high-performing subgroups and low-performing subgroups

- Signing bonuses to teachers who choose to move to rural high needs schools, contingent on meeting a high threshold TEM during each year of service

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Increasing the pipeline of effective teachers

- GA is entering into partnerships with external organizations with proven records of recruiting and training effective teachers in shortage areas:
  - Teach for America (TFA): will expand in metro area
  - The New Teacher Project (TNTP): will serve 4 regional clusters
  - UTeach: will strengthen the pipeline of math and science teachers from institutes of higher education
  - Establish a Grow Your Own Teacher competitive grant program for rural districts

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Standards and Assessments

- The Common Core State Standards Initiative (CCSS) is a state-led process to develop common standards in English-Language Arts and Mathematics for grades K-12 which are internationally benchmarked and aligned to college and work expectations.
- Georgia served as a leader in this work and the State Board of Education adopted the Common Core Georgia Performance Standards (CCGPS) in July.
- Through Race to the Top, the state will provide face-to-face training to teachers on the CCGPS through regional meetings and will develop new formative and benchmark assessments to provide teachers with critical feedback.

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Common Assessments

Georgia has also applied for additional Race to the Top funds as part of the Partnership for Assessment of Readiness of College and Careers (PARCC) assessment consortium to develop a common assessments aligned to the Common Core State Standards (CCSS).

These new assessments will be available to all states in the 2014-2015 school year and will allow the state to measure the "college and career readiness" of Georgia students compared to their peers across the nation and globe.

The proposed assessment system will measure student progress at key times during the school year, rather than on one test at the end, to allow for instructional adjustment and extra support to students who need it.

Since the assessments will be developed by states in partnership with one another, they will provide a common metric for measuring performance of their students; for the first time, meeting standards in one state will mean the same thing as in the others.

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Data System

- Seamless access to robust and comprehensive data on student and teacher performance represents a foundational element of GA's reform agenda.
- Longitudinal data across the P-20 pipeline is critical to ensure that the state has appropriate information available to support core policy decisions and ongoing operational improvement.

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Turning Around Our Lowest Achieving Schools

- Georgia will employ one of the four intervention models below, as prescribed through Race to the Top, in turning around the state's lowest achieving schools:
  - Turnaround (replace principal and remove 50% of staff)
  - Charter/EMO Conversion
  - School closure
  - Transformation (combination of aforementioned strategies)

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Choosing the Appropriate Turnaround Model

- All participating LEAs with schools that have been identified as lowest achieving schools have agreed to a state-level intensive diagnostic to be performed by a state team of "turnaround experts" to determine the most appropriate of the 4 turnaround models
- The appropriate turnaround model for each school will be selected by the state in collaboration with the LEA based upon the local context and need, including such factors as 1) the level of NI status, 2) geographic location, 3) the strength of the local teacher and principal pipeline, 4) the feasibility of enlisting Education Management Organizations (EMOs) and Charter Management Organizations (CMOs).

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STEM

- Require that all elementary and middle schools make science their second AYP indicator
- Partner with the Center for Education Integrating Science, Mathematics and Computing at the Georgia Institute for Technology to provide professional development for existing math and science teachers
- Utilize the Georgia Virtual School to provide rigorous STEM courses, including Advanced Placement (AP), to students who are unable to access such courses in their home schools.

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Innovation Fund

- $19.4M set aside to provide seed money to foster innovation; a portion will be used for STEM charter schools
- Allows school districts and individual charter schools to apply for funds to:
  - Support student learning and applied learning opportunities
  - Increase the teacher and principal pipeline in high needs subjects and geographic areas, and
  - Provide quality induction to retain and further develop highly effective teacher and leaders

GEORGIA DEPARTMENT OF EDUCATION
Dr. John D. Barge, State Superintendent of Schools

Department of Education RT3 Contacts

Teresa MacCartney – Implementation Director

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404-357-7661

Kathie Wood – Research Specialist

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404-772-1645

GEORGIA DEPARTMENT OF EDUCATION

Dr. John D. Barge, State Superintendent of Schools

School Improvement Grants

Section 1003(g) of the
Elementary and Secondary Education Act
Fiscal Year 2010
CFDA Number: 84.377A

LEA Name: Greene County School System
School Name: Greene County High School

Attachment

20

GREENE COUNTY SCHOOL SYSTEM

Barbara Pulliam, Ed. D.
Superintendent

Cynthia Brictson
Assistant Superintendent

BOARD OF EDUCATION

Arlie Collins
Chairperson

Velicia Cobb
District 1

Deborah Smith
District 2

John Carver
District 3

Leah Dukes
District 4

Greene County High School
SIG Committee Meeting
March 29, 2011

School Improvement Grants (SIG)
Application Section 1003(g)

Agenda:

1. **Research Share**
2. **Feedback**
3. **Next Steps for SIG Application Grant**
4. **Technology Strand**
5. **Create 1st Draft**

101 East Third Street
Post Office Box 209
Greensboro, Georgia 30642
Phone 706.453.7688
Fax 706.453.9019
www.greene.k12.ga.us

Attachment 20

GREENE COUNTY SCHOOL SYSTEM

SIG Committee Meeting

Title of Meeting

CBJ Conference Room

Location

Date: March 29, 2011 Time: 3:00-4:30

	Printed name	School Location	Department /Grade	Time In	Time Out	Signature
1	Demestrus Mercier	GCHS	Admin	3pm		
2	Cherry King	GCHS	ELA	3pm		
3	Christopher Norman	GCHS	ELA	3pm		
4	Tiffany Alexander	GCHS	CTAE	3pm		
5	Manus Caldwell	GCHS	GEAR	3PM		
6	Rotanya Rhodes	GCHS	GEAR	3pm		
7	Brock Miller	GCHS	Admin	3pm		
8	Cynthia Bricken	CBJ	ADMIN	3:00		
9	Cass Robinson	GCHS	Lit/GT	3:00		
10	Barbara Pulliam	Supt				
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Attachment 20

GREENE COUNTY SCHOOL SYSTEM

Barbara Pulliam, Ed. D.
Superintendent

Cynthia Brictson
Assistant Superintendent

BOARD OF EDUCATION

Arlie Collins
Chairperson

Velicia Cobb
District 1

Deborah Smith
District 2

John Carver
District 3

Leah Dukes
District 4

Greene County High School
SIG Committee Meeting
March 31, 2011

School Improvement Grants (SIG)
Application Section 1003(g)

Agenda:

1. **Review Draft I**
2. **Instructional Focus**
3. **Professional Development Focus**
4. **Technology Focus**
5. **Revision Plan**

101 East Third Street
Post Office Box 209
Greensboro, Georgia 30642
Phone 706.453.7688
Fax 706.453.9019
www.greene.k12.ga.us

GREENE COUNTY SCHOOL SYSTEM

SIG Committee Meeting

Title of Meeting

CBJ Conference Room

Location

Date: March 31, 2011 Time: 3:00-4:30

	Printed name	School Location	Department /Grade	Time In	Time Out	Signature
1	Demestrus Mercier	GCHS	Admin	3pm		
2	Cherry King	GCHS	ELA	3pm		
3	Christopher Norman	GCHS	ELA	3pm		
4	Tiffany Alexander	GCHS	CTAE	3pm		
5	Manus Caldwell	GCH	GEAR	3PM		
6	Rotonya Rhodes	GCHS	GEAR	3pm		
7	Brock Miller	GCHS	Admin	3pm		
8	Christa Deissler	UPE	Media	3pm		
9	Cynthia Britt	CBJ	ADMIN	3		
10	Cass Robinson	GCHS	Lit/GT	3:00		
11	Barbara Pullin Davis					
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Attachment 20

GREENE COUNTY SCHOOL SYSTEM

Barbara Pulliam, Ed. D.
Superintendent

Cynthia Brictson
Assistant Superintendent

BOARD OF EDUCATION

Arlie Collins
Chairperson

Velicia Cobb
District 1

Deborah Smith
District 2

John Carver
District 3

Leah Dukes
District 4

Greene County High School
SIG Committee Meeting
April 11, 2011

School Improvement Grants (SIG)
Application Section 1003(g)

Agenda:

- **Revision Review**

101 East Third Street
Post Office Box 209
Greensboro, Georgia 30642
Phone 706.453.7688
Fax 706.453.9019
www.greene.k12.ga.us

Attachment 20

GREENE COUNTY SCHOOL SYSTEM

SIG Committee Meeting

Title of Meeting

CBJ Conference Room

Location

Date: April 11, 2011 Time: 12:00 - 4:00

	Printed name	School Location	Department /Grade	Time In	Time Out	Signature
1	Demestrus Mercier	GCHS	Admin	12p		
2	Brock Miller	GCHS	Admin	12p		
3	C. Britton	CBJ	ADMIN	12		
4	Cass Robinson	GCHS	GT/Lit	12		
5	Barbara Pullin Davis					
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Attachment 20

GREENE COUNTY SCHOOL SYSTEM

Barbara Pulliam, Ed. D.
Superintendent

Cynthia Brictson
Assistant Superintendent

BOARD OF EDUCATION

Arlie Collins
Chairperson

Velicia Cobb
District 1

Deborah Smith
District 2

John Carver
District 3

Leah Dukes
District 4

Greene County High School
SIG Committee Meeting
April 13, 2011

School Improvement Grants (SIG)
Application Section 1003(g)

Agenda:

- **Revision Review**

101 East Third Street
Post Office Box 209
Greensboro, Georgia 30642
Phone 706.453.7688
Fax 706.453.9019
www.greene.k12.ga.us

Attachment 20

GREENE COUNTY SCHOOL SYSTEM

SIG Committee Meeting

Title of Meeting

CBJ Conference Room

Location

Date: April 13, 2011 Time: 12:00 - 4:00

	Printed name	School Location	Department /Grade	Time In	Time Out	Signature
1	Demestrus Mercier	GCHS	Admin.	12p		
2	Brock Miller	GCHS	Admin	12p		
3	Christy Dessler	YPE	Media	12p		
4	C. Britton	CBJ	Admin	12p		
5	Cass Robinson	~~GCHS~~ CBJ	GT/Lit	12		
6	Barbara Pullion Davis					
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Attachment 20

GREENE COUNTY SCHOOL SYSTEM

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BOARD OF EDUCATION

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District 1

Deborah Smith
District 2

John Carver
District 3

Leah Dukes
District 4

Greene County High School
SIG Committee Meeting
April 14, 2011

School Improvement Grants (SIG)
Application Section 1003(g)

Agenda:

- **Revision Review**

101 East Third Street
Post Office Box 209
Greensboro, Georgia 30642
Phone 706.453.7688
Fax 706.453.9019
www.greene.k12.ga.us

Attachment 20

GREENE COUNTY SCHOOL SYSTEM

SIG Committee Meeting

Title of Meeting

CBJ Conference Room

Location

Date: April 14, 2011 Time: 12:00 - 4:00

	Printed name	School Location	Department /Grade	Time In	Time Out	Signature
1	Demestrus Mercier	GCHS	Admin	12p		Demestrus Mercier
2	Christopher Norman	GCHS	Ad ELA	12pr		Chris
3	Brock Miller	GCHS	Admin	12p		Brock Miller
4	C. Dicks	CBJ	ADMIN	0		C Dicks
5	Cass Robinson	GCHS CBJ	Lit/GT	12		Cass Robinson
6	Barbara Pullom Davis					
7						
8						
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Attachment 20

School Improvement Grants

Section 1003(g) of the
Elementary and Secondary Education Act
Fiscal Year 2010
CFDA Number: 84.377A

LEA Name: Greene County School System
School Name: Greene County High School

Attachment

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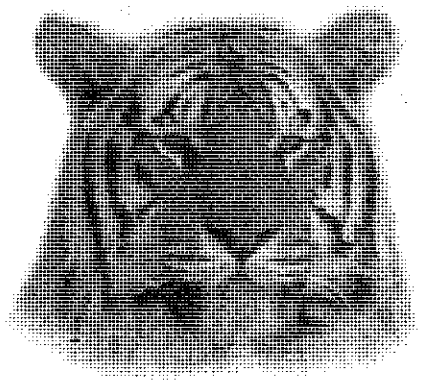
Sign-In Sheet

April 13, 2011



GCHS School Council Meeting

1. Marcus Walker
2. Rebecca Rhodes
3. Lallie Eckles
4. Laura Binder
5. Verley Sue Dotson
6. [illegible]
7. [illegible]
8. Hermes Pius Mercier
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Attachment 21

AGENDA FOR SCHOOL COUNCIL MEETING

GCHS School Council

April 13, 2011

1. Call to Order
2. Approval of Agenda
3. Report of the Principal
    a. State of GCHS
    b. Important Dates
4. Old Business
    a. Title I School Wide Planning
    b. Title Parent Involvement Policy and Compact Review
    c. 2011-2012 Dress Code
    d. Block Scheduling
    e. 2011-2012 Student Agenda Planning
5. New Business
    a. School Improvement Grant
    b. Title I School Wide Planning Update
    c. 2011-2012 Dress Code
6. Adjournment

GCHS School Council
1002 S. Main Street
Phone: 706-453-2271
Fax: 706-453-3311

Demestrus Mercier, Interim Principal

ALERTNOW

BROADCAST REPORT

Greene County High School

MESSAGE INFORMATION

Message: E2020/SIG Grant
Type: Voice
Status: Completed
Sent By: Admin (Admin)
Emergency: No

Job ID: 1507721
Scheduled: 4/4/2011 7:15:00 AM EST
Submitted: 4/3/2011 8:12:11 PM EST
Completed: 4/4/2011 7:31:57 AM EST

MESSAGE RECIPIENTS

Groups: Greene County High School - Grade 10, Greene County High School - Grade 09, Greene County High School - Grade 11, Greene County High School - Grade 12

VOICE DELIVERY RESULTS

Response	Percent	Count
Live Answer	31.53%	146
Answering Machine	19.65%	91
Live (Partial)	12.10%	56
Busy	0.65%	3
No Answer	35.42%	164
Line Disconnected	0.43%	2
Blocked	0.22%	1

Attachment 21

School Improvement Grants

Section 1003(g) of the
Elementary and Secondary Education Act
Fiscal Year 2010
CFDA Number: 84.377A

LEA Name: Greene County School System
School Name: Greene County High School

Attachment

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Revised GCHS Bell Schedule

Monday - Tuesday - Friday			
Breakfast	**7:10 AM**	7:26 AM	*0:16*
CC	7:26 AM	7:30 AM	*0:04*
1st (51)	7:30 AM	8:21 AM	*0:51*
CC	8:21 AM	8:25 AM	*0:04*
Extended Learning Time	8:21 AM	8:51 AM	*0:30*
Pledge / M.o.S.	8:51 AM	8:59 AM	*0:08*
CC	8:59 AM	9:03 AM	*0:04*
2nd (51)	9:03 AM	9:54 AM	*0:51*
CC	9:54 AM	9:58 AM	*0:04*
3rd (51)	9:58 AM	10:49 AM	*0:51*
CC	10:49 AM	10:53 AM	*0:04*
4th ***	10:53 AM	12:15 PM	*0:56*
(Lunch I)	*10:49 AM*	11:15 AM	*0:26*
(Lunch I)	*11:19 AM*	11:45 AM	*0:26*
(Lunch I)	*11:49 AM*	12:15 PM	*0:26*
CC	12:15 PM	12:19 PM	*0:04*
5th (51)	12:19 PM	1:10 PM	*0:51*
CC	1:10 PM	1:14 PM	*0:04*
6th (51)	1:14 PM	2:05 PM	*0:51*
CC	2:05 PM	2:09 PM	*0:04*
7th (51)	2:09 PM	3:00 PM	*0:51*
Dismissal		3:00 PM	

Lunch I:
L: 10:49 – 11:15
C: 11:19 – 12:15

Lunch II:
C: 10:53 – 11:19
L: 11:19 – 11:45
C: 11:49 – 12:15

Lunch III:
C: 10:53 – 11:49
L: 11:49 – 12:15

Wednesday – ODD Day			
Breakfast	**7:10 AM**	7:26 AM	*0:16*
CC	7:26 AM	7:30 AM	*0:04*
1st Block (95 min)	7:30 AM	9:05 AM	*1:35*
CC	9:05 AM	9:09 AM	*0:04*
Extended Learning Time	9:09 AM	9:39 AM	*0:30*
CC	9:39 AM	9:43 AM	*0:04*
Advisement	9:43 AM	10:09 AM	*0:26*
CC	10:09 AM	10:13 AM	*0:04*
3rd Block***	10:13 AM	11:32 AM	*0:54*
(Lunch I)	*10:09 AM*	10:34 AM	*0:25*
(Lunch II)	*10:38 AM*	11:03 AM	*0:25*
(Lunch III)	*11:07 AM*	11:32 AM	*0:25*
CC	11:32 AM	11:36 AM	*0:04*
5th Block (95 min)	11:36 AM	1:11 PM	*1:35*
Break	1:11 PM	1:21 PM	*0:10*
CC	1:21 PM	1:25 PM	*0:04*
7th Block (95 min)	1:25 PM	3:00 PM	*1:35*
Dismissal		3:00 PM	

Thursdays – EVEN Day			
Common Planning Time for Teachers 7:30 - 8:30 Early Bird Bus Riders are in Study Hall from 7:30 – 8:10 All students are expected to arrive by 8:14			
Teacher Planning	**7:30 AM**	8:30 AM	*1:00*
Early Bird Study Hall	**7:30 AM**	8:10 AM	*0:40*
Breakfast	**8:14 AM**	8:30 AM	*0:16*
CC	8:30 AM	8:34 AM	*0:04*
2nd Block (95 min)	8:34 AM	10:09 AM	*1:35*
CC	10:09 AM	10:13 AM	*0:04*
3rd Block***	10:13 AM	11:32 AM	*0:54*
(Lunch I)	*10:09 AM*	10:34 AM	*0:25*
(Lunch II)	*10:38 AM*	11:03 AM	*0:25*
(Lunch III)	*11:07 AM*	11:32 AM	*0:25*
CC	11:32 AM	11:36 AM	*0:04*
4th Block (95 min)	11:36 AM	1:11 PM	*1:35*
Break	1:11 PM	1:21 PM	*0:10*
CC	1:21 PM	1:25 PM	*0:04*
6th Block (95 min)	1:25 PM	3:00 PM	*1:35*
Dismissal		3:00 PM	

3rd/Lunch***

Lunch I	Lunch II	Lunch III
L: 10:09 - 10:34	C: 10:13 - 10:38	C 10:13 - 11:07
C: 10:38 - 11:32	L: 10:38 - 11:03	L: 11:07 - 11:32
	C: 11:07 - 11:32	

- General Sturcture:
    - Periods 1, 2, and 4 – 7 are traditional schedule for 51 minutes per class on Mondays, Tuesdays, and Fridays
    - Period 3 is a traditional schedule Mondays – Fridays.
    - Periods 1, 5, 7 have 95 minute classes on Wednesdays.
    - Periods 2, 4, 6 have 95 minute classes on Thursdays.
    - This allows:
        - Classes to have more in-depth lab activities one day a week.
        - Periods 1, 2, & 4 – 7 will meet only 4 days a week.
        - Lunch / Class period will involve 3rd period and never a block group
  - Alternative Structures
    - There are classes at GCHS that would benefit from being block
    - This schedule easily adapts to those classes by having the potential for three block period:
        - Block I – Periods 1 & 2.
        - Block II – Periods 4 & 5
        - Bock III – Periods 6 & 7.
  - Potential Schedules
    - 7 periods for three days a week with block labs for all periods (except 3) for one day a week.
    - 1 block class and 5 periods. The block class will meet five days per week.
    - 2 block classes and 3 periods. The two block classes will meet five days per week.
    - 3 block classes and 1 period. The three block classes will meet five days per week.

- Scheduling Advantages
  - Thursdays Student Late Arrival Day.
    - Common Planning in discipline or cross-discipline (IB) on Thursdays.
        - Three Thursdays per month
    - Whole Group Faculty Meetings or Professional Development on Thursday
        - One Thursday per month
        - Teachers define Professional Development
        - Administration works their presentations into the teachers P.D. schedule.
  - Hybrid Schedule
    - Time for Lab Activities
    - Flexibility in the schedule will aid CTAE classes to accomplish more and have more time for internships and community partnerships
    - A break from a periods class once a week (except 3rd)
    - Time for "longer" tests. Per conversations with Mr. Mark Wilson, Principal of Morgan County High School. "Our teachers will use this time to test in preparation for the GHSGT, GHSWT, and EOCT. This gives our student practice with the time constraints of the longer state tests."
    - Time in the afternoons to support after school programs and extracurricular activities.
    - Gives the programs flexibility in scheduling.

School Improvement Grants

Section 1003(g) of the
Elementary and Secondary Education Act
Fiscal Year 2010
CFDA Number: 84.377A

LEA Name: Greene County School System
School Name: Greene County High School

Attachment

Evaluating Professional Development, according to Guskey (2006)

Kreider, H., & Bouffard, S. (2006). *Questions and answers: A conversation with Thomas R. Guskey. The Evaluation Exchange, XI*(4), Winter 2005/2006. Retrieved April 4, 2006 from the Harvard Family Research Project web site at http://www.gse.harvard.edu/hfrp/eval/issue32/qanda.htm

Thomas R. Guskey, Ph.D., is a professor in the College of Education at the University of Kentucky and an expert in research and evaluation who has authored or edited 12 books, including Evaluating Professional Development (Corwin, 2000). He has twice won the National Staff Development Council's prestigious Book of the Year Award and three times won the Article of the Year Award. Below, he discusses his five-step process for evaluating professional development in education and its connection to professional development planning.

Q: What is your five-level model for evaluating professional development, and how did it come to be?

A: My thinking was influenced by the work of Donald Kirkpatrick, who developed a model for evaluating training programs in business and industry. Kirkpatrick described four levels of evaluation that he found necessary in determining the value and worth of training programs. The first was participants' reactions to the training—whether they liked it or not. A second level was what new knowledge and/or skills participants gained from the training. A third level was how it influenced what they did on the job. And a fourth level considered how the training affected their productivity.

I thought this model could be useful for what we do in professional development in education. As we applied the model, however, we found that professional development efforts still were not yielding positive results—but nothing in the model explained why. Examining programs more closely, I found that things were done right from a training perspective, but educators were then sent back to organizations that did not support them in what we asked them to do. Things broke down at the organization level. So I added a new level in the middle of the model, labeled "organizational support and change," to consider those aspects of the organization that have critical influence on the implementation of new policies and practices. (See Figure 1 for the model.)

Q: What do you hope people take away from your model?

A: There are three major aspects of the model that I hope people will consider. First, each of these five levels is important in its own right. Each level provides different types of information that can be used in both formative and summative ways. Formatively, we need to find out at each level what's been done well and, if not done well, how it can be improved. Summatively, we need to know the effectiveness of elements at each level to judge the true value and worth of any professional development endeavor.

Second, each level builds on those that come before. For example, people must have a positive reaction to a professional development experience before we can expect them to learn anything from it. They need to gain specific knowledge and skills before we look to the organization for critical aspects of support or change. Organizational support is necessary to gain high quality implementation of new policies and practices. And appropriate implementation is a prerequisite to seeing improvements in student learning. Things can break down at any point along the way, and once they break down, the improvement process comes to a screeching halt.

Third, many educators are now finding how useful it can be to reverse these five levels in professional development planning. In other words, the first thing people need to do when they plan professional development is to specify what impact they want to have on student learning. They begin planning by asking, "What improvements in student learning do we want to attain and what evidence best reflects those improvements?" Then they step back and ask, "If that's the impact we want, what new policies or practices must be implemented to gain that impact?" Next, they consider what types of organizational support or change are needed to facilitate that implementation, and so forth. This planning process compels educators to plan not in terms of what they are going to do but in terms of what they want to accomplish with their students. All other decisions are then based on that fundamental premise.

I argue that most of the critical evaluation questions that need to be addressed in determining a professional development program's effectiveness should be asked in the planning stage. Planning more carefully and more intentionally not only makes evaluation easier, it also leads to much more effective professional development. Increasingly, educators at all levels are coming to view professional development as a purposeful and intentional endeavor that should be designed with specific goals in mind.

Q: Why are levels four and five of your evaluation model—in which professional development is linked to student outcomes—so difficult to accomplish?

A: The primary reason is that getting information at those levels must be delayed. Immediately following any professional development activity, I

can gather information about levels one and two—finding out if people liked it and what they gained from that experience in terms of new knowledge and skills. But information on levels three, four, and five cannot be gathered at that time. Again, planning backward makes this clearer. If I know what I want to accomplish and what evidence best reflects those goals, it's easier for me to decide how and when I'm going to gather that evidence and what I will do with it once I have it.

Q: What are some of the other challenges in evaluating professional development, and how can these be addressed?

A: Many professional development leaders avoid systematic evaluations for fear that the evaluation won't yield "proof" that what they're doing leads to improvements in student learning. And if this is the case, funding may be withdrawn. Recognizing the distinction between "evidence" and "proof," however, can help resolve this dilemma.

To obtain proof—by which I mean to show that professional development uniquely and alone leads to improvements in student learning—is very difficult. It requires a level of experimental rigor that is hard and often impossible to attain in practical school settings. But most policymakers, legislators, and school leaders are not asking for ironclad proof. What they want is evidence that things are getting better. They want to see improvements in assessment results or test scores, increased attendance, fewer discipline problems, or decreased dropout rates. Historically, professional development leaders haven't done a very good job of providing any such evidence.

A related challenge concerns the nature of that evidence, especially its credibility and its timing. I recently discovered, for example, that not all stakeholders in professional development trust the same evidence. I conducted a study in which groups of educators were asked to rank order 15 different indicators of student learning in terms of which they believed provided the most valid evidence. When I compared administrators' and teachers' rankings, I found they were almost exactly reversed! Administrators rated national and state tests highly, while teachers trusted their own, more immediate sources of evidence. From a policy perspective, that indicates to me that no single source of evidence is going to be adequate. Instead, we need to consider multiple indicators. We also need to involve multiple stakeholders in the planning process to identify the sources of evidence that they believe provide the best and most valid representation of success.

Some experts suggest that when educators engage in professional development endeavors, results might not be evident for two or three years. But when teachers are experimenting with new approaches to instruction or a new curriculum, they need to gain evidence rapidly to show that it's making a difference. If they don't see such evidence, they quite naturally revert back to the tried and true things they've done in the past. This isn't because they are afraid of change. Rather, it's because they are so committed their students and fear that the new approach might lead to less positive results. So, in planning professional development, we must include some mechanism whereby those responsible for implementation can gain evidence of success from their students rather quickly—within the first month of implementation.

Q: Can you comment on what we know and don't know about what makes professional development effective? How can we go about reaching some consensus about what is important?

A: A couple of years ago, I identified thirteen lists of characteristics of effective professional development that had been assembled by different professional organizations and research groups. In analyzing these lists, I found very little consensus. There wasn't even agreement on the criteria for effectiveness. Some lists were based on the concurrence opinions among researchers, others used teacher self-reports, and only a few looked at impact on student learning. My conclusion was that we may not have a true consensus on what makes professional development effective, and that moving toward one may be more complicated than most people think.

I helped to develop the Standards for Staff Development published by the National Staff Development Council. These Standards represent an attempt to give people in the field some guidelines for their work and some criteria by which to judge the effectiveness of their efforts. Because of their general nature, however, these Standards leave a lot of room for interpretation. For example, they describe the importance of extended time for professional development and the need to ensure that activities are ongoing and job-embedded. Researchers have shown, however, that simply adding more time for job-embedded activities is insufficient. Doing ineffective things longer doesn't make them any better. Instead, we must ensure that the extended time provided for professional development is structured carefully and used wisely, engaging educators in activities shown to yield improved results.

Q: How do you think the federal No Child Left Behind Act (NCLB) is impacting professional development and its evaluation?

A: I believe that certain aspects of the No Child Left Behind Act are motivated by frustration on the part of the federal government in allocating funds to education and not seeing much come from it. Too often in the past, educators have planned professional development based on what's new and what's hot, rather than on what is known to work with students. In NCLB, the federal government imposes specific requirements that compel educators to consider only programs and innovations that are "scientifically based research." Educators must now verify the research behind different programs and innovations. They must ensure that research comes from reliable sources, specifically peer-reviewed journals. They must show that the program has been applied in a wide variety of contexts and that its effects evaluated by third parties. They must demonstrate that the evidence of effects has been gathered over a significant period of time so that the program can be shown to be sustainable.

I agree with those who suggest that insistence on this definition of "scientifically based research" may be too restricting. A lot of valuable research does not meet the criteria of randomized designs, but can provide us with good, important evidence. Still, NCLB and other national efforts are moving us in the right direction.

This past year, I've met with leaders in the U.S. Department of Education and various philanthropic organizations, who are considering chang-ing the request for proposal process to be more specific with regard to evaluation. In particular, they want people, within proposals, to outline specifically how they will gather evidence at each of the five levels in the evaluation model. Their hope is that this will lead to improved results from various funded programs. I share their hope.

Figure I. Five Levels of Professional Development Evaluation[1]

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What Is Measured or Assessed?	How Will Information Be Used?
1. Participants' Reactions	• Did they like it? • Was their time well spent? • Did the material make sense? • Will it be useful? • Was the leader knowledgeable and helpful? • Were the refreshments fresh and tasty? • Was the room the right temperature? • Were the chairs comfortable?	• Questionnaires administered at the end of the session	• Initial satisfaction with the experience	• To improve program design and delivery
2. Participants' Learning	• Did participants acquire the intended knowledge and skills?	• Paper-and-pencil instruments • Simulations • Demonstrations • Participant reflections (oral and/or written) • Participant portfolios	• New knowledge and skills of participants	• To improve program content, format, and organization
3. Organization Support & Change	• What was the impact on the organization? • Did it affect organizational climate and procedures? • Was implementation advocated, facilitated, and supported? • Was the support public and overt? • Were problems addressed quickly and efficiently? • Were sufficient resources made available? • Were successes recognized and shared?	• District and school records • Minutes from follow-up meetings • Questionnaires • Structured interviews with participants and district or school administrators • Participant portfolios	• The organization's advocacy, support, accommodation, facilitation, and recognition	• To document and improve organizational support • To inform future change efforts
4. Participants' Use of New Knowledge and Skills	• Did participants effectively apply the new knowledge and skills?	• Questionnaires • Structured interviews with participants and their supervisors • Participant reflections (oral and/or written) • Participant portfolios • Direct observations • Video or audio tapes	• Degree and quality of implementation	• To document and improve the implementation of program content
5. Student Learning Outcomes	• What was the impact on students? • Did it affect student performance or achievement? • Did it influence students' physical or emotional well-being? • Are students more confident as learners? • Is student attendance improving? • Are dropouts decreasing?	• Student records • School records • Questionnaires • Structured interviews with students, parents, teachers, and/or administrators • Participant portfolios	• Student learning outcomes: – Cognitive (Performance & Achievement) – Affective (Attitudes & Dispositions) – Psychomotor (Skills & Behaviors)	• To focus and improve all aspects of program design, implementation, and follow-up • To demonstrate the overall impact of professional development

1. Guskey, T. R. (2000). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press.

Last Updated: Thursday, Feb 19, 2009

School Improvement Grants

Section 1003(g) of the
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Fiscal Year 2010
CFDA Number: 84.377A

LEA Name: Greene County School System
School Name: Greene County High School

Attachment

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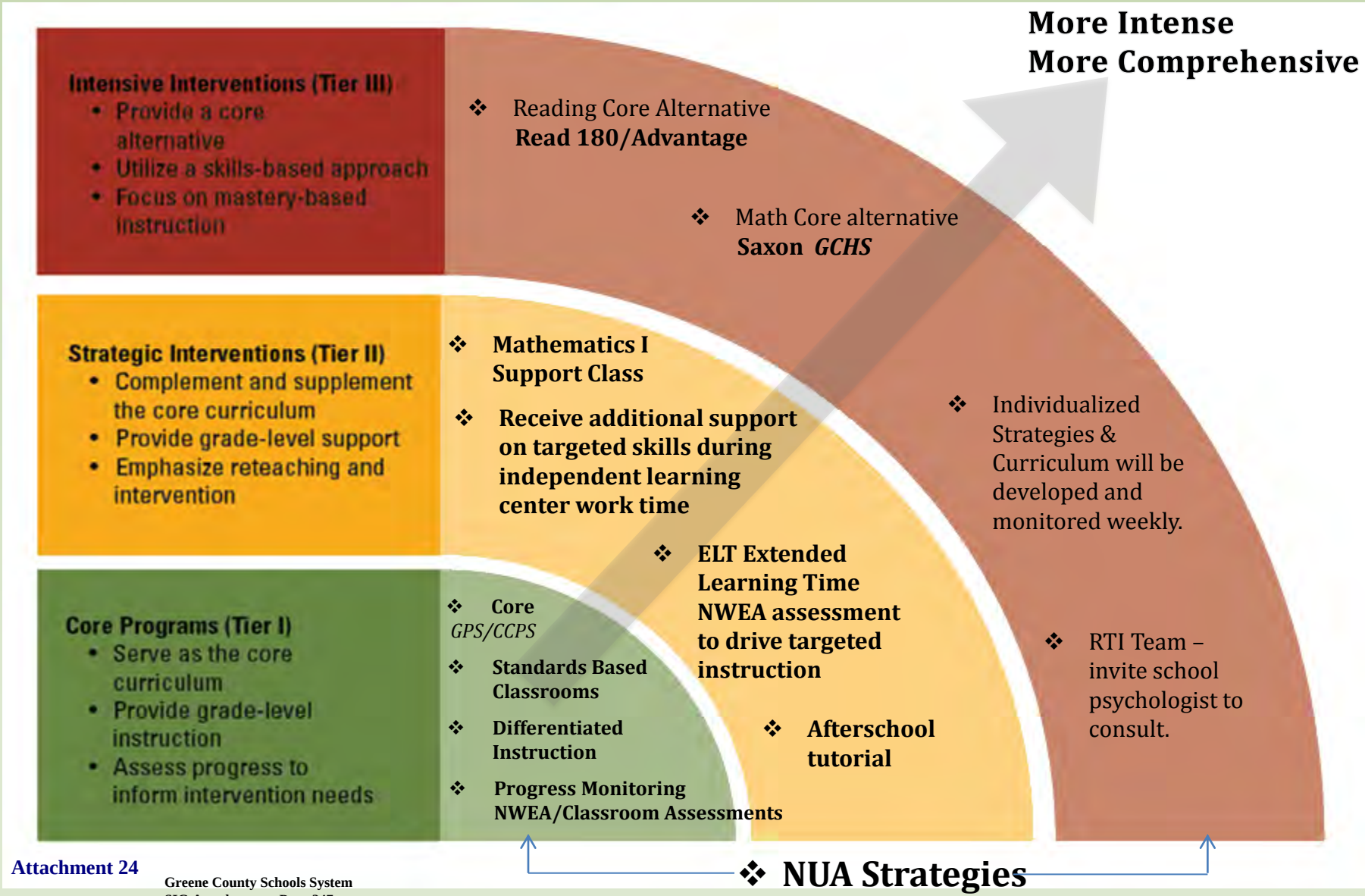
Response to Intervention

Curriculum & Instruction Department 2010-2011



School Improvement Grants

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Fiscal Year 2010
CFDA Number: 84.377A

LEA Name: Greene County School System
School Name: Greene County High School

Attachment

25

Research Process
Writing Process
Digital Citizenship
Making Meaning
Digital Storytelling
UDL/Accessibility
Internet Tools
Safari
Firefox
OmniWeb
Mail
iChat
Address Book
Preview
Reader
Cyberduck
Office Tools
Pages
Numbers
Keynote
Bento
Dictionary
Britannica
WriteRoom
TextEdit
Stickies
Math & Science Tools
Calculator
Grapher
GeoGebra
OmniGraph
DataStudio
Logger Pro
Concord Apps
Molecular
Maine Explorer
NetLogo
Google Earth
My World
OmniOutliner
OmniGraffle
Freemind
NoteShare
iCal
OmniFocus
Info Organization
iPhoto
Acorn
Grab
Photo Booth
iTunes
GarageBand
iMovie
iDVD
iWeb
Comic Life
ProfCast
SketchUp
Media Tools
Launcher
Democracy
Forbidden City
JA Titan
WolfQuest
Zon
Educational Games
QT Player
DVD Player
Time Machine
1to1Backup
VoiceOver
Automator
Utilities

Board Policy **Descriptor Code: IFBGA**
Electronic Communications

The Greene County School System believes the use of telecommunications in instructional programs is an educational tool that facilitates communication, innovation, resource sharing, and access to information. Due to the complexity of accessible networks and the magnitude of potential information available on the Internet, students and staff using telecommunications will comply with this policy and administrative procedures with regards to technology use. Due to the changing nature of technology and due to changes recommended or required by federal law, the Board of Education reserves the right to amend this policy. The Board of Education, through its administrative staff, reserves the right to monitor and filter all computer, electronic mail, voice mail, and Internet activity by students and staff conducted at Greene County schools.

The Board of Education makes no assurances of any kind, expressed or implied, regarding any telecommunication services provided. The school system or individual schools in the system will not be responsible for any damages the student/user suffers. Use of any information obtained via the Internet is at the user's own risk. The school system specifically denies any responsibility for the accuracy or quality of information or software obtained through its electronic services.

The Internet network structure makes it extremely difficult for the Board of Education and/or schools to completely regulate and filter the information received or sent by students. As such, the Board of Education and/or schools cannot assure parents that students will not access undesirable materials or send or receive objectionable communications. The Board of Education can assure parents that the staff will be trained and reasonable precautions, including content filtering and monitoring, will have been taken to keep Greene County students safe from illegal and/or offensive material in compliance with FCC guidelines.

In doing the most controlled monitoring possible, the schools will enforce administrative procedures. Failure to comply with these administrative procedures shall be deemed grounds for revocation of privileges and disciplinary and/or appropriate legal action for both students and staff. A copy of the procedures shall be distributed to each teacher in the school system. The Superintendent will instruct the administration at each school to provide a student copy in the form the school deems appropriate (student handbook, parent and student information sheet, etc.). The media center at each school and the central office shall house a copy for public examination. In addition, copies of this Appropriate Telecommunications Use Policy will be found on the Greene County Schools web page (http.//www.greene.k12.ga.us), and a hard copy will be housed at the Technology Department along with a copy of the Children's Internet Protection Act.

It shall be the policy of the Greene County Board of Education that the school district shall have in continuous operation, with respect to any computers belonging to the school having access to the Internet:

1. A qualifying "technology protection measure," as that term is defined in Section 1703(b)(1) of the Children's Internet Protection Act of 2000; and
2. Procedures or guidelines developed by the Superintendent, administrators, and/or other appropriate personnel which provide for monitoring the online activities or users and the use of the chosen technology protection measure to protect against access through such computers to visual depictions that are (i)

obscene, (ii) child pornography, or (iii) harmful to minors, as those terms are defined in Section 1703(b)(1) and (2) of the Children's Internet Protection Act of 2000. Such procedures or guidelines shall be designed to:

a. Provide for monitoring the online activities of users to prevent, to the exten practical, access by minors to inappropriate matter on the Internet and the Worl Wide Web;
b. Promote the safety and security of minors when using electronic mail, chat rooms and other forms of direct communications;
c. Prevent unauthorized access, including so-called "hacking," and othe unauthorized activities by minors online;
d. Prevent the unauthorized disclosure, use and dissemination of persona identification information regarding minors; and
e. Restrict minors access to materials "harmful to minors" as that term is defined ir Section 1703(b)(2) of the Children's Internet Protection Act of 2000 which state *The term "harmful to minors" means any picture, image, graphic image file, o other visual depiction that* -
    i. Taken as a whole and with respect to minors, appeals to a prurien interest in nudity, sex, or excretion;
    ii. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexua act or sexual contact, actual or simulated normal or perverted sexua acts, or a lewd exhibition of the genitals; and
    iii. Taken as a whole, lacks serious literary, artistic, political or scientific value to minors.

TERMS AND CONDITIONS

I. Acceptable Use

Access to the school's Internet and networks is provided to all students (individual work and whole group instruction) for educational purposes and research consistent with the school's educational mission and goals.

All teachers shall sign a form saying they have read and understand the administrative procedures for using the Internet and that they understand the consequences for violation of these procedures.

II. Privileges

The Use of the Internet is a privilege, not a right. Inappropriate use will result in cancellation of those privileges. The Superintendent and/or his/her designee will make all decisions regarding user violation of this policy or procedures addressing the use of telecommunications. With the approval of the Superintendent, further restrictions may be structured to meet the needs at each school.

III. School Control

The principal of each school will maintain accurate records that include the following:

a. A formal written request filed by a parent and/or guardian limiting a student's

telecommunications use to whole group instruction.

b. A signed Staff Supervision and Responsibilities Form for all employees who are afforded telecommunication access.

All users should be mindful when using Greene County School System technology that any actions taken by them will reflect upon the school system as a whole. All users must behave in an ethical and legal manner.

Violations of acceptable conduct on the network will result in loss of network privileges. Intentional misuse causing damage to the network or network components will require financial reimbursement to the district for necessary repairs.

Computer network use is also governed by federal and state laws, which specify punitive legal actions that can be taken as well as terms of imprisonment, and/or financial fines.

IV. Staff Supervision and Responsibilities

Staff members will become familiar with this policy and applicable procedures and will be trained in the use of appropriate telecommunications and informed of "no right to privacy". The Technology Director and/or designee will lead this instruction. The instruction will include training and any needed clarification on this policy and applicable procedures during the school year. No staff member will have access to the Internet within a classroom or other school setting unless the staff member has completed appropriate training and signed the Teacher Responsibility Form. When, in the course of their duties, staff members become aware of student violation of this policy, they must correct the student and address the matter in accordance with this procedure and the procedures outlined in the Greene County Board of Education's general disciplinary policies and procedures.

V. Compensation

The student and/or student's parents/legal guardians will be responsible for compensating the school system for any losses, costs or damages incurred by the school system relating to or arising from any student violation of this policy or applicable procedures.

VI. Security

Network security is a high priority. If the student or teacher identifies or perceives a security problem or a breech of these responsibilities on the Internet or network, the user must immediately notify the principal, technology coordinator, or appropriate staff available. The student must not demonstrate the problem to other student users. Any student identified as a security risk may be denied access to the network.

Passwords shall be kept confidential. Staff members who reveal passwords to students will be responsible for compensating the school system for any losses, costs or damages incurred by the school system relating or arising from any student violation of this policy or applicable procedures. Additionally, staff members will be responsible for compensating the school system for any losses, costs or damages incurred by the school system relating or arising from their violation of this policy or applicable

procedures.

VII. Vandalism

Vandalism is defined as "any malicious attempt to harm or destroy the school's network hardware, data or software". This includes, but is not limited to, intentional uploading, downloading, or creation of computer viruses. Vandalism is also defined as utilizing any software for the purpose of monitoring the network, performing remote administration, registry management, or any other activity that might cause damage to the schools' network system or any other system, including but not limited to disks that contain viruses. Vandalism may result in cancellation of privileges and other disciplinary action.

VIII. Charges

The Board of Education assumes no responsibility for any *unauthorized charges or fees* including, but not limited to, long distance charges, per minute surcharges, membership fees incurred by on-line users and/or equipment costs.

IX. Unacceptable Use

The user is responsible for all of his/her actions and activities involving the Internet and network. Some examples of prohibited conduct are listed below:

A. Accessing, sending, or posting materials or communications that are:
   a. Damaging to another person's reputation
   b. Abusive
   c. Obscene
   d. Sexually oriented
   e. Threatening (violent)
   f. Harassing or contrary to the Board of Education's policy on harassment
   g. Illegal
   h. Related to controlled substances
B. Using the network for any illegal activity, including violation of copyright or other contracts or transmitting any material in violation of Federal and State regulations.
C. Copying or downloading any material, other than appropriate e-mail attachments, to a server or workstation connected to the school network without **proper permission**.
D. Utilizing any software for the purpose of monitoring the network, performing remote administration, registry management, or any other activity that might cause damage to the schools' network system or any other system. This includes but is not limited to disks that may contain viruses.
E. Attempting to read, delete, move, copy, or modify any file on the network system or deliberately interfering with the ability of other system users on the network.
F. Using *personal* diskettes, Zip disks, data CDs, or audio CDs (students only).
G. Wastefully using resources, (time on line, paper for printing, ink, or instructional time, etc.)
H. Using the network for financial gain.
I. Gaining access to unauthorized resources or materials.
J. Invading the privacy of individuals.
K. Creating materials and signing another person's name without consent, or forging

electronic mail messages.

L. Attempting to log onto the network using another person's password, or falsely posing as a school network administrator.
M. Utilizing peer-to-peer or other types of file trading software (i.e. Kazaa, Bearshare, Morpheus, etc.)* *excluding technology department employees for legitimate and appropriate downloads*.
N. Using any other inappropriate network etiquette, for example, posting anonymous messages or spamming.
O. Using the network to send, receive, or view messages and images that are inconsistent with the district's educational goals, objectives, and conduct guidelines.
P. Using the network(s) in a manner inconsistent with directions form teachers and/or other school staff.
Q. Using the network while access privileges are suspended or revoked.
R. Violations of any of the following acts: Copyright, Designs and Patents Act of 1988, Race Relations Act, Equal Opportunities Act, Privacy Act, Data Protection Act, and Children's Internet Protection Act of 2001.

X. Network Etiquette

The user is expected to abide by the generally accepted rules of network etiquette. These include but are not limited to the following:

A. The user must be polite. They must not use abusive language in messages to others.
B. The user must use appropriate language. They may not swear or use vulgar or inappropriate language.
C. The user may not reveal personal addresses or telephone numbers.
D. The user must recognize that Internet use, e-mail, online chatting, and voice mail accounts is not private. Greene County Board of Education provides no reasonable expectation of privacy in regards to computer or other technology use. Technicians who operate the system at the schools or on the networks have access to web, e-mail, and telephone monitoring software, computer history, voice mail and e-mail accounts. Messages relating to illegal activities will be reported to the authorities.
E. The user may not use the network in any way that would disrupt its users.
F. The user must consider all communications and information accessible via the data and telephone network to be the Greene County Board of Education's private property with no expectations of privacy.

XI. Termination of Privileges

An employee's access to and use of the network will be discontinued when his/her Employment is suspended or terminated, whether the termination is voluntary or involuntary.

A student's access to and use of the network will be discontinued when the student graduates from high school, withdraws from the Greene County School System, or is suspended or expelled by the Greene County School System. A student whose access to the network has been suspended or terminated may request, in writing, a review of the decision by the Superintendent or his/her designee. Whenever possible, a final determination shall be sent to the student in writing within ten working days of receipt of the request for review.

Parents and/or legal guardians can choose to terminate their child's privileges for individual Internet use by filing a formal request in writing to their child's school principal. If a request for termination of privileges is not filed, the parents and/or legal guardians understand that Internet access is designed for educational purposes and that student access will be monitored and filtered. Although appropriate precautions will be taken, it may be impossible for the agencies involved to restrict all controversial material. Furthermore, the parents and/or legal guardians will not hold the administrator, technology department employees, or school system employees responsible for materials acquired on the network.

Updating User Identification Information

Greene County School System may occasionally require new or updated information from users. Users must provide all such information as requested. Users also must notify the administration of any changes in user identification information (address, phone, name, school enrollment, etc.).

Greene County Schools Date Adopted: 6/11/2002

Georgia Code	Description
O.C.G.A. 16-09-0090	Georgia Computer Systems Protection Act
O.C.G.A. 16-09-0091	Computer Related Crime
O.C.G.A. 16-09-0092	Definitions
O.C.G.A. 16-09-0093	Computer crimes defined
O.C.G.A. 16-09-0093.1	Misleading transmittal
O.C.G.A. 16-09-0094	Violations
O.C.G.A. 39-05-0003	Immunity
O.C.G.A. 39-05-0001	Online internet safety definitions
O.C.G.A. 39-05-0002	Subscriber's control of minor's use of internet
O.C.G.A. 39-05-0004	Internet safety report of certain information
O.C.G.A. 42-01-0012	State Sexual Offender Registry
US Code	**Description**
15 USC 6501	Children's Online Privacy Protection Act - Definitions
15 USC 6502	Children's Online Privacy Protection Act - Collection and use of personal information from and about children on the Internet
15 USC 6503	Children's Online Privacy Protection Act - Safe harbors
15 USC 6504	Children's Online Privacy Protection Act - Actions by states
15 USC 6505	Children's Online Privacy Protection Act - Administration and Applicability

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

STAFF SUPERVISION AND RESPONSIBILITIES FORM
Acceptable Use Policy

Greene County Schools believe that the benefits to educators and students from access to the Internet and other on-line services, in the form of information resources and opportunities for collaboration, far exceed any disadvantages of access. But, ultimately, the parent(s) and/or guardian of the student is responsible for setting and conveying the standards that the student should follow. Greene County Schools support and respect each family's right to decide on access to the Internet for the student.

It is the school district's intent to make the telecommunications resources available to further its educational goals and objectives. The school district has made efforts to keep the students safe from illegal or offensive material. Greene County Schools cannot control the information distributed through the Internet, but the staff has been trained in the appropriate use of this information. A copy of the Acceptable Telecommunications Use Policy for Greene County Schools is available for viewing in the media center at each school. All staff has been given a copy of this policy. As a teacher, you may give students personal supervised access to the Internet; some Internet information may be shown to the whole class through the use of overhead projectors or display panels. **All students are allowed group Internet instruction.** All telecommunications access (Internet and etc.) will **be under the direct supervision** of the teacher in charge of the lesson. **No** unauthorized chat rooms for the students will be allowed. **No** student will be allowed to search the Internet without direct teacher supervision.

In some instances, an alternate assignment for a student who has been denied access to the telecommunications by the parent and/or guardian will be required. Students with access denied to telecommunications by the parent and/or guardian will not be penalized when grading the alternate assignment.

Telecommunications is for the support of educational goals and objectives.

By signing this Supervision and Responsibilities Form, _____, agrees to the following:

(Please initial each statement below.)

_____1. I will limit the use of telecommunications in school to the educational objectives established by the school and district curriculum.

_____2. I will follow the rules of network etiquette, which include the use of appropriate language and polite responses.

_____3. I will not plagiarize information in any form.

_____4. I will not attempt to bypass the security built into the system. I recognize that this may result in cancellation of network privileges.

_____5. I understand that the Parent(s) and/or Guardian(s) shall be responsible for damages, losses, or costs incurred by the school system relating to or arising from any violation of the rules by a student.

_____6. I will not use chat rooms or download files to the hard drive or the floppy drive of the workstation without the consent of the Technology Department.

_____7. I will not use Greene County Telecommunications access for illegal purposes.

_____8. I will not allow a student to log in with a staff member's user name or password. I will not leave an unattended machine logged on as a teacher or administrator.

_____9. I will be responsible for any damages incurred by allowing the student access to the passwords that have been granted by the system.

____10. I will not use e-mail that is not approved by the Greene County Technology Department.

____11. I will make quality assignments in the same subject for the students who have denied individual use of the telecommunications access by the parent and/or guardian. I will not penalize students for the denied access when the parent or guardian has denied access.

____12. E-mail accounts are provided to employees for professional purposes. I understand that E-mail accounts should not be used for personal gain or personal business activities; broadcasting of unsolicited messages is prohibited. All employees must request permission from the building administrator before sending any message to the entire school staff.

____ 13. I understand that no information shall be posted on any of the Greene County School System's websites without the permission of the Technology Department.

____14. I have completed the training as prescribed by the school district and agree to use lesson plans with educational objectives.

Employee's name (please print): _____ **School/Location**: _____

Employee's Signature: _____ **Date: _____**

Any further questions, please contact your school's administrator or the Greene County Technology Department

101 East Third Street; Greensboro, GA 30642 Phone: 706.453.3318 Fax: 706.453.3314 http://www.greene.k12.ga.us

GREENE COUNTY SCHOOL SYSTEM

101 E. Third Street ~ Greensboro, GA 30642

Last Name, First

☐ Staff (Certified) ☐ Staff (Classified) ☐ Student ☐_____

Technology Equipment Loaner Agreement Form

Name: _____ School/Department: _____ Grade: _____

DOB: *(mm/dd/yy)* _____ Home Phone #: _____ Cell Phone #: _____

Home Address: _____

You are borrowing the following technology item from the Greene County Board of Education.

Item Description	Make & Model #	Serial/Service Tag	GC Tag ID#

☐ Check-Out Acceptance Signatures

Additional Accessories

- ☐ Laptop Case
- ☐ Docking Station
- ☐ ___ power cord(s)
- ☐ Additional items *(see back)*
- ☐ Issues/Notes *(see back)*

By signing below, you agree to accept Greene County School Systems terms for borrowing technology equipment.

Signature	Date	Approved by (Administrator):	Date

Parent/Guardian: (if necessary)	Date	Authorized Witness:	Date

Item will be checked out for: ☐ Current School Year - ☐ Summer - ☐ Temporary Loaner and **will be returned by the following date:** _____

☐ Check-In Verification Signatures

Accessories Returned

- ☐ Laptop Case
- ☐ Docking Station
- ☐ ___ power cord(s)
- ☐ Additional items *(see back)*
- ☐ Issues/Notes *(see back)*

Signatures below serve as verification that the borrowed equipment above was successfully checked in. Please make note of any issues with returned equipment.

Signature	Date	Authorized Witness:	Date

Question for Greene County School System Employees Only

Will you be returning to the same school in the fall?: (circle one) YES NO*

- ☐ I will not be returning as an employee of the Greene County School System
- ☐ If you are transferring to another school, which one? _____

Terms and conditions for borrowing technology equipment:

- The person listed above is responsible for the proper care and use of all equipment checked out to them. All equipment must be used in accordance with local and federal law and school policy.
- The school system will not be responsible for any special, incidental, indirect or consequential damages caused by the computer and/or peripheral equipment checked out to them.
- The school system is not responsible for any data/information on the storage devices (floppies, hard drive, data cartridge, CD-ROM etc.) It is the employee's responsibility to back up all data/information.
- If equipment is stolen, the employee must notify the proper authority so that a police/security report may be completed and forwarded to School's Fixed Assets Department.
- Fixed Assets personnel and various auditors may perform spot inspections of departmental equipment from time to time.
- You must operate equipment in accordance with the School's Telecommunications Policy.
- You are responsible for stolen, lost, or damaged equipment including replacement costs at fair market value. If you are an employee of the Greene County School System, costs may be deducted from your payroll. Should you not pay for these costs, the District may pursue other legal collection measures. You also agree to be responsible for any costs the District is forced to incur to collect the balance due, including attorney's fees or court costs.
- The school will not be responsible for any expenses incurred by the use of the equipment.
- All equipment must be returned in good operating condition with no damage beyond normal wear and tear.
- You must notify the Technology Department immediately of any and all problems associated with the equipment.
- It is your responsibility to return and check-in all borrowed equipment to the appropriate personnel.

GREENE COUNTY SCHOOL SYSTEM

MOBILE ELECTRONICS PROTECTION APPLICATION

The coverage you are applying for provides service for repair or replacement to covered scheduled equipment. Coverage is subject to a deductible per claim, per occurrence as listed below.

Make/Model	Coverage Amount	Deductible	Premium
Apple iPad 16GB Wifi	$499.00	$50.00	$53.00

Check the box for your selection.

Loss Payee: **Greene County Board of Education**
Attn: Technology Director
101 E. Third Street
Greensboro, GA 30642

How did you hear about us?

Name of School (if applicable)

Primary Use of Equipment

Educational

Any person who knowingly and with intent to defraud any insurance company or other person files an application for insurance or statement of claim containing any materially false information or conceals, for the purposes of misleading, information concerning any fact material thereto, commits a fraudulent insurance act, which is a crime, and may subject such person to criminal and substantial civil penalties.

Tell us about your items to be covered:

Make	Model	Purchase Date
Apple	**iPad 16GB**	

Serial Number

*

Total Purchase Price of all items	Amount Charged/Enclosed
$499.00	**$53.00**

[MOBILE ELECTRONICS APPLICATION]

Parent Name

Student Name

Student Name

Address

City

State | Zipcode

Home Phone ( ) | Work/Mobile Phone ( )

Email Address

Have you had any computer-related losses in the past 3 years?

NO YES

Please Explain:

PROOF OF OWNERSHIP – CHECK ALL THAT APPLY

* Note Proof of Ownership required when making a claim.

☐ RECEIPTS ☐ CANCELLED CHECKS

☐ OTHER - Provided by School District

.

Month / Year

CUSTOMER SIGNATURE

X

AGENT NAME | **LICENSE NUMBER**

□ Check payable to Greene County Board of Education for $53 enclosed

Parent's Signature

* This number is assigned by GCBOE at the time the student receives the iPad.