

School Improvement Grants Application

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

State Name: Georgia



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



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Paperwork Burden Statement

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Part II: LEA Application 2011
Cover Page

LEA Name: Laurens County Schools	LEA Mailing Address: 467 Firetower Road, Dublin, GA 31021
LEA Contact for the School Improvement Grant Name: Cindy Hillsman Position and Office: Curriculum Specialist Contact's Mailing Address: 920 Highway 80 E East Dublin, GA. 31027 Telephone: 478-609-0366 Fax: 478-609-2175 Email Address: cindyhillsman@lcboe.net	
Superintendent (Printed Name): Jerry Hatcher	Telephone: 478 272 4767
Signature of Superintendent: X 	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.	

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LEA Name: Laurens County Schools _____

Section A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the Transformation Model in more than 50 percent of those schools.

School Name	NCES ID#	Tier				Intervention (Tier I and Tier II Only)			
		I	II	III	Turnaround	Restart	Closure	Transformation	
East Laurens High School	130189001707		X					X	

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LEA Name: Laurens County Schools

School Name: East Laurens 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. See attached Target Areas in addendum.

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Recommendations – Next Steps

Strand: Student, Family, and Community Support

Student, Family, and Community Support Standard 1

1. I Parent communicates grades. The counselor needs to be able to access I Parent in order to communicate effectively with a parent when he/she calls and asks for her/his assistance.
2. The school needs to play an active role in promoting and supporting the development of parenting skills of the student's parents by collaborating with community services such as Family Connection, Communities in Schools, UGA Cooperative Extension Service, and the Health Department.
3. To encourage community involvement: members of the business community should be invited to serve on advisory type committees so that they feel "ownership" in the activity/project. For example, if you want support for the purchase of books, invite the journalism community (Laurens County Regional Library, Local Literacy Groups, newspaper, radio...) to a meeting to brainstorm ideas to secure books for the school library. When they feel ownership, you get support and free services.

Student, Family, and Community Support Standard 2

1. A school council is in place, however in order for it to be more effective it needs to be a collaborative effort between faculty, students, community members, and parents. Consider inviting parent representatives from particular groups (ex. Band parent, FCCLA parent...)
2. When student needs are identified (such as leadership training), the school should address the need by offering leadership training. Leadership Trainings are available through Laurens Youth Leadership (Chamber of Commerce), UGA Cooperative Extension Service, FFA, FBLA, etc.

Student, Family, and Community Support Standard 3

1. The school should support the students' families by working collaboratively with them to understand available resources and services. For example, if this is the year for census collection, any community member could be invited to the school for assistance with completing the census survey. This would be a great opportunity for students to work with these families while developing leadership and community service skills.
2. Administration should promote school spirit for all stakeholders. (Example - Community pep rally) Consider bringing in a motivational speaker such as Keith Brown, a Laurens County graduate who travels the country encouraging students to never give up.

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

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East Laurens High School has begun several initiatives this year to address needs within our school and community. One of those initiatives is the institution of a data team. The data team has been meeting regularly to analyze high stakes test data for the high school as well as pulling data from our feeder middle school to look for trends and red flags. The data team was involved in the initial data analysis for the SIG. Our data analysis has been quantitative, qualitative, and longitudinal. We have analyzed AYP data from GaDOE, report card data from GOSA, school profile data from GaDOE, GAPSS results from the most recent (2010) analysis and parent surveys. Teacher surveys have been conducted to collect perception data also.

Outcomes

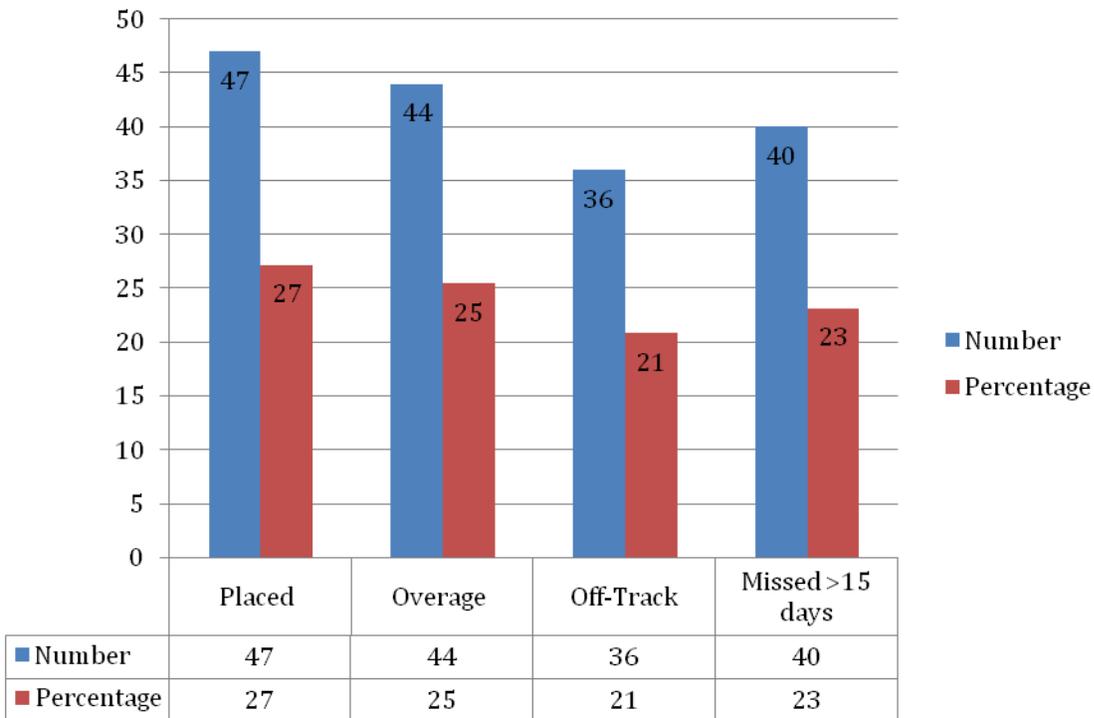
Parental involvement continues to be a problem for a variety of reasons. Study groups were formed this year to address some of the school culture problems including parental involvement. The rural atmosphere of East Dublin has meant that the parents of many of our students are not high school graduates and education is not valued in the home. A cycle of intergenerational poverty has been difficult to resolve with the loss of much of the industry in the community. As a result, many parents and students alike place little emphasis on attaining a high school diploma and even less emphasis upon post-secondary education. Another factor that influences the academic achievement is the economic circumstances in which a significant number of our parents and students find themselves. Approximately 68% of ELHS students are eligible for free and reduced lunch. Many families in this part of Laurens County live below the poverty level. Another factor contributing to the atmosphere of mediocrity and poor achievement is allowing students to participate in graduation exercises without fulfilling the requirements to graduate. This has finally been addressed by our board and will be eliminated for this year's Freshman class.

East Laurens H.S. is in Needs Improvement, Level 4. We did not meet our AMOs for Math, ELA, or Grad Rate last year. Our Performance Index (GaDOE, 2010) was 75.67 for the 2009-10 SY. This index reflects an 11.67% loss from the previous year. This PI places our school in the lowest achieving 5% of high schools in Georgia.

EOCT data reveals that our students perform consistently below the state average on all assessments with the exception of Physical Science. Upon further investigation, we have determined that there are achievement gaps in several of our sub-groups. While few of our students are meeting, much less, exceeding on high stakes tests, black students and student with disabilities achieve at a much lower rate than white regular education students. Our Hope Eligible percentage was 17.4%; almost half the state average. Average SAT and ACT scores are also below the state average. For the first time in years, we did not have a student that met the criteria for "STAR" student. The poverty rate at ELHS is 67%. Our percentages of students coded as "remedial" or "special education" are 29.8% and 19.8% respectively. Attendance at our school is poor with 10.2% of our students missing 15 or more days annually. Teacher attendance is also poor. Data from our feeder middle school indicates that the achievement problem is somewhat systemic. Nearly 50 students were "placed" in 9th grade rather than promoted and many of them are overage and off-track. Our middle school students consistently struggle on the CRCT in Math, Science, and Social Studies.

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**2010-2011 9th Graders
N=173**



To summarize, the following needs and root causes are evident:

- Lack of success in most academic areas
 1. Attendance, apathy, lack of foundational skills, lack of clear vision of purpose, poor pedagogy, lack of rigor/relevance
- Achievement gaps in black and SWD sub-groups
 2. Mindset of teachers, disconnect between teacher culture and student culture, poor understanding of diversity, lack of meaningful RTI, lack of formative assessment techniques, dysfunctional co-teaching model
- Culture of failure and low expectation
 3. Resistance to change, lack of positive role models, lack of mentoring, parents/community feel unwelcome, lack of rigorous and relevant curriculum
- Poor attendance
 4. School is boring, students don't experience success, lack of relevance to

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their world, lack of parental involvement, students are not engaged with traditional instructional delivery models

- Freshman are not prepared emotionally or academically
- 5. Resistance to change in lower grades, poor system of support/advisement in lower grades

d) Provide rationale for the intervention model selected.

The Laurens County School System has determined that the Transformation Model is the most viable intervention model for East Laurens High School. This was a committee process that involved comprehensive and strategic planning to ensure that the most effective intervention model was selected. This committee will continue to monitor the implementation of the model.

The School Closure Model requires the closure of East Laurens High School and the transfer of students to another school within the system. The Laurens County School System has only two high schools; therefore, requiring students to be transported for long periods to a school that was opened last year but is already at capacity. The Restart Model requires the closure of the high school and it reopening as a Charter School operated by a non-profit organization. We considered this option but determined based on previous experience with this model in the feeder middle school using an Education Management Organization (America's Choice) that the desired outcomes may not come to fruition using this model.

The implementation of the Turnaround Model is not feasible for ELHS because Laurens County is a rural system and it is difficult to recruit and retain qualified teachers. Once quality teachers have been hired, trained and demonstrate mastery, they are routinely permitted to transfer to the other high school in the LEA.

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

The District Office and the Laurens County Board of Education are committed to the comprehensive reforms to transform East Laurens High School into a positive learning environment focused on changing the culture and impacting teaching practices and support systems for students through its implementation of the School Improvement Grant.

To declare this commitment and demonstrate capacity, the District and School Board analyzed data submitted by the School Improvement Grant Team, which thoroughly detailed the school's operating status, including programs and resources currently in place.

The Laurens County Board of Education and central office

- Have given its approval of the School Improvement Grant application process;
- Has agreed to facilitate full and effective implementation of the transformation model

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Laurens County Schools will continue to:

- Ensure all hired teachers are properly certified in their area of instruction;
- Document that teachers maintain satisfactory yearly performance evaluations as set forth in the current evaluation instrument (GTEP) and the future state adopted evaluation system (Class Keys).

Laurens County Schools will support the implementation of the new state adopted evaluation process to ensure the rigorous, transparent, and equitable evaluation of all teachers. This process will promote the rewarding of teachers who have increased student achievement, identify those who are in need of improvement, and remove those who, after being provided ample opportunities to improve their professional practice, have failed to do so.

The District will continue to support the school principal by allowing him flexibility to hire, retain, and/or remove staff as specified in the SIG transformational model. It has been suggested that the principal be given the flexibility to offer incentives in order to retain quality teachers.

The School Improvement Specialist will oversee the school improvement initiatives and serve as a liaison between the school and the District. Collaboration with the school administration and the transformation team will occur on regularly scheduled basis.

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

The following guiding questions can be used to respond:

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

Not Applicable

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

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

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

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

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

The grant team disseminated the results of the comprehensive data analysis to the Laurens County Board of Education and central office for feedback. A stakeholders meeting was conducted April 11th at ELHS in which parents, community representatives, business leaders, students, school council members, school staff, and higher ed. were all invited. An overview of the data analysis outcome was discussed along with grant guidelines, program components, and long term goals. The audience had an opportunity to ask questions and give feedback on the grant proposal.

Agenda: ELHS School Improvement Grant (SIG) Stakeholders Meeting

April 11, 2011

- Welcome- Mr. Morris
- Invocation- Mr. Morris
- Pledge- Mr. Morris
- Grant Overview
 1. How did ELHS qualify
 2. What possible funding will be received
- Needs Analysis Overview
- Proposed Program Components
- Long Term Outcomes
- Questions/Feedback from audience
- Dismissal

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

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

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

Pre-Implementation Activities:

Family and Community Involvement: Hold community informational meeting in which all stakeholders are invited to review school performance, discuss the school intervention model to be implemented, discuss proposed program components and long term goals. Conduct surveys of parents, teachers and students as a pulse check on many of the intangibles that are often overlooked but affect achievement and school culture. Begin lining up community resources, alumni, and business partners.

Staffing: Recruit and assign the leadership team, and any new instructional staff, and administrative support. Evaluate the strengths and areas of need of current staff.

Instructional Programs: Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement. Begin free summer school during the summer of 2011 using Express curriculum and materials for students who have already taken the GHSGT and have not been successful. Identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data based evidence of raising student achievement. Review and purchase STEM curriculum (Project Lead the Way, Ford PAS) and materials.

Professional Development and Support: Train the new leadership team at the Summer Leadership Academy (GaDOE) on best practice strategies aligned with the transformational intervention model, and development of a school improvement plan that is dynamic.

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Preparation for Accountability Measures:

Train the leadership team on Class Keys as well as form a cadre of teachers to be used in the training phase. Develop and pilot a data system for use in SIG-funded schools, develop and adopt interim assessments (OAS benchmarks) for use in SIG-funded schools (see short term and medium term outcomes).

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

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

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

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

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

The LEA must assure that it will:

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

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

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

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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Attachment 1c - High School Profile

**LEA Name: Laurens County
School Name: East Laurens High School
Grades: 9-12
School Enrollment Total: 625**

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

SCHOOL DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP status	EDFacts	EDFacts	EDFacts	Did Not Meet NI-4			
AYP targets the school met	EDFacts	EDFacts	EDFacts	Test Particip.			
AYP targets the school missed	EDFacts	EDFacts	EDFacts	Academic Perform.			
School improvement status	EDFacts	EDFacts	EDFacts	NI-4			
Number of days within the school year	180	180	180	180	170	170	
Number of minutes within the school day	480	480	480	480	480	480	
Number of minutes within the school year	86400	86400	86400	86400	81600	81600	

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Attachment 1c - High School Profile

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage of limited English proficient students who attain English language proficiency	EDFacts	EDFacts	EDFacts	2			
Graduation rate (percentage)	EDFacts	EDFacts	EDFacts	71.4			
Dropout rate (percentage)	EDFacts	EDFacts	EDFacts	3.6			
Student attendance rate (percentage)	EDFacts	EDFacts	EDFacts	10.2, 15+ Days			
Number of students completing advanced coursework (AP)	9	8	13	12	TBD		
Percentage of students completing advanced coursework (AP)	100	100	100	100	TBD		
Number of students completing advanced coursework (IB)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of students completing advanced coursework (IB)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Number of students completing advanced coursework (early-college high schools)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of students completing advanced coursework (early-college high schools)	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Attachment 1c - High School Profile

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of students completing advanced coursework (dual enrollment classes)	8	13	13	21			
Percentage of students completing advanced coursework (dual enrollment classes)	100	100	100	100			
College enrollment rate	40%	32%	33%	35%			
Number of discipline incidents coded as 900 as reported to state	EDFacts	EDFacts	EDFacts	0	0		
Number of truants	EDFacts	EDFacts	EDFacts	85 15+ Absences			
Teacher attendance rate	10.37	10.25	9.68	9.40			

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Attachment 1c - High School Profile

Distribution of Certified Staff by Performance Level as Designated on the LEA's Certified Staff Evaluation System							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of certified staff	67	65	60	57	53	TBD	TBD
Number of teachers evaluated	67	65	60	57	52	TBD	TBD
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory	100%	100%	100%	100%	100%	TBD	TBD
Percentage rated Unsatisfactory	0%	0%	0%	0%	0%	TBD	TBD
Percentage non-renewed	0%	0%	2%	0%	0%	TBD	TBD

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GHS GT Spring First-time 11th Grade Test-Takers English Language Arts Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores	122	84%	87.8%	87.7%	96%	TBD	TBD	TBD
Percentage Black	44	81.5%	39.7%	43.1%	77.4%	TBD	TBD	TBD
Percentage White	75	92.6%	72.4%	81.6%	82.5%	TBD	TBD	TBD
Percentage Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage American Indian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage Multiracial	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage Students with Disabilities	5	41.7%	10.5%	28%	17.2%	TBD	TBD	TBD
Percentage Economically Disadvantaged	68	84%	46%	50.6%	45.5%	TBD	TBD	TBD

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Attachment 1c - High School Profile

GHSGT Spring First-time 11th Grade Test-Takers English Language Arts Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black	98%	100%	100%	100%	100%	TBD	TBD
Percentage White	99%	100%	100%	98.7%	100%	TBD	TBD
Percentage Hispanic	n/a						
Percentage Asian	n/a						
Percentage American Indian	n/a						
Percentage Multiracial	n/a						
Percentage Students with Disabilities	100%	100%	100%	96.2%	100%	TBD	TBD
Percentage Economically Disadvantaged	100%	100%	100%	98.8%	100%	TBD	TBD

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GHS GT Spring First-time 11th Grade Test-Takers English Language Arts																								
Average Scale Score																								
	2006-2007				2007-2008				2008-2009				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1st	2nd	3rd	4th																
FAY students with test scores	525	540	547	600	203	223	239	275	202	224	249	299												
Black	519	530	543	600	203	220	231	267	190	211	231	285												
White	528	543	550	589	203	235	244	275	213	231	254	299												
Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a												
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a												
American Indian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a												
Multiracial	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a												
Students with Disabilities	497	509	547	552	159	188	208	239	173	189	201	275												
Economically Disadvantaged	523	540	552	600	208	231	244	275	210	225	254	299												

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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	122	84%	88%	88%	96%	TBD	TBD	TBD
Percentage Black	24	51.9%	39.7%	43.1%	38.7%			
Percentage White	30	72%	72.4%	81.6%	52.6%			
Percentage Hispanic	N/A	N/A	N/A	N/A	N/A			
Percentage Asian	N/A	N/A	N/A	N/A	N/A			
Percentage American Indian	N/A	N/A	N/A	N/A	N/A			
Percentage Multiracial	N/A	N/A	N/A	N/A	N/A			
Percentage Students with Disabilities	5	23%	10.5%	28%	17.2%			
Percentage Economically Disadvantaged	40	54.9%	46%	50.6%	45.5%			

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

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Attachment 1c - High School Profile

GHSGT Spring First-time 11th Grade Test-Takers Mathematics							
Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011***	2011-2012	2012-2013
Percentage Black	98%	100%	100%	100%			
Percentage White	99%	100%	100%	98.7%			
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	100%	100%	100%	96.2%			
Percentage Economically Disadvantaged	100%	100%	100%	98.8%			

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

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GHS GT Spring First-time 11th Grade Test-Takers Mathematics																																
Average Scale Score																																
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011***				2011-2012				2012-2013							
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th				
FAY students with test scores	508	521	546	575	505	522	535	587	511	523	538	600	501	514	532	600																
Black	500	515	536	575	504	514	524	563	496	515	533	600	495	509	523	565																
White	514	524	546	575	513	525	543	587	520	535	547	600	510	516	539	565																
Hispanic	N/A																															
Asian	N/A																															
American Indian	N/A																															
Multiracial	N/A																															
Students with Disabilities	479	508	519	549	479	500	504	524	485	496	518	538	489	495	508	531																
Economically Disadvantaged	508	521	546	575	504	515	531	572	506	521	536	600	498	512	525	600																

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**Attachment 1c - High School Profile
Attachment 1c - High School Profile**

Mathematics I: Algebra/Geometry/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	96%	96%	94%	90%	TBD		
Percentage passed EOCT	42%	44%	28%	46%	TBD		

Algebra I Algebra I

Mathematics II: Geometry/Algebra II/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	95%	85%	96%	81%	TBD		
Percentage passed EOCT	51%	54%	38%	28%	TBD		

Geometry Geometry Geometry

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

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Attachment 1c - High School Profile

Attachment 1c - High School Profile

English Language Arts: Ninth Grade Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	EDFacts	EDFacts	EDFacts	85%	TBD		
Percentage passed EOCT	EDFacts	EDFacts	EDFacts	71%	TBD		

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	92%	TBD		
Percentage passed EOCT	EDFacts	EDFacts	EDFacts	68%	TBD		

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Attachment 2d - Transformation Model

LEA Name: Laurens County
 School Name: East Laurens High School
 The LEA must:
 (Please Logic Model in the Addendum.)

A1. Replace the principal who led the school prior to commencement of the transformation model.		
<p>Actions: Since the placement of the current principal this school year, the following interventions/strategies have been implemented in order to improve student achievement and the school's graduation rate:</p> <p>The district supported the principal's school improvement efforts through the hiring of a curriculum/school improvement specialist this year to serve as a support person to ELMS/ELHS staff, to implement and monitor new programs, to oversee the STEM grant, to institute study groups, to help to build a professional learning community, and to provide on-going coaching and mentoring to teachers. All of these efforts were directed at changing the school culture, which was identified at the Summer Leadership Academy as the first step for school improvement at ELHS.</p> <p>The administrators are supporting the school improvement efforts through regularly scheduled walk-throughs, job-embedded professional development, and data analysis.</p> <p>Waiver as per Sylvia Hooker</p>	<p>Timeline:</p> <p><i>Revision item 10</i></p> <p>Year 1: Principal will participate in Leader Keys (or the state adopted evaluation system).</p> <p>Year 2: Principal will be evaluated under the Leader Keys framework (or the state adopted evaluation system).</p> <p>.</p> <p>Year 3: Principal will be evaluated under the Leader Keys framework (or the state adopted evaluation system).</p> <p>.</p> <p>Sustainability: Principal will continue in his leadership position at the completion of the 3-year grant period to continue and improve upon the results obtained through the SIG.</p>	<p>Budget:</p> <p>Travel to HGRESA \$500 Total</p>

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

<p>Actions:</p> <p>You must inspect what you expect. In order to implement a rigorous, transparent, and equitable evaluation system, ELHS will implement the CLASS Keys and Leader Keys administrator evaluation systems. The CLASS Keys purpose is improvement and accountability serving as both a formative and summative instrument to identify a teacher's level of performance on five strands of standards and elements: Curriculum and Planning, Standards-Based Instruction, Assessment of Student Learning, Professionalism, and Student Achievement.</p> <p>Evaluations are based on multiple performances on research-based standards assessed over time through an in depth collection of evidence with frequent feedback. Included is an annual professional growth plan, which allows teachers to direct their own careers through goal setting and performance evaluation with strong ties to student learning.</p> <p>Leader Keys is a performance appraisal process based on Georgia's Leadership Performance Standards which define high impact practices that school leaders need to know, understand, and do. Leader Keys serves as a formative and summative instrument to identify a leader's level of performance on specific standards and is organized into ten strands: Curriculum, Assessment, Standards-Based Instruction,</p>	<p>Timeline:</p> <p><i>Revision item 10</i></p> <p>This will be amended based on the Class Keys Addendum and revised as the state revises the evaluation instrument.</p> <p>Year 1: Begin study of CLASS Keys and Leader Keys (or the state adopted evaluation system). but continue use of GTEP for 2011-12 teacher evaluation. In depth administrator training- summer of 2011(GaDOE) Cadre of teachers formed for study phase. Teachers complete the self-assessment, reflection, and professional growth plan. Fall, 2011 (GaDOE) Leader Keys training with all principals, assistant principals and district leaders including Superintendent. Teacher training CLASS Keys-- use training</p>	<p>Budget:</p> <p>Possible travel to HGRESA- \$1000. per year.</p>
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<p>Data Analysis, Organizational Culture, Professional Learning and Development, Performance Management and Process Improvement, Managing Operations, and Leading Change.</p> <p>The superintendent will use Leader Keys to evaluate the ELHS principal. The ELHS assistant principals will be evaluated by the principal using Leader Keys evaluation systems.</p>	<p>modules monthly in study group meetings during teacher planning led by Academic Coaches and administrators.</p> <p>Year 2, 3: Fall, Implement CLASS Keys and Leader Keys. August, 2012, 2013 - New teacher CLASS Keys training led by HR Director during District Induction sessions and follow up by Academic Coach. New administrator training on Leader Keys lead by District Personnel Department and follow up by ELHS Principal.</p> <p>Sustainability - Continue to request support from GaDOE staff as needed. Academic Coaches and department chairs will support CLASS Keys training/teacher quality improvement efforts.</p>	
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A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

<p>Actions: Monetarily reward certified staff for academic growth in each department and growth in grad rate. Pair non-academic departments with academic departments to support those standards through their courses. Monetarily reward teachers for improving the teacher attendance rate.</p> <p>ELHS will employ a multitude of strategies</p>	<p>Timeline: 2011-12 SY <i>Revision item 10</i></p> <p>This will be amended based on the Class Keys Addendum and revised as the state revises the</p>	<p>Budget:</p> <p>Timeline: Year 1: End of Year 1 – Teacher rewards approved upon meeting or exceeding goals of the School Improvement Grant;</p>
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<p>to maximize the learning environment for student achievement, primarily implementing school-wide STEM curriculum and infusing technology. To this end, we believe that one strategy for ELHS to accomplish this task is to provide financial incentives for all certified staff for the adherence to and accomplishment of two common goals. These goals are increased staff attendance and the obtainment of meeting school improvement annual goals. ELHS absenteeism data reflects a yearly average of 9.57 days missed per classroom teacher over the 2010-11 SY thus far (excluding professional days). Research shows absenteeism seriously affects classroom consistency and as a result student achievement. Certified staff members who do not help implement this model will not receive these incentives.</p> <p>1. Staff Attendance = 96% (excluding PL days). This % reflects each certified staff member missing no more than 7.5 days (sick+personal).</p> <p>2. Meeting School Improvement Annual Goals</p> <p>All ELHS certified teachers and administrators would receive a monetary reward upon meeting the attendance goal and the school improvement annual goals (see Annual Goals, Attachment 2d). The achievement goals reflect an expectation of at least 5% gain per year including graduation rate and all EOCT student achievement scores.</p> <p>Revision item 7</p> <p>In order for certified staff to receive the annual \$2000 incentive, the individual teacher must not be absent (personal+sick) more than 7.5 days during the school year, EOCTs for which the individual is paired must increase a minimum of 5% from the 2010-11 scores and subsequent scores, and the graduation rate must improve 5% from</p>	<p>evaluation instrument.</p> <p>Class Keys study year co-hort group. GTEP used. Ongoing Remediation and Professional Development Plan (PDP) as needed</p> <p>Annual Evaluation – Spring 2012</p> <p>2012-13 SY</p> <p>Class Keys training/implementation year 2.</p> <p>Observations and evidence gathering, pre- and post- conferences, remediation and PDP as needed</p> <p>2013-14 SY</p> <p>Class keys fully operational</p> <p>Observations and evidence gathering, pre- and post- conferences, remediation and PDP as needed</p>	<p>incentive amount, \$2,000 per certified staff member</p> <p>Year 2: End of Year 2 –Teacher rewards approved upon meeting or exceeding goals of the School Improvement Grant; incentive amount, \$2,000 per certified staff member.</p> <p>Year 3: End of Year 3– Teacher rewards approved upon meeting or exceeding goals of the School Improvement Grant; incentive amount, \$2,000 per certified staff member. Total per year TBD (\$0-\$100,000)</p>
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<p>the 2010-11 rate and subsequent grad rates. All components must be met to receive the incentive.</p> <p>Identify and remove those who after ample opportunity to improve their practice, fail to do so as outlined in Class Keys. OAS benchmarks will be used to gauge each teacher's student achievement component.</p> <p>Certified staff members who do not increase student achievement will be given ample opportunities and professional development in order to improve their professional practice. Upon their failure to meet their required duties and responsibilities using GTEP during Year 1 and the CLASS Keys during Year 2 and 3, a termination review will be conducted subject to Laurens County Board Policy the provisions of Georgia Code 20- 2-940.</p>		
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<p align="center">• Math and Literacy Instructional Strategies</p> <p>The SIG Team determined there is a need for ELHS to increase its capacity for continuous school improvement by acquiring funding for and providing on-going professional learning opportunities, allocating sufficient support resources for proper implementation, and evaluating and sustaining implemented programs and strategies. Job-embedded professional learning will help ELHS support and retain quality teachers who will collaborate in order to make better data-driven decisions, maximize classroom instruction time, become more effective teacher leaders, increase their content and pedagogical knowledge, better understand the diverse backgrounds of our students, appreciate, hold high expectations for all students, and increase meaningful parental/community involvement.</p> <p align="center">• Standards Based Instruction:</p> <p>We began working on implementing the instructional framework standards-based instructional model in all classrooms (GaDOE). This work was begun with</p>	<p>2012-13 SY</p> <p>Weekly job-embedded PD (cross-curricular STEM unit development/integration) through HGRESA</p> <p>2013-14</p> <p>Implementation and evaluation of cross-curricular units</p> <p>2011-12 SY</p> <p>Repeated and revised annually based on data analysis.</p> <p>Weekly job-embedded PD concentrating on instructional strategies, data-driven decision making, formative assessment, diversity training, rigor/relevance, looking at student work, modeling, observations/feedback</p> <p>2011-12 SY</p> <p>Concentration on the work session using technology infusion.</p> <p>2012-13 SY</p> <p>Concentration on the closing using technology</p>	<p>integrated technology, unit building and implementation of cross-curricular units for a full implementation of the STEM curriculum. The amount budgeted is based on a quote received from HGRESA as listed below.</p> <p>37 weekly sessions @ \$500 per session= \$18,500 per year</p> <p><i>PLTW provided through STEM PD budget</i></p> <p>Ford PAS PD: 6 participants @ \$2000. = 12,000 per year.</p> <p>See aforementioned budget for RESA</p> <p>See money budgeted for RESA</p> <p>Math Coach salary and benefits: \$97,409.31 per year</p> <p>Literacy Coach salary and benefits: \$97,409.31 per year</p> <p>Supplies: \$1000. Per year</p>
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<p>examples and modeling of effective openings in all content areas. This PD will continue with implementation of the remaining pieces of the IF (work session, and closing). The immediate professional development needs will focus on job-embedded training on the effective use of upgraded technology infused throughout ELHS. The SIG team, in conjunction with input from GaDOE School Improvement Deputy Superintendent felt that a complete STEM immersed curriculum school-wide would best serve the needs of our students as was evidenced in through the data analysis.</p> <ul style="list-style-type: none"> <p style="text-align: center;">Effective student advisement/supports and mentoring program</p> <p>Promotes college and career readiness, respects diversity, provides support systems to promote student success, improves attendance, reduces dropout rate.</p> <p style="text-align: center;">8 1/2 Academy</p> <p>Establishes expectation of achievement, creates a climate of success, provides</p> 	<p>infusion</p> <p>2013-14 SY</p> <p>IF completed and walk-throughs conducted regularly to document teachers progressing toward “fully operational.”</p> <p>2011-12 SY:</p> <p>Advisement model researched and chosen based on components of the Bridge Act, students registered on gacollege411 by end of 1st semester, PD conducted</p> <p>2012-13 SY</p> <p>Continue PD, all students advised on a regular schedule, mentors work with students on a regular basis</p> <p>2013-14 SY</p> <p>Continue PD as needed, continue all support mechanisms for students. Participation on advisement boards.</p> <p>2011-12 SY</p> <p>Visit successful 8 1/2 programs, study and adopt a research-based model, plan for logistics,</p>	<p>Provided by Curriculum Specialist currently employed and supported by the academic coaches, technology coaches, and other PD providers.</p> <p>Software for lesson plan development, observations and monitoring (Eduphoria) \$1500 per year</p> <p>Counselor salary and benefits already paid. Community Outreach Coordinator Salary and benefits \$97,409.31 per year,</p>
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<p>focused individualized instruction, more intense student advisement and mentoring, reduces dropout rate.</p>	<p>inform stakeholders, identify prospective candidates.</p> <p>2012-13 SY</p> <p>Implement 8 ½ program</p> <p>2013-14 SY</p> <p>Evaluate program effectiveness and revise as needed</p>	<p>travel \$500 per year Supplies: \$1000. Per year Transportation for internships, job shadowing, experiential learning \$500 per year</p> <p>Travel: \$1500</p>
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<p>A5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>		
<p>Monetarily reward certified staff for academic growth in each department and growth in grad rate. Pair non-academic departments with academic departments to support those standards through their courses. Monetarily reward teachers for improving the teacher attendance rate.</p> <p>Financial incentives to all certified staff for the adherence to and accomplishment of two common goals. These goals are increased staff attendance and the obtainment of meeting school improvement annual goals. ELHS absenteeism data</p>	<p>Timeline:</p> <p>2011-12 SY</p> <p>Spring/Summer 2012 (based on availability of data): Review student achievement and staff attendance.</p> <p>2012-13 SY</p> <p>Spring/Summer 2013 (based on availability of data): Review student achievement and staff</p>	<p>Budget:</p> <p>Timeline:</p> <p>Year 1: End of Year 1 – Teacher rewards approved upon meeting or exceeding goals of the School Improvement Grant; incentive amount, \$2,000 per certified staff member</p>

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<p>reflects a yearly average of 9.57 days missed per classroom teacher over the 2010-11 SY thus far (excluding professional days). Research shows absenteeism seriously affects classroom consistency and as a result student achievement. Certified staff members who do not help implement this model will not receive these incentives.</p> <p>1. Staff Attendance = 96% (excluding PL days). This % reflects each certified staff member missing no more than 7.5 days (sick+personal).</p> <p>2. Meeting School Improvement Annual Goals</p> <p>All ELHS certified staff and administrators would receive a monetary reward upon meeting the attendance goal and the school improvement annual goals (see Annual Goals, Attachment 2d). The achievement goals reflect an expectation of at least 5% gain per year including graduation rate and all EOCT student achievement scores.</p>	<p>attendance.</p> <p>2013-14 SY</p> <p>Spring/Summer 2014 (based on availability of data): Review student achievement and staff attendance.</p>	<p>Year 2: End of Year 2 –Teacher rewards approved upon meeting or exceeding goals of the School Improvement Grant; incentive amount, \$2,000 per certified staff member.</p> <p>Year 3: End of Year 3– Teacher rewards approved upon meeting or exceeding goals of the School Improvement Grant; incentive amount, \$2,000 per certified staff member.</p>
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<p>A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.</p>		
<p>Actions:</p> <p>East Laurens High School believes that in order for all teaching and learning activities to be most effective, the development and implementation of curricular units must be informed by a <i>shared framework for instruction</i> and reflect a shared understanding of what students should know, be able to do, and understand. This can be accomplished through the use of the School Keys (specifically I 1.1) and other relevant sources.</p> <ul style="list-style-type: none"> Expand the STEM initiative 	<p>Timeline:</p> <p>2011-2012 SY</p> <p>Current STEM teachers will share with other teachers the STEM vision and provide resources that support school-wide STEM initiative.</p> <p>Provide continued support for use of common instructional framework.</p> <p>Provide guidance needed to infuse existing curriculum with modern technology.</p>	<p>Budget:</p> <p>Personnel:</p> <p>Technology support specialist salary and benefits:</p> <p>\$76,740.90 per year</p> <p>20 additional days technology installations (year 1 only):</p> <p>\$7,493.77</p> <p>Technology:</p> <p>Server: \$3000. (year 1)</p>

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<p>climate of success, provides focused individualized instruction, more intense student advisement and mentoring, reduces dropout rate.</p> <ul style="list-style-type: none"> • Increase instructional time and provide flexible scheduling to increase student participation and success. 	<p>Refer to Section A4.</p>	
<p><i>Revision item 11</i></p> <p>The RTI process has been in need of revamping at ELHS. In the past, we have been able to effectively identify students who need help, but have been unable to develop a flexible enough schedule to provide the in depth help that is needed. We use STEEP (System to Enhance Educational Performance) in our system to identify and progress monitor students. This method is a time and manpower drain unless done electronically. We are looking at using some flexible scheduling during the regular school day as well as extended learning time before and after school to provide additional academic support to struggling students who are identified through STEEP as needing extra assistance. Once these students are identified, there will be two class periods per day built into the master schedule to remediate students. The math and/or literacy coaches will provide extra help. These coaches will also work with teachers on strategies to use with students during their regular classes.</p>	<p>Refer to Section A8.</p>	<p>Refer to Section A4.</p> <p>Refer to Section A8.</p>

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<p>We are researching technology-based programs to utilize for RTI and will choose something that is both cost effective and meets the needs of our students. Additionally, the use of a learning management system by the regular classroom teacher will allow students to move on when ready, provide immediate feedback and free up the teacher to provide extra assistance to those in need.</p> <p>We are really not sure how RTI is done at the high school level, however some of our preparation and research will involve visiting some high schools who have been successful in utilizing the RTI process to help students. Our GLRS will also be a valuable resource in implementing RTI in a meaningful manner.</p>		
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A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.		
<p>Actions:</p> <ul style="list-style-type: none"> Continue to implement and monitor the school-wide development of standards-based classrooms and other research-based instructional practices including, but not limited 	<p>Timeline:</p> <p>2011-2012 SY</p> <p>Training sessions will be provided for new teachers and for teachers</p>	<p>Budget:</p> <p>Technology and needed training reflected in A6 and A4</p>

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<p>to, the process of gather and analyzing various data sources to inform instructional decisions.</p> <ul style="list-style-type: none"> • The use of common benchmark assessments will continue and expand to include all grade levels and content area. • The On-line Assessment system will continue to be utilized as a resource for formative, interim, and summative data. Other available electronic/digital resources will be incorporated as needed and deemed useful. 	<p>who need additional support to effectively use various resources to be used for gathering formative, interim, and summative data.</p> <p>Teachers will visit other classrooms in the school to observe the teaching practices and conduct peer reviews.</p> <p>Analysis of “summative” data will be conducted at least every grading period.</p> <p>Curricular units will include the use of instructional technology tools to enable and accelerate the use of formative, interim and summative data in the classroom to determine “next-steps” for instruction.</p> <p>Vertically aligned teams of teachers will meet periodically throughout the year to discuss issues and trends revealed via data analysis as well as plan interventions to address these concerns.</p>	
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A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).		
<ul style="list-style-type: none"> • Actions: Institute a freshman success camp during the summer (3 hours per day/8 days) Freshman Success Camp: Incoming freshmen will attend a Success Camp prior to 	<p>Timeline: Summer 2011 Freshman Success Camp, Express (2weeks) Math</p>	<p>Budget: Year 1: GHSGT Review Express teachers:</p>

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<p>the 1st day of school to become acquainted with the new school and class schedule, address student concerns, meet high school faculty, discuss skills needed to be successful in high school, and participate in motivational and team building activities.</p> <p>Summer school for credit recovery (8 hours per day for/ 12 days), Summer school utilizing the Express curriculum and materials for students who have been unsuccessful on the GHSGT (4 hours per day/ 10 days)</p> <p>Conduct a summer writer's workshop for students who have yet to pass the GHSWT (6hrs/ 2days),</p> <p>After school program (3 days a wk.-total 100 hours).</p> <p>SAT/ACT Prep sessions (1 hour per week/ 28 wks)</p>	<p>and Social Studies, Summer School for credit recovery (3 wks-8 hours per day).</p> <p>Writing Workshop</p> <p>2011-12 SY:</p> <p>After School Program for acceleration/remediation, SAT/ACT Prep</p> <p>Summer 2012</p> <p>Freshman Success Camp, Express (2weeks) subjects determined by data analysis, Summer School for credit recovery (3 wks-8 hours per day).</p> <p>2012-2013 SY</p> <p>After School Program for acceleration/remediation, SAT/ACT Prep</p> <p>Summer 2013</p> <p>Freshman Success Camp, Express (2weeks) subjects determined by data analysis, Summer School for credit recovery (3 wks-8 hours per day).</p> <p>2013-2014 SY</p> <p>After School Program for acceleration/remediation, SAT/ACT Prep</p>	<p>\$2,400.</p> <p>Transportation: \$500</p> <p>Supplies: \$200</p> <p>Summer school:</p> <p>Teachers: \$8640</p> <p>Supplies: \$ 500</p> <p>Transportation: \$600</p> <p>Success Camp:</p> <p>Teachers: \$ 3600</p> <p>Transportation \$400</p> <p>Supplies: \$1500</p> <p>Writing Workshop:</p> <p>Teacher: \$360</p> <p>Supplies: \$ 50</p> <p>Transportation: \$100</p> <p>SAT/ACT Prep:</p> <p>Software: \$500</p> <p>Totals:</p> <p>Salaries: \$15,00 per year/3 years= \$45,000</p> <p>Transportation: \$1600 per year/3 years = \$ 4800</p> <p>Supplies/Software: \$2750 per year/3 years= \$8250</p> <p>TOTAL= \$ 58,050</p>
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Attachment 2d - Transformation Model

A9. Provide ongoing mechanisms for family and community engagement.		
<p>Actions: ELHS will increase meaningful family and community involvement through the following:</p> <ul style="list-style-type: none"> ● Parent & Community Outreach Specialist: SIG funds will allow for a full-time, school-based position. The Outreach Specialist will also maintain a flexible workday to meet the needs of working parents. <ul style="list-style-type: none"> ○ Parent Outreach duties will include: creating, facilitating, and sustaining a parent-friendly school environment; developing and organizing programs and activities designed to educate and engage parents (ex. Parent Night, GED information, PLC requirements, Family Resource Guides, graduation requirements); establishing a successful PTO program; home visits and after-hours school meetings. ○ Community Outreach duties will include: organizing activities designed to engage the community (classroom speakers, community/alumni mentors, job shadow, and apprenticeships); identifying resources for family support (W.I.N.G.S., Promise of Hope, Lions Club, counseling services); providing opportunities for mutually beneficial communication between the/parents/businesses. 	<p>Timeline:</p> <p>Year 1: ELHS will hire a full-time Parent & Community Outreach Specialist. Using <i>Epstein's Framework of Six Types of Involvement</i>, the Outreach Specialist will identify community resources, establish a volunteer mentorship program, and sustain opportunities for parental contact and engagement. The Outreach Specialist will also assist students with credit recovery and provide vital information regarding educational opportunities to parents and the community. The Outreach Specialist will conduct home visits for parents with transportation issues and will be available at least one evening a week for after hours meetings.</p> <p>Year 2 & 3: The Parent & Community Outreach Specialist will continue to foster successful parent and community relationships and involvement through previously established programs.</p>	<p>Budget:</p> <p>Parent & Community Outreach Specialist Salary and benefits: \$97,409.31 per year</p> <p>Mileage for home visits by the Parent & Community Outreach Specialist: \$500.00 per year/3 years, \$1500. total</p>

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<p>The School Improvement Grant Team also identified a need for ELHS to provide incoming students with successful transition opportunities.</p> <ul style="list-style-type: none"> • Post-Secondary Partnerships: ELHS will maintain a strong partnership with local colleges (Middle Georgia College, Heart of Georgia Technical College) to allow students opportunities for campus tours and classroom presentations. <p>The School Improvement Grant Team also identified a strong need for student mentoring, support, and leadership development.</p> <ul style="list-style-type: none"> • Members of the community, business, and ELHS alumni will serve as volunteer mentors for at-risk students. These mentors will be pre-screened and trained by Communities in School of Laurens County personnel. • Student Ambassadors and identified students will participate in leadership development experiences (team building, conflict resolution, effective communication, critical thinking, community involvement, and problem solving) 	<p>Year 1, 2, & 3: ELHS will host a 9th Grade Success Camp prior to the first day of school. The camp will be held at ELHS, and incoming freshman will receive new schedules, meet their teachers, and tour the high school campus. Students will also have an opportunity to discuss concerns, gain tips on how to be a successful student, and take part in team building and motivational activities.</p> <p>Year 1: The Parent & Community Outreach Specialist will identify potential volunteer mentors. Potential mentors will be screened and trained by CIS staff.</p> <p>Student ambassadors and other selected students will have an opportunity to participate in leadership development activities (Rock Eagle, University of Georgia Fanning Institute, and Atlanta Challenge).</p> <p>Year 2 & 3: Volunteer mentors will continue to be utilized in the high school, and additional mentors will be added and trained as necessary.</p> <p>Student ambassadors will use leadership training skills to assist with future 9th Grade Success Camps.</p>	<p>\$5000.00 per year/2 years= 10,000 (years 2 and 3 only)</p>
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<p>A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</p>		
<p>Actions: The District Office and the Laurens County Board of Education are committed to the comprehensive reforms to transform East Laurens High School into a positive learning environment focused on changing the culture and impacting teaching practices and support systems for students through its implementation of school-wide STEM curriculum and technology infusion. To declare this commitment and demonstrate capacity, the District and School Board analyzed data submitted by the School Improvement Grant Team, which thoroughly detailed the school's operating status, including programs and resources currently in place (STEM). The Laurens County Board of Education and central office</p> <ul style="list-style-type: none"> • given its approval of the School Improvement Grant application process; • has agreed to facilitate full and effective implementation of the transformation model <p>Laurens County Schools will continue to:</p> <ul style="list-style-type: none"> • ensure all hired teachers are properly certified in their area of instruction; • document that teachers maintain satisfactory yearly performance evaluations as set forth in the current evaluation instrument (GTEP) and the future state adopted evaluation system. <p>Laurens County Schools will support the implementation of the new state adopted evaluation process to ensure the rigorous, transparent, and equitable evaluation of all teachers. This process will promote the rewarding of teachers who have increased student achievement, identify those who are</p>	<p>Timeline: Pre-Implementation (Spring 2011) through 2013-14 SY</p>	<p>Budget: Included in previous sections.</p>

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<p>in need of improvement, and remove those who, after being provided ample opportunities to improve their professional practice, have failed to do so.</p> <p>The District will continue to support the school principal by allowing him flexibility to hire, retain, and/or remove staff as specified in the SIG transformational model. Allow the principal the flexibility to offer incentives in order to retain quality teachers.</p> <p>Support the needed resources to provide increased learning time, and guidance in the budgetary process to support all program components and outputs.</p>		
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A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

<p>Actions: The District Office and the Laurens County Board of Education are committed to the comprehensive reforms to transform East Laurens High School into a positive learning environment focused on changing the culture and impacting teaching practices and support systems for students through its implementation of the School Improvement Grant.</p> <p>Laurens County Schools will continue to:</p> <ul style="list-style-type: none"> • ensure all hired teachers are properly certified in their area of instruction; • document that teachers maintain satisfactory yearly performance evaluations as set forth in the current evaluation instrument (GTEP) and the future state adopted evaluation system. <p>Laurens County Schools utilize the new state adopted evaluation process to ensure the rigorous, transparent, and equitable evaluation of all teachers. This process will promote the rewarding of teachers who</p>	<p>Timeline: Ongoing</p>	<p>Budget: PD costs: Refer to section A4. Salary for School Improvement Grant Facilitator \$81,849</p>
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<p>have increased student achievement, identify those who are in need of improvement, and remove those who, after being provided ample opportunities to improve their professional practice, have failed to do so.</p> <p>The District will continue to support the school principal by allowing him flexibility to hire, retain, and/or remove staff as specified in the SIG transformational model. It has been suggested that the principal be given the flexibility to offer incentives in order to retain quality teachers.</p> <p>The School Improvement Specialist will oversee the school improvement initiatives and serve as a liaison between the school and the District. Collaboration with the school administration and the transformation team will occur on regularly scheduled basis.</p> <p>Curriculum, Professional Learning, Special Education, technological (software and hardware), and other technical support will be provided for ELHS staff through services of existing central office staff and department members, i.e. special education director, technology director and staff, assistant superintendent for instruction, and professional learning staff as well as Heart of Georgia RESA consultants and technology services.</p> <p>The ELHS staff will continue to participate in system wide meetings and activities. They will also be provided release time to attend district workshops and/or other curriculum related conferences and professional learning opportunities.</p> <p>In addition to existing central office staff, a School Improvement Grant Facilitator will be hired to assist with data entry, data</p>		
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<p>8 ½ Academy Ninth Grade Success Camp Increased Learning Time <i>Revision item 1</i> Students will be identified for extended learning time through a variety of diagnostic avenues: CRCT scores of upcoming freshman students, benchmark assessment data, STEEP testing used for RTI, and teacher referral. We are currently researching technology-based diagnostic and prescriptive remediation curricula and will choose something that is cost effective and meets the needs of our students. Students will be progress monitored using benchmark data and actual progress data in their courses. The intervention models will be reviewed annually as EOCT data is analyzed.</p> <ul style="list-style-type: none"> • Perkins • Title II-A: Teacher Quality • STEM • FTE 	<p>annually.</p> <ul style="list-style-type: none"> • Title II-A (2010-2014): These funds are awarded annually. • STEM: (2009-2013) • FTE: (2010-2014): These funds are awarded annually. 	<p>annually</p> <ul style="list-style-type: none"> • Title II-A: \$115,500 annually • STEM: \$700,000 total • FTE: Varies
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Attachment 2d - Transformation Model

<p>D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.</p>		
<p>Actions: All Laurens County Board of Education procedures and policies were reviewed and none were determined to restrict the ability of the Central Office staff or the ELHS staff</p>	<p>Timeline: On-going</p>	<p>Budget: N/A</p>

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<p>to implement the requirements of the transformation intervention model.</p> <p>The Laurens County School Board, Superintendent, and Central Office staff are committed to supporting the successful implementation of the ELHS interventions and improvement strategies required by and outlined in the grant.</p> <p>The Laurens County School Board, Superintendent, and Central Office staff are committed to remaining flexible in removing any barriers that would possibly interfere with implementing the requirements of the transformations intervention model.</p>		
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E. Sustain the reform after the funding period ends.		
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<p>Actions:</p> <p>ELHS will sustain the necessary support personnel, technology, and successful programs implemented under the SIG Transformation Model through the use of local funds and community partnerships. Professional development received during the SIG period will be sustained through on-going instructional practice and through support from the academic coaches. The SIG funds will allow for increased competency and the development of master teachers. With the guidance and expertise of these master teachers, new teachers will be appropriately mentored and trained in order to be successful in the classroom. The development of a supportive and positive learning environment will ensure that student achievement will continue to improve, parents and the community will continue to be active participants in the educational process, and teachers will continue to motivate and engage students in</p>	<p>Timeline:</p> <p>Ongoing – 2014</p> <p>Sustainability for each Action included in the School Improvement Grant is noted after Year 3 in the Timelines.</p>	<p>Budget:</p> <p>Local funds and partnerships will be the primary source of sustainability for each of the proposed actions.</p>
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active learning. In addition, community leaders and administrators will continue to foster open communication and serve as agents of change.		
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LEA Name: Laurens County

School Name: East Laurens High School

*Note- with the state of Georgia transitioning from using GHS GT data to EOCT data to determine AYP, we included school improvement goals that reflect that transition.

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 (Currently 78.7% GHS GT, 71% Ninth Grade Literature, 68% American Literature)

2011-2012 School Year

For SY 2011-2012, the percentage of students scoring proficient and advanced proficiency on the Reading/English Language Arts section of Georgia High School Graduation Test will increase a minimum of 5% from the 2010-2011 baseline percentage used for the School Improvement Grant. The percentage of students passing Ninth Grade and American Literature End-of-Course exams will increase a minimum of 5% from the 2010-2011 baseline percentage used for SIG.

2012-2013 School Year

For SY 2012-2013, the percentage of students scoring proficient and advanced proficiency on the Reading/English Language Arts section of Georgia High School Graduation Test will increase a minimum of 5% from the percentage obtained in SY 2011-2012. The percentage of students passing Ninth Grade and American Literature End-of-Course exams will increase a minimum of 5% from the 2011-2012 percentage obtained.

2013-2014 School Year

For SY 2013-2014, the percentage of students scoring proficient and advanced proficiency on the Reading/English Language Arts section of Georgia High School Graduation Test will increase a minimum of 5% from the percentage obtained in SY 2012-2013 (not to exceed 100%). The percentage of students passing Ninth Grade and American Literature End-of-Course exams will increase a minimum of 5% from the 2012-2013 percentage obtained.

Mathematics (Currently 55.7% GHS GT, 68% Math I, and 29% Math II)

2011-2012 School Year

For SY 2011-2012, the percentage of students scoring proficient or advanced on the Mathematics section of Georgia High School Graduation Test will increase a minimum of 5% from the 2010-2011 baseline percentage used for the School Improvement Grant. The percentage of students passing Math I and Math II End-of-Course exams will increase a minimum of 5% from the 2010-

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2011 baseline percentage used for SIG.

2012-2013 School Year

For SY 2012-2013, the percentage of students scoring proficient or advanced on the Mathematics section of Georgia High School Graduation Test will increase a minimum of 5% from the percentage obtained in SY 2011-2012. The percentage of students passing Math I and Math II End-of-Course exams will increase a minimum of 5% from the 2011-2012 percentage obtained.

2013-2014 School Year

For SY 2013-2014, the percentage of students scoring proficient or advanced on the Mathematics section of Georgia High School Graduation Test will increase a minimum of 5% from the percentage obtained in SY 2012-2013. The percentage of students passing Math I and Math II End-of-Course exams will increase a minimum of 5% from the 2012-2013 percentage obtained.

Social Studies (Currently 40% US History, 46% Economics)

2011-2012 School Year

For SY 2011-2012, the percentage of students passing the US History and Economics End-of-Course exams will increase a minimum of 5% from the 2010-2011 baseline.

2012-2013 School Year

For SY 2012-2013, the percentage of students passing the US History and Economics End-of-Course exams will increase a minimum of 5% from the percentage obtained in SY 2011-2012.

2013-2014 School Year

For SY 2013-2014, the percentage of students passing the US History and Economics End-of-Course exams will increase a minimum of 5% from the percentage obtained in SY 2012-2013.

Science (Currently 51% Biology, 74% Physical Science)

2011-2012 School Year

For SY 2011-2012, the percentage of students passing the Biology and Physical Science End-of-Course exams will increase a minimum of 5% from the 2010-2011 baseline.

2012-2013 School Year

For SY 2012-2013, the percentage of students passing the Biology and Physical Science End-of-

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Course exams will increase a minimum of 5% from the percentage obtained in SY 2011-2012.
2013-2014 School Year For SY 2013-2014, the percentage of students passing the Biology and Physical Science End-of-Course exams will increase a minimum of 5% from the percentage obtained in SY 2012-2013.
Graduation Rate (Currently 71.4%)
2011-2012 School Year For SY 2011-12, the graduation rate will increase a minimum of 5% from the baseline established in SY 2010-11.
2012-2013 School Year For SY 2012-13, the graduation rate will increase a minimum of 5% from the percentage obtained in SY 2011-12.
2013-2014 School Year For SY 2013-2014, the graduation rate will increase a minimum of 5% from the percentage obtained in SY 2012-2013.

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Attachment 4 - Budget Detail**

Budget Review Item 1

The grant team has done a thorough review of the application and budget portion and we cannot find where we budgeted for travel to RESA Board of Control Meetings as is stated in your suggested revisions. We have no reason or desire to attend these meetings and therefore this has no purpose in our proposal. We agree that this is not necessary or reasonable.

LEA Name: Laurens County

School Served:

East Laurens High School

Intervention Model: Transformation

Tier Level: **II**

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

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

Object Class	Item Description	Costs	
100 Personal	Community Outreach Coordinator	\$ 60,629.68	
	Technology Coach	\$ 36,134.53	
	Literacy Coach	\$ 70,125.16	
	Tech. Support (Installations) 20 additional days	\$ 6,326.53	
	Services (Salaries)		
	Instructional Technology Support Specialist	\$55,264.74	
	Math Academic Coach	\$70,125.74	
	Grant Facilitator	\$58,957.58	Object Total
	Annual Performance Based Teacher Incentives	\$100,000.00	\$ 457,563.96
200 Benefits	Community Outreach Coordinator	\$23,561.11	
	Technology Coach	\$14,005.06	
	Literacy Coach	\$27,284.15	
	Tech. Support (Installations) 20 additional days	\$1,167.24	
	Instructional Technology Support Specialist	\$21,476.16	
	Math Academic Coach	\$27,284.15	
	Grant Facilitator	\$22,892.11	Object Total
			\$ 137,669.98

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300 Purchased Professional & Technical Services	Professional Development purchased from Heart of Georgia RESA	18,500.00	
	Leadership Academy (SLA)	20,000.00	
	Transportation for students for summer school, Express, Writer's Workshop, 9 th Grade Success Camp, and after school program	8000.00	
	Software and Digital resources i.e., SAT/ACT Prep, Eduphoria, Microsoft Office 2010	15,000.00	
	Purchased Instructional Services(including stipends) for Success Camp, after school program, summer school, Express and Writer's Workshop	34,000.00	
	Travel to SLA	2000.00	
	Stipends for SLA	4200.00	
	Installation of Promethean Bundles	18,625.00	Object Total
	Infrastructure upgrades	5,000.00	\$ 125,325
500 Other Purchased Services			
			Object Total
			\$ -
600 Supplies	Ford PAS Curriculum and Materials	10,000.00	
	Server	3,000.00	
	Workstations for business/entrepreneurship	8,000.00	
	Agriculture Aquaculture and Agri-Science materials	5,900.00	
	NovaNet	21,000.00	
	25 Promethean Bundles	135,069.00	
	Project Lead the Way Curriculum and Materials	91,214.15	
	14 sets of Mobile carts with Netbooks	420,000.00	
	3 sets of probe ware	15,000.00	
	9 Navigator Nspire Bundles	54,900.00	
	190 ereaders	24,700.00	
	66 iMacs	79,200.00	
	42 Macbooks for teachers	50,000.00	
	40 iPads	20,000.00	
	2 all-in-one printer, scanner, fax	800.00	
	27 printers	5,400.00	

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	ink and toner	5,400.00	
	10 webcams	500.00	Object Total
	Furniture for iMac lab	10,000.00	\$ \$960,083.15
700 Property (Capitalized Equipment)	Autoclave	7,000.00	
	Printer	5,196.00	
			Object Total
			\$ 12,196.00

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800 Other Objects			
			Object Total
			\$ -
900 Other Uses			
			Object Total
			\$ -

School Total

\$1,692,838.09

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Attachment 4 - Budget Detail

LEA Name: Laurens County

School Served:

East Laurens High School

Intervention Model: Transformation

Tier Level: **II**

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

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

Object Class	Item Description	Costs		
100 Personal	Community Outreach Coordinator	60,629.68		
	Technology Coach	36,134.53		
	Literacy Coach	70,125.16		
	Services (Salaries)	Instructional Technology Support Specialist	55,264.74	
		Math Academic Coach	70,125.74	
	Grant Facilitator	58,957.58	Object Total	
	Annual Performance Based Teacher Incentives	\$100,000.00	\$ 451,237.43	
200 Benefits	Community Outreach Coordinator	\$23,561.11		
	Technology Coach	\$14,005.06		
	Literacy Coach	\$27,284.15		
	Instructional Technology Support Specialist	\$21,476.16		
	Math Academic Coach	\$27,284.15		
	Grant Facilitator	\$22,892.11	Object Total	
	Annual Performance Based Teacher Incentives	\$100,000.00	\$ 136,502.74	
300 Purchased Professional & Technical	Professional Development purchased from Heart of Georgia RESA	18,500.00		
	Leadership Academy (SLA)	20,000.00		
	Transportation for students for summer school, Express, Writer's Workshop, 9 th Grade Success Camp, and after school program	8000.00		

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Services	Software and Digital resources i.e., SAT/ACT Prep, Eduphoria, Microsoft Office 2010	15,000.00	
	Purchased Instructional Services (including stipends) for Success Camp, after school program, summer school, Express and Writer's Workshop	34,000.00	
	Travel to SLA	2000.00	
	Stipends for SLA	4200.00	
	Travel to Thinking Maps	2000.00	
	Stipends for Thinking Maps	8400.00	Object Total
	Ford Pass Professional Development	10,000.00	\$ 122,100
500 Other Purchased Services			
			Object Total
			\$ -
600 Supplies	Digital Cameras	4,500.00	10,000.
	Project Lead the Way consumables	\$ 6,300.00	
	30 Digital Video cameras	4,500.00	Object Total
	Digital text and resources	50,000.00	
	Curriculum support materials (construction pathway)	4,100.00	
	CTAE pathways curriculum support materials	10,000.00	
			\$ 129,400.00
700 Property (Capitalized Equipment)			
			Object Total
			\$ -

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800 Other Objects			
			Object Total
			\$ -
900 Other Uses			
			Object Total
			\$ -

School Total

	\$ 839,240.17
-	-

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Attachment 4 - Budget Detail

LEA Name: Laurens County

School Served:

East Laurens High School

Intervention Model: Transformation

Tier Level: **II**

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

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

Object Class	Item Description	Costs		
100 Personal	Community Outreach Coordinator	60,629.68		
	Technology Coach	36,134.53		
	Literacy Coach	70,125.16		
	Services (Salaries)	Instructional Technology Support Specialist	55,264.74	
		Math Academic Coach	70,125.74	
		Grant Facilitator	58,957.58	
	Object Total			
	Annual Performance Based Teacher Incentives	\$100,000.00	\$ 451,237.43	
200 Benefits	Community Outreach Coordinator	\$23,561.11		
	Technology Coach	\$14,005.06		
	Literacy Coach	\$27,284.15		
	Instructional Technology Support Specialist	\$21,476.16		
	Math Academic Coach	\$27,284.15		
	Grant Facilitator	\$22,892.11		
	Object Total		\$ 136,502.74	
300 Purchased Professional & Technical Services	Professional Development purchased from Heart of Georgia RESA	18,500.00		
	Leadership Academy (SLA)	20,000.00		
	Transportation for students for summer school, Express, Writer's Workshop, 9 th Grade Success Camp, and after school program	8000.00		
	Software and Digital resources i.e., SAT/ACT Prep, Eduphoria, Microsoft Office 2010	15,000.00		
	Purchased Instructional Services (including stipends) for Success Camp, after school	34,000.00		

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	program, summer school, Express and Writer's Workshop		
	Travel to SLA	2000.00	
	Stipends for SLA	4200.00	
	Travel to Thinking Maps	2000.00	
	Stipends for Thinking Maps	8400.00	
	Ford Pass Professional Development	10,000.00	Object Total
			\$ 122,100
500 Other Purchased Services			
			Object Total
			\$ -
600 Supplies	Digital text/digital resources	100,000	
	Curriculum support materials	4,100	
			Object Total
			\$ 104,100.00
			-
700 Property (Capitalized Equipment)			
			Object Total
			\$ -

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800 Other Objects			
			Object Total
			\$ -
900 Other Uses			
			Object Total
			\$ -
School Total			\$ 820,240.17
			-

Attachment 4a - Budget Template

LEA Laurens County BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Year 1 – Full Implementation			
School Name	East Laurens HS	\$ 1,692,838.09	\$ 839,240.17	\$ 820,240.17	3,352,318.43
School Name	East Laurens HS				
School Name	East Laurens HS				
LEA-level Activities					
Total Budget					

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Attachment 5 - Checklist

Section A. SCHOOLS TO BE SERVED

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

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

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Attachment 5 - Checklist

<ul style="list-style-type: none"> • To ensure alignment of other resources with the interventions, the SEA will look for specific examples of actions the LEA has taken or will take for: <ul style="list-style-type: none"> • 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. • To ensure that reforms are sustained after the funding period ends, the SEA will review the LEA process for: <ul style="list-style-type: none"> • 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. 	<p align="center">□</p> <p align="center">□</p>
<p>4. Timeline</p> <ul style="list-style-type: none"> ✓ Found in Attachment 2 (2a: Turnaround Model, 2b: School Closure Model, 2c: Restart Model, 2d: Transformation Model), the timeline addresses implementation of the basic elements of the selected intervention model and ensures that the basic elements of the intervention model will be initiated by the beginning of the 2010-2011 school year. The timeline provides a clear picture of implementation of the intervention model throughout the duration of the grant. 	<p align="center">□</p>
<p>5. Annual Goals</p> <ul style="list-style-type: none"> ✓ 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. 	<p align="center">□</p> <p align="center">□</p> <p align="center">□</p> <p align="center">□</p>

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Attachment 5 - Checklist

<p>6. Tier III Schools</p> <p>✓ The services the school will receive and/or the activities the school will implement are clearly described in Attachment 3.</p>	<p align="center"><input type="checkbox"/></p>
<p>7. Stakeholder Representation</p> <p>✓ 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.</p> <p>✓ Evidence is provided addressing stakeholder notification and involvement (e.g., agendas and minutes from school council meetings, web postings, newsletters, etc.).</p>	<p align="center"><input type="checkbox"/></p> <p align="center"><input type="checkbox"/></p>

B-1. Pre-Implementation Activities and Budget	
<p>✓ Pre-implementation activities are described.</p>	<p align="center"><input type="checkbox"/></p>
<p>✓ A proposed budget is included.</p>	<p align="center"><input type="checkbox"/></p>

Section C. DEVELOP A BUDGET	
<p>✓ The LEA has completed a budget on Attachments 4 and 4a for each Tier I, Tier II, and Tier III school.</p>	<p align="center"><input type="checkbox"/></p>

Section D. ASSURANCES	
<p>✓ The superintendent agrees to the assurances for the School Improvement Grant.</p>	<p align="center"><input type="checkbox"/></p>

Section E. WAIVERS	
<p>✓ The superintendent agrees to the waivers included in the School Improvement Grant.</p>	<p align="center"><input type="checkbox"/></p>

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Attachment 6 - Rubric

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

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

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

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

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

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Attachment 7a - Capacity Factor Chart**

Factor:	Strength: We have this or already do this:	Weakness: This is a weakness; but we could improve if:	Opportunity: If these external changes occur, this could be a strength:	Threat: If these external changes occur, this could be a weakness:
Team Staff: Our LEA has staff qualified for a restructuring team. *Complete the Restructuring Team Checklist	N/A			
Will: Our LEA is willing to take extreme action in failing schools.		Weakness that can be improved with attention to proper and sufficient documentation and the use of School Keys.		
Outsiders: Our LEA is willing to bring in external support if needed for student learning.	Past hiring practices reflect that the best, most qualified teachers and staff are hired to fill open positions.			
Insiders: Our LEA is willing to require central staff to make many changes to support restructured schools.		Attempts to make changes have been made but this is an area where greater flexibility and innovation will strengthen efforts.		
Flexibility: Our LEA is willing to give capable leaders unprecedented freedom to change, even if this creates	The District will continue to support the school principal by allowing him flexibility to hire, retain, and/or			

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inconsistency and inconvenience.	remove staff as specified in the SIG transformational model. It has been suggested that the principal be given the flexibility to offer incentives in order to retain quality teachers.			
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Note: This table was adapted from The Center for Comprehensive School Reform and Improvement publication, *School Restructuring Under No child Left Behind: What Works When? A Guide for Education Leaders*, 2006.

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Attachment 7b - Restructuring Team Checklist

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

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

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

- **A Drive for Results**

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

- **Relationship and Influence Skills**

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

- **Readiness for Change**

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

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

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

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

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Attachment 8 - School Improvement Services

Division of School Improvement - Services

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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APPENDIX A: SEA Allocations to LEAs and LEA Budgets

APPENDIX A

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

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

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

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Maximizing the Impact of Regular FY 2010 SIG Allocations

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

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

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

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

Continuation of \$2 Million Annual Per School Cap

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

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

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

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

LEA Budgets

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

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

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SEA Allocations to LEAs

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

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

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

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

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

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

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APPENDIX B: Persistently Lowest –Achieving Schools Guidance

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

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

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

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

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

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

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

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

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Logic Model

Weaknesses & Root Causes:

- **All students generally lack success in academic areas:** Lack of foundational skills, apathy, attendance, lack of resources, poor vision of school purpose, lack of rigor and relevance.
- **Achievement gaps in black and students with disabilities populations:** Faulty mindset of teachers, significant disconnect between cultures, student diversity.

Revision item 4

We definitely have a problem with faculty buy-in. The Oconee River divides Laurens County. The west side of town is perceived as being the more desirable side of the river, the population is more affluent, students seem to achieve at higher rates, and there is a general stigma associated with being from the east side of the river. East Laurens teachers do not believe that SIG funds will be spent at East Laurens H.S.; therefore teachers do not believe that the resources will be available to achieve real measureable improvement. There is also a faction of teachers who do not believe that all children can learn, nor do they have an understanding of the dynamics involved when children live in poverty. We plan to take teachers on a “tour” of East Dublin during pre-planning each year so that our staff can see what type of environment our students experience everyday. We are also planning to enlist the help of the Ruby Payne trainer at HGRESA to receive some poverty/diversity training to change the mindset of the faculty, increase buy-in, and employ some research-based strategies that have proven successful for these children. We will conduct a book study in year two using *Closing the Achievement Gap: Reaching and Teaching High Poverty Learners: 101 Top Strategies to Help High Poverty Learners Succeed* by Tiffany Anderson.

To address the needs of these sub-groups in Math and ELA we are exploring some diagnostic and prescriptive technology-based curricula such as Study Island, Aleks Math etc. We will continue to research these types of interventions as well as employing strategies that will be disseminated through the Math and Literacy coaches.

- **Culture of failure/low expectations:** Lack of positive role models and mentoring, stagnant school culture, parents and community do not feel welcomed in the school.
- **Attendance:** Lack of parental involvement, lack of relevance, lack of academic success, and lack of an engaging school environment.
- **9th grade preparedness:** Lack of support and advisement in lower grades.

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Long Term Outcomes:

- All students will achieve academic success in academic areas.
- No visible achievement gaps.
- Culture of success and high achievement.
- Increase teacher and student attendance.

Revision item 3

We at ELHS have developed a system of incentives to reward improved student attendance, which have been implemented by our Student Rewards study group. Some of the incentives included pizza, increased time at break, gift cards at local restaurants, free admission to athletic events etc. We have also addressed attendance through our Parental Involvement study group. Even after all of these interventions, our student attendance continues to be problematic. We feel that offering a learning environment that is stimulating and engaging while also putting into place a support system through advisement and the community outreach coordinator, will ultimately improve our student attendance rate. Students will be more motivated to come to school when they experience success and enjoy their learning experience. Our students live in a world dominated by technology, yet when they come to school they must shift gears and step back into an instructional environment wrought with textbook driven lessons. Laurens County has the worst computer to student ratio in Georgia at 19/1 (GaDOE, 2010). We believe that a technology infused curriculum will engage students and make them want to come to school. We will continue to offer incentives and increase parental involvement in the attendance process as well.

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- Students will enter 9th grade based on promotion and not placement.

Monitoring for Long Term Outcomes

Questions:	Indicators:	How to Use Results:
1. Are we showing at least 5% gains per year on EOCT data? Is our grad rate improving each year?	EOCT data, grad rate	Teacher evaluations, Professional Development plans, Review/Revise/Refine program components
2. Are we closing the achievement gap among the white, black, and SWDs?	EOCT data for sub-groups, grad rate for sub-groups	Review/Revise/Refine program components, schedule struggling groups with the most appropriate teachers, identify students for RTI
3. Are students exhibiting more self-efficacy? Are teachers revising their expectations of <u>all</u> students & providing the supports to ensure student success? Is the percentage of HOPE eligible students increasing? Is the percentage of students choosing some form of post-secondary options increasing?		
4. Is the number of students missing 15+ days decreasing?	Attendance rates	Review/Revise/Refine attendance interventions, adjust schedules, provide alternative settings
5. Is the percentage of placed/overage students entering 9 th grade decreasing? Is the percentage of “off-track” 9 th graders decreasing?	9 th grade data	Review/Revise/Refine program components, adjust personnel as needed

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Program Components & Activities

- Integrating school-wide STEM
 - promotes student engagement
 - speaks to relevance
 - increases rigor
 - respects diversity
 - serves as change agent
 - research-based
 - prepares for college and career

- 8 ½ Academy
 - establishes expectation of achievement
 - promotes climate of success
 - focused, individualized instruction & advisement
 - mentoring

- Increased Learning Time
 - Freshman Success Camp
 - Summer School
 - Writer's Workshop
 - Leadership training
 - After School program
 - SAT/ACT Prep

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Outputs

- Effective school-wide technology integration
- Effective student advisement and mentoring program
- Increased rigor/relevance in classroom activities
- Increased student engagement
- Fewer students “placed” into 9th grade

Monitoring Outputs

Questions:	Indicators:	How to Use Results:
1. Have we effectively integrated technology?	Focus walks and observation results	Review/Revise/Refine program components, as well as activities and teacher/student accountability
2. Are students effectively advised and mentored?	Advisement plans	
3. Is rigor and relevance evident in classroom activities?	Focus walks, observation results, EOCT data, and benchmarks	
4. Are students more engaged?	Attendance and EOCT data, benchmarks	
5. Are 9 th graders promoted (vs. placed) into high school? What percentage of 9 th graders is on-track?	9 th grade data and achievement	

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Short Term Outcomes

- Technology installed
- Professional Development conducted
- 10% transformation by end of 1st 9 weeks
- Focus walks conducted and data collected by the end of 1st 9 weeks
- Visit a successful 8 ½ Academy program, adopt a research-based model, and plan for logistics by the end of 1st 9 weeks
- Effective advisement model researched and chosen
- Students registered on www.gacollege411.com by end of first semester
- One technology infused *authentic* culminating task by the end of 2nd 9 weeks
- Benchmarks administered for baseline data

Monitoring for Short Term Outcomes

Revision Item 6

All of this is detailed in the proposal narrative and the Logic Model

Need	Data	PL	Activity/Program	Monitoring	Results
Academic Success	NI-4 and see data analysis. PI-75.67	Year One: PL will focus on technology Integration into existing instruction and standards-based instruction Year Two: Cross-curricular units	School wide STEM curriculum, Increased Learning Time (see items in Logic Model)	10% transformation by end of 1 st 9 weeks Focus walks conducted and data collected by the end of 1 st 9 weeks Year Two: Focus walks, benchmarks, EOCT	Inform stakeholders, review/revise/refine program components, as well as activities and teacher/student accountability.

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				data 50% transformati on	
Achievem ent Gaps	See data analysis, particularly EOCT data	Year One: Tour of East Dublin, training on Ruby Payne book	School wide STEM curriculum, Increased Learning Time (see items in Logic Model)	One technology infused <i>authentic</i> culminating task by the end of 2 nd 9 weeks Benchmarks administere d for baseline data	Inform stakeholders, review/revise/ refine program components, as well as activities and teacher/studen t accountability.
Culture of Failure	GAPSS analysis certified staff survey, LCBOE teacher and parent surveys	Effective advisemen t model researched and chosen, PD on how to advise	School wide STEM curriculum Advisement/Mentorin g/Support Program (see items in Logic Model)	Advisement plans, students registered on gacollege41 1	Inform stakeholders, review/revise/ refine program components, as well as activities and teacher/studen t accountability.
Poor Attendanc e	10.2%, 15+Days	Year One: PL will focus on technolog y Integration into existing instruction and standards-	School wide STEM curriculum, Advisement/Mentorin g/Support Program Continue with Student Rewards Committee and Parental Involvement Committee activities	Attendance EOCT data, benchmark, Advisement plans	Inform stakeholders, review/revise/ refine program components, as well as activities and teacher/studen t accountability

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		based instruction Year Two: Cross-curricular units			
9 th grade Preparedness	See feeder data analysis. Nearly 50 students were “placed” in 9 th grade rather than promoted and many of them are overage and off-track. Our middle school students consistently struggle on the CRCT in Math, Science, and Social Studies	Visit a successful 8 1/2 Academy program, adopt a research-based model, and plan for logistics by the end of 1 st 9 weeks.	8 1/2 Academy begun Year Two	9 th grade data and achievement	Model adopted, stakeholders informed adjust personnel as needed

Questions:	Indicators:	How to Use Results:
1. What percentage of ordered technology has been installed? What percentage of teachers has been trained on installed technology? Is technology infusion evident in lesson plans?	Purchase orders, PD sign-in sheets, lesson plans	Inform stakeholders, review/revise/refine program components, as well as activities and teacher/student accountability.
2. What percentage of teachers has been trained on advisement process? What percentage of students is registered on	PD sign-in sheets, registration roster	

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Gacollege411?		
3. What percentage of teachers has planned technology infused lessons?	Lesson plans, focus walk observations	
4. What does baseline data show? What percentage of focus walks show student engagement?	Benchmark results, focus walk observations	
5. What is the best model for demographics? What resources are needed to implement?	Model adopted, stakeholders informed	

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Target
Improvement

Area

for

Recommendations – Next Steps

Strand: Student, Family, and Community Support

Student, Family, and Community Support Standard 1

1. I Parent communicates grades. The counselor needs to be able to access I Parent in order to communicate effectively with a parent when he/she calls and asks for her/his assistance.
2. The school needs to play an active role in promoting and supporting the development of parenting skills of the student's parents by collaborating with community services such as Family Connection, Communities in Schools, UGA Cooperative Extension Service, and the Health Department.
3. To encourage community involvement: members of the business community should be invited to serve on advisory type committees so that they feel "ownership" in the activity/project. For example, if you want support for the purchase of books, invite the journalism community (Laurens County Regional Library, Local Literacy Groups, newspaper, radio...) to a meeting to brainstorm ideas to secure books for the school library. When they feel ownership, you get support and free services.

Student, Family, and Community Support Standard 2

1. A school council is in place, however in order for it to be more effective it needs to be a collaborative effort between faculty, students, community members, and parents. Consider inviting parent representatives from particular groups (ex. Band parent, FCCLA parent...)
2. When student needs are identified (such as leadership training), the school should address the need by offering leadership training. Leadership Trainings are available through Laurens Youth Leadership (Chamber of Commerce), UGA Cooperative Extension Service, FFA, FBLA, etc.

Student, Family, and Community Support Standard 3

1. The school should support the students' families by working collaboratively with them to understand available resources and services. For example, if this is the year for census collection, any community member could be invited to the school for assistance with completing the census survey. This would be a great opportunity for students to work with these families while developing leadership and community service skills.
2. Administration should promote school spirit for all stakeholders. (Example - Community pep rally) Consider bringing in a motivational speaker such as Keith Brown, a Laurens County graduate who travels the country encouraging students to never give up.

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Recommendations – Next Steps

Strand: Professional Learning

Professional Learning Standard 1

1. ALL teachers should be involved in learning teams throughout the year and meet regularly to plan for instruction both vertically, horizontally, and cross curricular.
2. Leadership team should be involved in planning, implementing, and monitoring professional learning and its results. Leadership team should also provide assessment for professional learning needs and feedback.
3. ALL teachers should be involved in professional learning that will enhance teaching skills.

Professional Learning Standard 2

1. Teachers and administrators should collaboratively analyze student learning and data.
2. Professional learning plan needs to be established and differentiated to address the specific needs of teachers and the students. Consider establishing a professional learning team and professional learning communities.
3. Reliable technology (web casts, online discussions, seminars) needs to be used to support professional learning.
4. Consider using Class Keys which meshes well with School Keys and provides for job embedded professional learning.

Professional Learning Standard 3

1. Implement professional development that targets differentiated instruction, commentary, and higher order thinking skills. Continue instruction/emphasis on writing across the curriculum.
2. Strategies are needed to increase family involvement.
3. Professional development is needed to make lessons relevant and meaningful.
4. Due to budget constraints, continue book studies and article studies and online professional development as cost effective learning opportunities.

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Recommendations – Next Steps

Strand: Planning and Organization

Planning and Organization Standard 1

1. A vision statement should be developed by all stakeholders, including school staff, community members, and students that clearly defines what this school would like to be in the future. This vision should serve as a road map to attain that vision.
2. The school's mission statement should be revisited and perhaps revised by representatives for all stakeholders. It should then be communicated frequently to the school personnel and students to ensure that it is "understood, believed, and practiced."

Planning and Organization Standard 2

1. Test data (over time, inclusive of trend data) should be displayed and referenced during collaborative planning sessions and used to drive lesson and unit planning.
2. Administrators should ensure that the actions, strategies, and interventions outlined in the school improvement plan are being implemented.
3. Benchmark data should be displayed and referenced to drive instruction.
4. All teachers should be knowledgeable and involved (at some level) with the school improvement planning process, plan, and implementation.

Planning and Organization Standard 3

1. The school's leadership team should begin collaboratively planning with members at the district level in all aspects of fiscal management to foster communication and understanding pertaining to the distribution of resources.
2. Available resources, especially technology resources, should be effectively implemented into the curriculum.
3. Begin building partnerships with community businesses and stakeholders to develop a bank of fiscal and educational resources.

Planning and Organization Standard 4

1. All visitors should be given some form of badge or sticker to identify them as such while they are on school property during the school day.

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Recommendations – Next Steps

Strand: Curriculum

Curriculum Standard 1

1. Design and implement curriculum maps/ pacing guides. These documents would help teachers with planning and collaboration. Use the state resources to begin the process.
2. Increase the rigor of classroom activities by incorporating more application and higher order questioning.
3. Professional development may be needed to develop the teachers' understanding of rigor.

Curriculum Standard 2

1. Departments should hold weekly department meeting. An agenda created by department members and leaders should guide the meetings. Minutes should be taken. Administration needs to monitor and/or participate in this meeting. Professional development on professional learning communities may be beneficial.
2. Differentiated instruction was only observed in 22% of our observations. Differentiated instruction needs to be used more frequently to meet student needs.
3. Additional cross curricular cooperation between CTAE and academics would foster the creation of performance tasks in every subject.

Curriculum Standard 3

1. Include performance tasks that ask students to apply concepts to 'real life' scenarios on a more frequent basis.
2. All teachers and administrators need to be involved in using the benchmark data to guide instruction/planning.
3. All administrators need to take an active role in monitoring instructional activities.
4. Review of student work for the purpose of revising curriculum and aligning resources needs to be implemented on a regular basis.
5. Use commentary with students' work to provide feedback and help students become aware of areas to improve.

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Recommendations – Next Steps

Strand: Instruction

Instruction Standard 1

1. Collaborate during common planning time to design performance tasks that are clearly aligned to the Georgia Performance Standards.
2. Collaborate during common planning time to review state-produced frameworks, curriculum maps, and other resources related to guiding instruction. Revise content maps when appropriate.

Instruction Standard 2

1. Incorporate a wider variety of instructional strategies to elicit higher order thinking skills and processes.
2. Provide professional development on effectively integrating available technology into instruction and investigate grant opportunities to purchase more classroom technology.
3. Pursue professional development opportunities on implementing differentiated instruction. (What is it? Why do it? How do we do it?)
4. Collaborate during common planning time to develop and integrate more effective flexible grouping strategies into daily classroom lesson planning.

Instruction Standard 3

1. Work collaboratively with students to establish high expectations and personal learning goals.
2. Expand the use of posted commentary on student work and rubrics to encourage self-evaluation and peer evaluation.

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Recommendations – Next Steps

Strand: School Culture

School Culture Standard 1

1. Administration should celebrate more teacher success.
2. Administration should develop a mentor program for new teachers.
3. Review and revise the school mission and vision and print it in the school handbook and post it schoolwide.
4. Staff should be encouraged to attend more professional learning opportunities.
5. Networking opportunities should be encouraged with other educators and professionals within the school district and outside the school district.

School Culture Standard 2

1. Equal opportunities for positive emphasis on academic achievement should be a focus for all groups.
2. Discipline should be consistent for all students. All administration should adhere to a common discipline plan. There should be a consistent discipline leader that the students and faculty look to in the school.

Strand: Leadership

Leadership Standard 1

1. Include all administrators in leadership training and meetings.
2. Teachers need more professional learning that is focused on curriculum, assessment, and instruction.
3. All teachers need to be involved in professional learning communities that will foster greater buy-in to school improvement initiatives.
4. Parents need to be given opportunities to support and give input to their students' academic, social, and emotional growth.
5. The faculty and staff need to develop a mission for the school that will drive all decisions made for the school.
6. Teachers need to be given the opportunity to collaborate cross curricular to learn from all of their colleagues.

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Recommendations – Next Steps

Leadership Standard 2

1. Create a discipline committee that includes administrators, teachers, support staff, and parents to develop and implement a progressive discipline plan to foster consistent consequences.
2. Emergency drills need to be taken seriously.
3. Outside doors need to be locked and all visitors directed to sign-in and not be allowed to roam halls and go in teachers' rooms unannounced.

Leadership Standard 3

1. Collaborate more with all staff members and stakeholders to elicit input.
2. Provide more opportunities for shared decision-making and collaborative problem solving.
3. Provide teachers with opportunities for valuable professional learning that will impact student learning and teacher growth.

Leadership Standard 4

1. Establish norms and protocols for leadership meetings.
2. Establish school-wide norms and protocols for practices that focus on student safety, student learning, and maximum, non-interrupted instructional time.
3. Implement shared governance to ensure continuous improvement.

Strand: Assessment

Assessment Standard 1

1. There needs to be greater evidence of shared analysis of data and related adjustment of the teaching – learning process. This would enhance overall and individual student achievement.
2. All teachers need to adjust instruction based upon assessment data to address all learning gaps and problems.
3. There needs to be greater consistency in using a variety of assessment tools and tasks to benefit all students including benchmark assessments.

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Recommendations – Next Steps

Assessment Standard 2

1. All teachers need to use a variety of formative assessment tasks and tools such as questioning, conferencing, and written reflections (3-2-1, ticket out the door, KWL, etc.).
2. Descriptive feedback needs to be given to students so they know how well they are doing. Teacher commentaries will help them identify their strengths and weaknesses.
3. Teaching and scoring rubrics need to be developed and utilized by teachers and students. This could be done by departments to ensure consistency.

Assessment Standard 3

1. Assessment data needs to be analyzed for all special populations, including Special Education, English Language Learners, ADHD, and the Gifted/Talented. Instruction should be geared to these special groups based on the assessment data.
2. Safety nets would ensure that students receive additional assistance in meeting the GPS, EOCT, and GHSGT. These extended learning sessions must be monitored for effectiveness by analyzing data from assessments.
3. Continuous progress monitoring would ensure that the needs of all special populations would be met. Implementation of RTI would benefit at risk students, potential dropouts, and all special populations.

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Laurens County Board of Education

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Superintendent of Schools

Morris C. Knight
Associate Superintendent

Ron Kea
Associate Superintendent

Donna Wynn
Associate Superintendent

CALLED BOARD MEETING

March 28, 2011

1:00 PM

AGENDA

1. Call to Order
2. Invocation
3. Approval of Agenda
4. School Improvement Grant
Sylvia Hooker, Deputy Superintendent, GA DOE
5. Amendment for Charter Career Academy
6. Adjourn

Where EXCELLENCE is Commonplace

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East 2010- Schedule	Laurens	High	School 2011
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7:45 ----- Teacher Day Begins

7:50 ----- High School Students to Breakfast

8:00----- Report to 1st Period

8:05-----Morning Announcements

8:05 ----- Tardy to 1st Period

8:05 --- 9:00 ----- 1st Period

9:05 --- 9:55 ----- 2nd Period

9:55 --- 10:00 ----- Break

10:05 --- 10:55 ----- 3rd Period

11:00 --- 12:25 ----- 4th Period

11:00 ---11:30 -- First Lunch 11:35 – 12:25 Class

11:55 --- 12:25 -- Second Lunch 11:00 – 11:55 Class

12:30 --- 1:20 ----- 5th Period

1:25 --- 2:15 ----- 6th Period

2:20 --- 3:10 ----- 7th Period

3:05-----Evening Announcements

East 2011- Schedule	Laurens	High	School 2012
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7:15 --- 7:45 ----- SAT PREP (Extended Learning Time)

7:45 ----- Teacher Day Begins

7:50 ----- High School Students to Breakfast

8:00----- Report to 1st Period

8:05-----Morning Announcements

8:05 ----- Tardy to 1st Period

8:05 --- 9:00 ----- 1st Period

9:05 --- 9:55 ----- 2nd Period

9:55 --- 10:00 ----- Break

10:05 --- 10:55 ----- 3rd Period

11:00 --- 12:25 ----- 4th Period

11:00 ---11:30 -- First Lunch 11:35 – 12:25 Class

11:55 --- 12:25 -- Second Lunch 11:00 – 11:55 Class

12:30 --- 1:20 ----- 5th Period

1:25 --- 2:15 ----- 6th Period

2:20 --- 3:10 ----- 7th Period

3:05-----Evening Announcements

3:15 --- 4:15 ----- After School Program (Extended Learning Time)

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The screenshot shows a newspaper page with two main articles. The first article, titled "Folk Art", discusses a pottery festival in Macon, Georgia, featuring a "devil jug" which is a ceramic jug with a face. The second article, titled "Signs", discusses a new ordinance in Laurens County regarding the abandonment of animals. Below the articles is a "News Digest" section with a red arrow pointing to a notice about East Laurens High School's application for a School Improvement Grant. At the bottom of the page is a "MOVIE LOVERS, WELCOME HOME." advertisement with a blue and black background.

gauge for school system's to monitor student performance, third and fifth graders are required to pass certain portions of the CRCT test in order to receive promotion to the next

Both systems have sent out notices to parents on steps they can take to better prepare their individual student for testing.

Among those are:

Folk Art

Continued from 1a

"My daughters think he's funny and like to help dress him up for holidays. Jennifer thinks I may need to have my head examined, but is not surprised, as she has grown used to my eccentricities."

Whether it is a sleigh ride or a trip to the pool, Devilpot comes along. Dr. Simmons often takes pictures of Devilpot and posts them on his Facebook page to share with family and friends. The album of photos is cleverly titled "The Wintertime Adventures of Devilpot." The doctor even considered taking him on a recent trip, but ultimately decided that he might be too fragile for long-distance travel.

"We were going to take him to New York when we went for the Allman Brothers show at the Beacon and take pictures of him all around the city. Mark Merritt, his creator, felt he

might not withstand the rigors of the TSA screening process. They might cavity search him," joked the doctor.

Simmons said Devilpot is also great to have around, because he can blame anything on him.

"That wasn't me. Devilpot did it," joked the doctor.

Devilpot's creator, Mark Merritt, is a sixth generation potter from Crawford County. His wife Coni also makes pottery, and together they travel throughout the Southeast to pottery shows and festivals to exhibit and sell their work. They have even founded a festival of their own in Crawford County. The Merritt Pottery Festival has been an annual event for about six years with 20-25 potters exhibiting each year.

Coni Merritt said that several theories about the use of devil jugs and face jugs are floated about in the Folk Art community. It is believed that they were used by people at graves sites to ward off evil spirits, and that moonshiners would store their illegal hooch in them to keep children from getting into their stash. Today, though, they are just another part of the Folk Art tradition.

She believes the way the Simmonses have made Devilpot a part of their lives and their family "is pretty exciting."

"It's exciting to know that people enjoy it and that they think of us," explained Coni Merritt. "It's nice to know people still love art and they want to collect it, enjoy it and incorporate it into their lives."

The devil jug which has become a part of the Simmons family (Mr. Devilpot Simmons, if you will) was purchased at "Fired Works," an annual ceramics exhibition and sale in Macon. The Merritts have work on display at the event, along with potters and ceramic artists throughout the region. This years exhibition will be open April 8-17.

about this change," said Beverly Smith, the TCSG assistant commissioner for adult education.

Smith said people who are ready to take the GED tests should attempt to do so prior to the July 1 deadline to avoid the fee increases.

readiness assessments, and college and career advisement at no cost at numerous locations throughout the state, including on most technical college campuses. And, once they earn a GED diploma, the state presents them with a HOPE voucher that

tion. The HOPE grant, which is separate from the voucher, will pay for most of the state technical college tuition. To keep the HOPE grant, the student must maintain at least a 3.0 college grade point average.

Signs

Continued from 1a

Laurens County's Animal Control ordinance states it is unlawful for any person to abandon any dog or cat, or to release it on public or private property with the intention of abandoning it. Under

the Georgia Animal Protection Act passed in 2000, general animal cruelty convictions could result in a year in jail and up to five years for an aggravated cruelty conviction as well as fines.

News Digest....

East Laurens High School has applied for a School Improvement Grant. This grant will be used to help support the academics at East Laurens High School. We will have a meeting on Monday, April 11, 2011 at 6 p.m. in our gym to answer questions. If you need any help please contact: Mr. Morris or Mrs. Cindy Hillsman at 272-3144.

MOVIE LOVERS, WELCOME HOME.

Revision Item 5

Parent & Community Outreach Coordinator

Job Goal: To provide opportunities and activities for mutually beneficial communication between parents, the community, and business/industry.

Major Performance Responsibilities and Duties:

- Develop and organize programs designed to educate and engage parents.
- Identify resources for family support.
- Partner with community organizations to establish an effective mentorship program.
- Partner with school counselor to develop successful student advisement.
- Organize activities designed to engage community and business.
- Conduct home visits and offer extended meeting hours to accommodate parent work schedules as needed

Math Coach

Job Goal: The math academic coach will work with teachers and school administrators to enhance teachers' ability to provide instruction that is engaging, academically rigorous, culturally responsive, and aligned to the curriculum standards and frameworks. Remediate students as needed.

Major Performance Responsibilities and Duties:

- Knowledge of research-based instructional strategies

Brad Bryant, State Superintendent of Schools

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- Ability to accurately interpret and analyze data for guiding and improving instruction
- Knowledge of a “standards-based” classroom
- Ability to model exemplary instruction
- Experience with providing professional learning to educators
- Integrate technology in classroom instruction

Literacy Coach

Job Goals: Coaching teachers in all curriculum areas on how to enhance students’ literacy skills, identifying staff development needs of the school, and providing staff development related to literacy as part of the problem solving process. Remediates students as needed.

Major Performance Responsibilities and Duties:

- Knowledge of research-based instructional strategies
- Ability to accurately interpret and analyze data for guiding and improving instruction
- Knowledge of a “standards-based” classroom
- Ability to model exemplary instruction
- Experience with providing professional learning to educators
- Coach teachers in effective instructional strategies in a variety of content areas
- Integrate technology in classroom instruction

School Improvement Grant Facilitator

Major Performance Responsibilities and Duties:

- Serve as Program Grant Manager
- Serve as liaison between the Georgia Department of Education and the grant recipient system and school
- Ensure that system and school grant assurances are met
- Create and maintain School Improvement Grant budget
- Maintain requisitions, purchase orders, order verifications, payments, and inventories pertaining to grant purchases.
- Serve as liaison between vendors and grant school
- Serve as local School Improvement Grant Auditor

Technology Integration Coach

Major Performance Responsibilities and Duties:

- Ability to integrate the use of technology for instructional purposes
- Ability to accurately interpret and analyze student achievement data
- Experience in the areas of school improvement and curriculum
- Experience in providing professional learning to adults

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

Major Performance Responsibilities and Duties

- Develop web based content management system and provide training and ongoing updates.
- Monitor the use of instructional technology to ensure that resources and activities enhance rigorous academic content and the school's mission.
- Make continuous improvements in key processes, techniques, and procedures related to the instructional technology program.

- Overseeing the electronic security system.
- Develop/maintain infrastructure to ensure a cyber safe environment.
- Graphically documenting the location of all Internet-accessible computers in the school, as recommended by forensic experts
- Regularly conducting checks on the cyber safety of the school environment.
- Maintain documentation or an "incident book" for staff and students.
- Respond to incidents and monitor outcomes.
- Assist teachers with integrating cyber safety into the curriculum.
- Participate in budget development.

- Installs, configures, and supports a local area network, wide area network, Internet system or a segment of a network system including shared storage devices (SAN, NAS)
- Perform necessary maintenance to support network availability.
- Designs, configures, and test computer hardware, networking software, and operating system software (Windows, Apple OSX, Palm OS, and Linux)
- Diagnose hardware and software problems, replace defective components
- Operate consoles to monitor performance of the computer systems and networks and to coordinate computer network access and us
- Perform data backups and disaster recovery operations
- Perform routine network startup and shutdown procedures
- Maintain control records; planning, coordinating, and implementing network security measures in order to protect data, software, and hardware
- Prepare user instructions and documentation for the installation and operation of software and upgrades.

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