

School Improvement Grants Application

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

Fiscal Year 2010

CFDA Number: 84.377A

State Name:Georgia



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



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

Paperwork Burden Statement


According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

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

Contents

Cover Page	3
Section A. SCHOOLS TO BE SERVED	4
Section B. DESCRIPTIVE INFORMATION	5
Section B-1. ADDITIONAL EVALUATION CRITERIA:	14
Section C. BUDGET	15
Section D. ASSURANCES	16
Section E. WAIVERS.....	16
Attachment 1c - High School Profile.....	17
Attachment 2d - Transformation Model	30
Attachment 4 - Budget Detail	62
Attachment 4a - Budget Template	68
Attachment 5 - Checklist	69
Attachment 7a - Capacity Factor Chart	73
Attachment 7c - Selecting Turnaround Leaders	74

Part II: LEA Application 2011
Cover Page

LEA Name: Meriwether County School District	LEA Mailing Address: P.O. Box 70 Greenville, GA 30222
LEA Contact for the School Improvement Grant Name: Carol L. Lane Position and Office: Superintendent Contact's Mailing Address: P. O. Box 70, Greenville, Georgia 30222 Telephone: 706-672-4297, ext. 6101 Fax: 706-672-4256 Email Address: carol.lane@mcssga.org	
Superintendent (Printed Name): Carol L. Lane	Telephone: 706-672-4297, ext. 6100
Signature of Superintendent:  X_____	Date: April 14, 2011
The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.	

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

LEA Name: **Meriwether County School District**

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

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

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

School Name	NCES ID#	Tier I	Tier II	Tier III	Intervention (Tier I and Tier II Only)			
					Turnaround	Restart	Closure	Transformation
Greenville High School	130363001364	X						X

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

LEA Name: Meriwether County School District

School Name: Greenville High School

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

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

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

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

Meriwether County is located in west central Georgia midway between Columbus and Atlanta. The county is large—28th largest in the state—and rural. The 2000 Census indicated that the population of the county was 22,534, a 0.5% change from the 1990 Census, and nearly evenly divided in terms of race: 56.1% Caucasian and 42.2% African-American. The county’s population is fairly young: 29.7% of the population is below the age of 19, with 6.7% under age four.

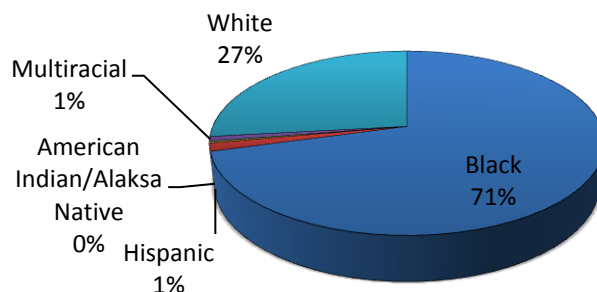
Thirty percent of families in Meriwether County earn less than \$25,000 per year and over 80% of students in the school system are eligible for free or reduced priced lunches. In fact, the percentage is so high that all Meriwether County students receive free lunch. As has been true for the past few years, nearly 3000 residents, or about 12% of the population, currently receive food stamps. Perhaps one of the most telling facts about Meriwether County is that it has been included in the University of Georgia’s Persistent Poverty Study. Meriwether County is one of 242 counties in eleven southern states to be persistently poor.

In spite of the county’s close proximity to Atlanta and Columbus, Meriwether is still unable to attract large employers. In fact, county industrial development officials have noted the issue of workforce readiness and general workforce development as being cited frequently by industry as the prime reason for not locating in Meriwether County. Unemployment has risen over the last three years to reach 13.4%, which is higher than the record set in 1995. Educational attainment in the county has improved over the last ten years to 34.2% not having a high school diploma or GED.

Greenville High School is one of two high schools in Meriwether County. With an enrollment of 355, it is the smaller of the two. The student body is predominately African-American.

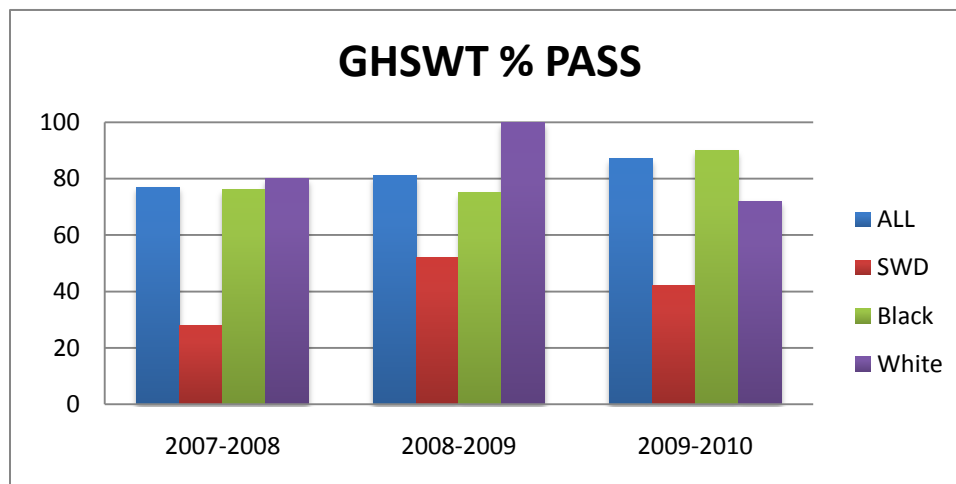
**Greenville High School – School Improvement Grant
School Improvement Grant 1003(g) - LEA Application 2011**

Greenville High School Enrollment Summary by Race



GHS's SIG Implementation Team (SIGIT – see page 12 for members) analyzed a variety of data including:

- Student Achievement Data:
 - Pass + Pass Plus of 1st Time GHS GT takers.
 - GHSWT



- EOCT
- AYP reports from GaDOE
- Student attendance
- GAPSS Review recommendations (March, 2011 visit) in each of the following areas:
 - Student Engagement
 - Rigor
 - Technology
 - Differentiated Instruction
 - Use of instructional frameworks
 - Assessments

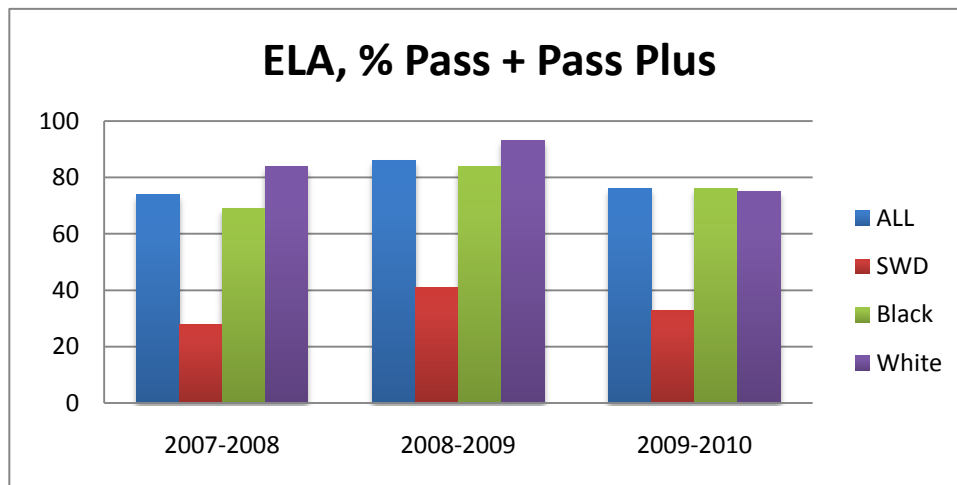
**Greenville High School – School Improvement Grant
School Improvement Grant 1003(g) - LEA Application 2011**

- District Change Team balanced scorecard data:
 - Teacher attendance
 - E-Walk reports
- Focus Groups with the following constituencies:
 - Leadership Team
 - Parents/community stakeholders
 - Students
 - Teachers
 - Paraprofessionals
 - District staff

Student Achievement Data:

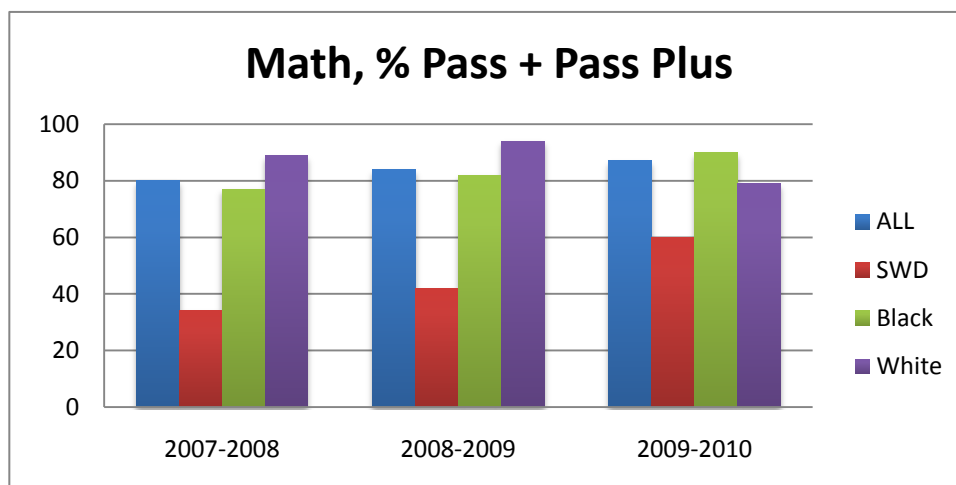
GHS is a NI-5 school. Our analysis of student achievement data indicated the need for across the board attention to content areas (English/Language Arts, Math, Science, and Social Studies). Our students haven't made consistent gains and, in some cases, have actually lost ground. The following charts provide a summary of the data we considered.

English Language Arts GHSGT:

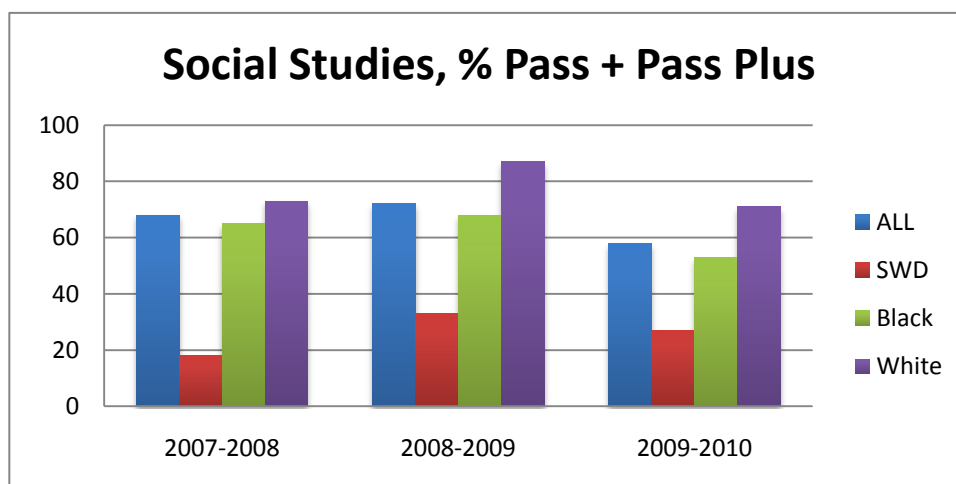


**Greenville High School – School Improvement Grant
School Improvement Grant 1003(g) - LEA Application 2011**

Math GHS GT:

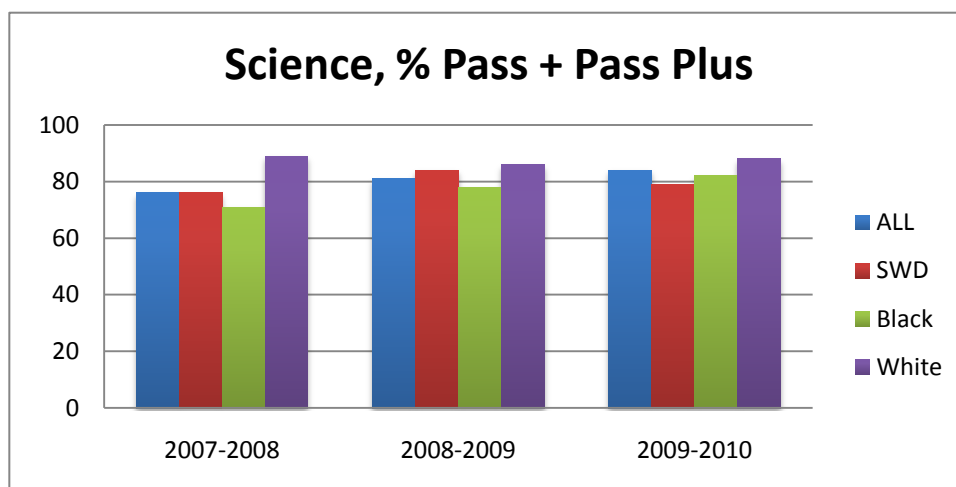


Social Studies GHS GT:



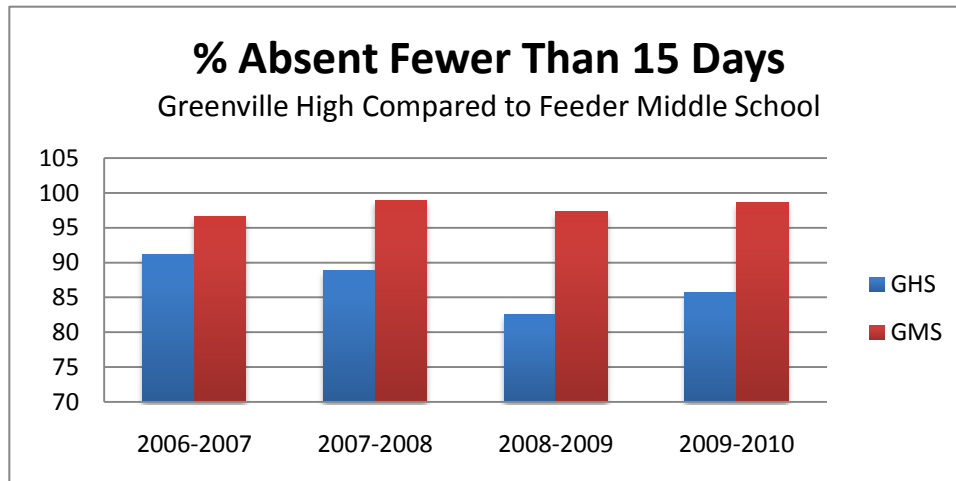
**Greenville High School – School Improvement Grant
School Improvement Grant 1003(g) - LEA Application 2011**

Science GHSGT:



Student Attendance Data:

SIGIT's analysis of the student attendance data revealed a troubling fact: the attendance rate at Greenville High School's feeder middle school is dramatically higher than the school it is feeding.



Specific questions were asked during our stakeholder focus groups about the attendance rate. Responses indicated a serious need for a transformation in the school culture.

Based upon the analysis of the data, review of focus group findings, interviews, GAPPS recommendations, and multiple planning sessions, the SIGIT identified four areas of work:

1. Rigorous instruction
2. Support system
3. Monitoring system
4. School climate

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

d) Provide rationale for the intervention model selected.

The SIGIT considered each model carefully before selecting the Transformation Model. The group didn't feel the other models were appropriate for GHS. School Closure was not an option since our other high school couldn't absorb the GHS student population. The Restart Model was not one the community would accept. The SIGIT felt that the school is headed in the right direction and is moving toward transformation, as evidenced by significant community and student support for the new and current administrative team, as well as data indicating an improvement in student achievement.

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 Meriwether County School System (MCSS) has been developing a comprehensive school improvement plan during the past several months. When the SIG opportunity came along, we realized that it was the perfect opportunity to fund the capacity building needed at Greenville High, and to expand technology integration and usage.

We believe that the best management of any initiative is when a team drives it. The creation of the SIGIT will ensure that the principal has all the tools, resources, and expertise needed to successfully transform Greenville High School:

- SIG Coordinator will be hired to manage/oversee the implementation of the SIG. He/she will ensure the grant remains on track and the training integration described below occurs. We do not want to merely throw training and coaching at the faculty and staff. Rather, we want to integrate training, coaching, modeling, etc. into a cohesive and well designed plan.
- SREB will provide instructional coaches, with expertise in content and instruction, and a leadership coach, with expertise and experience in second order change initiatives.
- NWEA will provide training and staff to support data analysis and use.
- Tyler will expand the Pulse data aggregation tool and provide assistance to faculty and staff in using the software.
- MCSS will continue to provide federal, state, and local funds as it has in the past. The difference is these funds will be used to support the SIG in transforming GHS.
- MCSS's current superintendent and her staff have a proven track record for implementing a variety of research-based change efforts and managing funds.

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

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.

N/A

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

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

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

- 6/7. Complete Attachment 3 for each Tier III school the LEA commits to serve. The LEA must describe the services the school will receive and/or the activities the school will

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

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 Meriwether County School System (MCSS) understands that the success of the School Improvement Grant (SIG) requires high-level involvement of all stakeholders. To achieve this, the MCSS engaged the services of a facilitator to conduct a series of sessions with key stakeholders.

Date	Stakeholders/Group of Stakeholders	Purpose
March 11, 2011	<ul style="list-style-type: none"> • Superintendent • Special Education Director • Principal • Technology Director 	GaDOE introduction to the SIG process
March 14, 2011	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent of School Improvement • Special Education Director • Principal • Technology Director 	Meeting to discuss and plan the upcoming SIG process.
March 24, 2011	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent of School Improvement • Special Education Director • GaDOE School Improvement Specialist • Principals (Elementary, Middle and High) • School Counselor • Student Support Specialist • Graduation Coach • Technology Director • GaDOE SIG staff 	Meeting with GaDOE staff to discuss the Transformation model and the SIG process.
March 29, 2011	Members of the School Improvement Grant Implementation Team (SIGIT) <ul style="list-style-type: none"> • Superintendent • Assistant Superintendent of School Improvement • Special Education Director 	Planning session with GHS Leadership Team

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

	<ul style="list-style-type: none"> • Principal • School Counselor • GaDOE School Improvement Specialist • Student Support Specialist • Graduation Coach • Instructional Lead Teacher • Math Coach • Technology Director 	
March 29, 2011	<ul style="list-style-type: none"> • Parents • Community Leaders 	Focus Group
March 30, 2011	<ul style="list-style-type: none"> • Students 	Focus Group
March 30, 2011	<ul style="list-style-type: none"> • Teachers 	Focus Group
March 31, 2011	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent for School Improvement • Special Education Director • Principal • School Counselor • GaDOE School Improvement Specialist • Student Support Specialist • Graduation Coach • Instructional Lead Teacher • Math Coach • Technology Director 	Planning session with GHS Leadership Team
March 31, 2011	<ul style="list-style-type: none"> • Paraprofessionals 	Focus Group
April 4 – 14, 2011	<ul style="list-style-type: none"> • School Improvement Grant Implementation Team (SIGIT) 	Meetings to refine the SIG application.
April 13, 2011	<ul style="list-style-type: none"> • Board of Education 	Presentation to the Meriwether County Board of Education by the Superintendent. Their unanimous yes vote authorized the Superintendent to submit the SIG application. Most important, it demonstrates their support of the SIG.

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

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.

SREB will conduct an orientation session with the school leadership team and a session with the entire faculty that provides an overview of the High Schools That Work (HSTW) design for all stakeholders. The HSTW Coach will meet with the principal and SIGIT to design the plan of work for the school, conduct a walkthrough of the school, review school data, the current school improvement plan, and schedule a 45-60 minute overview of the design with the entire faculty. The purpose of the faculty presentation is to introduce the design, and lay out the plans for implementation. Additional presentations will be made to students, parents, local school advisory boards, and the Board of Education.

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

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.

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

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.

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

Attachment 1c - High School Profile

LEA Name: Meriwether County School District

School Name: Greenville High School

Grades: 9-12

School Enrollment Total: 355

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	DNM	DNM	DNM	DNM	NA	NA	NA
AYP targets the school met	Test Participa- tion (ELA & math; all subgroups- All, Black, ED) Academic Performance (ELA & math; all subgroups- All, Black, ED)	Test Participa- tion (ELA & math; all subgroups- All, Black, ED) Academic Performance (math-Black subgroup)G raduation rate (subgroups- All, Black)	Test Participa- tion (ELA & math; all subgroups- All, Black, ED) Academic Performance (ELA; all subgroups- All, Black, ED)	Test Participa- tion (ELA & math; all subgroups- All, Black, ED)	NA	NA	NA

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

AYP targets the school missed	Graduation rate (all subgroups- All, Black, ED)	Academic Performance (ELA, all subgroups- All, Black, ED; math, All and ED subgroups)	Academic Performance (math; all subgroups- All, Black, ED) Graduation rate (All)	Academic Performance (ELA and math; all subgroups- All, Black, ED) Graduation rate (All)	Academic Performance (ELA and math; all subgroups- All, Black, ED) Graduation rate (All)	NA	NA
School improvement status	NI-3	NI-3	NI-4	NI-5	TBA	NA	NA
Number of days within the school year	180	180	180	180	165	NA	NA
Number of minutes within the school day	360	360	408	408	395	NA	NA
Number of minutes within the school year	64,800	64,800	73,440	73,440	65,175	NA	NA

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

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	NA	NA	NA	NA	NA	NA	NA
Graduation rate (percentage)	59%	69.5%	71.2%	77.4%	NA	NA	NA
Dropout rate (percentage)	5.9%	2.8%	4.3%	1.7%	NA	NA	NA
Student attendance rate (percentage absent less than or equal to 15 days)	91.2%	88.8%	82.6%	85.7%	NA	NA	NA
Number of students completing advanced coursework (AP)	0	NA	0	0	NA	NA	NA
Percentage of students completing advanced coursework (AP)	0%	NA	0%	0%	NA	NA	NA
Number of students completing advanced coursework (IB)	NA	NA	NA	NA	NA	NA	NA
Percentage of students completing advanced coursework (IB)	NA	NA	NA	NA	NA	NA	NA
Number of students completing advanced coursework (early-college high schools)	NA	NA	NA	NA	NA	NA	NA
Percentage of students completing advanced coursework (early-college high schools)	NA	NA	NA	NA	NA	NA	NA

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

Attachment 1c - High School Profile

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of students completing advanced coursework (dual enrollment classes)	NA	NA	NA	NA	NA	NA	NA
Percentage of students completing advanced coursework (dual enrollment classes)	NA	NA	NA	NA	NA	NA	NA
College enrollment rate	12.1%	16.8%	17%	20%	NA	NA	NA
Number of discipline incidents coded as 900 as reported to state	N/A	8	5	1	0	NA	NA
Number of truants	NA	NA	NA	NA	NA	NA	NA
Teacher attendance rate	93.9%	94.7%	95.5%	94.5%	NA	NA	NA

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

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	49	47	33	35	33	NA	NA
Number of teachers evaluated	49	47	33	35	33	NA	NA
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory	100%	100%	97%	100%	100%	NA	NA
Percentage rated Unsatisfactory	0%	0%	3%	0%	0%	NA	NA
Percentage non-renewed	0%	0%	3%	0%	0%	NA	NA

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

Attachment 1c - High School Profile

GHS GT Spring First-time 11th Grade Test-Takers English Language Arts Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores		88	76	74	89	NA	NA	NA
Percentage Black		78.1%	69.6%	84.7%	76.7%	NA	NA	NA
Percentage White		92.3%	85.0%	92.3%	73.7%	NA	NA	NA
Percentage Hispanic		NA	NA	NA	NA	NA	NA	NA
Percentage Asian		NA	NA	NA	NA	NA	NA	NA
Percentage American Indian		NA	NA	NA	NA	NA	NA	NA
Percentage Multiracial		NA	NA	NA	NA	NA	NA	NA
Percentage Students with Disabilities		29.4%	38.1%	53.3%	38.5%	NA	NA	NA
Percentage Economically Disadvantaged		80.7%	73.7%	86.5%	76.5%	NA	NA	NA

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

Attachment 1c - High School Profile

GHS GT Spring First-time 11th Grade Test-Takers English Language Arts Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black	99.0%	96.6%	98.4%	100%	NA	NA	NA
Percentage White	87.0%	100%	100%	95.2%	NA	NA	NA
Percentage Hispanic	NA	NA	NA	NA	NA	NA	NA
Percentage Asian	NA	NA	NA	NA	NA	NA	NA
Percentage American Indian	NA	NA	NA	NA	NA	NA	NA
Percentage Multiracial	NA	NA	NA	NA	NA	NA	NA
Percentage Students with Disabilities	94.0%	91.3%	100%	93.8%	NA	NA	NA
Percentage Economically Disadvantaged	97.0%	97.5%	98.8%	98.8%	NA	NA	NA

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

Attachment 1c - High School Profile

GHSGT Spring First-time 11 th Grade Test-Takers English Language Arts Average Scale Score																												
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A
Black	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A
White	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A
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	N A	N A	N A	N A	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	N A	N A	N A	N A	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	N A	N A	N A	N A	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	N A	N A	N A	N A	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	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A
Economically Disadvantaged	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A

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

Attachment 1c - High School Profile

GHS GT Spring First-time 11th Grade Test-Takers Mathematics								
Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores		88	76	74	89	NA	NA	NA
Percentage Black		46.6%	53.6%	49.2%	41.7%	NA	NA	NA
Percentage White		92.3%	60.0%	53.8%	52.6%	NA	NA	NA
Percentage Hispanic		NA	NA	NA	NA	NA	NA	NA
Percentage Asian		NA	NA	NA	NA	NA	NA	NA
Percentage American Indian		NA	NA	NA	NA	NA	NA	NA
Percentage Multiracial		NA	NA	NA	NA	NA	NA	NA
Percentage Students with Disabilities		5.9%	23.8%	26.7%	7.7%	NA	NA	NA
Percentage Economically Disadvantaged		53.4%	55.3%	51.4%	45.7%	NA	NA	NA

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

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

Attachment 1c - High School Profile

GHS GT Spring First-time 11th Grade Test-Takers Mathematics Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010- 2011***	2011-2012	2012-2013
Percentage Black	99.0%	96.7%	98.4%	100%	NA	NA	NA
Percentage White	87.0%	100%	100%	95.2%	NA	NA	NA
Percentage Hispanic	NA	NA	NA	NA	NA	NA	NA
Percentage Asian	NA	NA	NA	NA	NA	NA	NA
Percentage American Indian	NA	NA	NA	NA	NA	NA	NA
Percentage Multiracial	NA	NA	NA	NA	NA	NA	NA
Percentage Students with Disabilities	94.0%	91.3%	100%	93.8%	NA	NA	NA
Percentage Economically Disadvantaged	97.0%	97.5%	98.8%	98.8%	NA	NA	NA

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

Attachment 1c - High School Profile

GHSGT Spring First-time 11 th Grade Test-Takers Mathematics Average Scale Score																												
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011***				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A
Black	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A
White	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A
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	N A	N A	N A	N A	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	N A	N A	N A	N A	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	N A	N A	N A	N A	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	N A	N A	N A	N A	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	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A
Economically Disadvantaged	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A

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

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

Attachment 1c - High School Profile

Mathematics I: Algebra/Geometry/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	NA	NA	NA	83%	NA	NA	NA
Percentage passed EOCT	NA	NA	NA	41%	NA	NA	NA

Mathematics II: Geometry/Algebra II/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	NA	NA	NA	86%	NA	NA	NA
Percentage passed EOCT	NA	NA	NA	24%	NA	NA	NA

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

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

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	83%	86%	88%	84%	NA	NA	NA
Percentage passed EOCT	36%	51%	49%	58%	NA	NA	NA

English Language Arts: American Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	85%	88%	83%	83%	NA	NA	NA
Percentage passed EOCT	63%	69%	58%	59%	NA	NA	NA

**Greenville High School – School Improvement Grant
School Improvement Grant 1003(g) - LEA Application 2011
Attachment 2d - Transformation Model**

LEA Name: **Meriwether County School District**

School Name: **Greenville High School**

The LEA must:

A1. Replace the principal who led the school prior to commencement of the transformation model.		
<p>Actions:</p> <p>The principal at Greenville High School was hired at the beginning of the 2010-2011 school year after being a successful teacher, assistant principal, and principal at Greenville Middle School. In a short period of time, he has begun the important and difficult work of transforming Greenville High School from a failing school into a community of learners. He has successfully led the expansion of the after school program, built an administrative team with a range of experiences, implemented CLASS Keys, and begun the hard work of rebuilding trust with students, teachers, parents and community leaders. Our focus groups with parents, students, and community leaders expressed a desire to continue with the current leadership. Analysis of preliminary 2010-2011 student achievement data indicates that students are making progress. GHS's principal has begun the hard work of transformation. It would not be in the best interest of the students, teachers, the school, and the community to make another change at this time.</p>	<p>Timeline:</p> <p>July 1, 2011</p>	<p>Budget:</p> <p>0</p>

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

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

Actions:	Timeline:	Budget:
<p>The principal will meet with all teachers, staff, and administrators to clearly articulate what the non-negotiables are to transform Greenville High School, and what is included in this SIG application, which includes rigorous, transparent, and equitable evaluation systems. Members of the School Improvement Grant Implementation Team (SIGIT), staff from GaDOE and members of the Board of Education will attend this meeting with the express purpose of demonstrating support for the principal. Grant non-negotiables* for 2011-12 and beyond will be outlined in an addendum to certified staff members' contracts and non-certified staff will sign an agreement similar to the teachers' contract addendum. Failure to comply with the terms of their contract and addendum will result in the immediate development of a PDP, or termination depending upon the severity of the non-compliance.</p> <p>* Non-negotiables will be defined in an addendum to the certified staff members' contracts at Greenville High School. This will be done by demonstrating a true commitment to the MCSS' Mission Statement. Staff members will be expected to change and honor the requirements stated in the SIG, CLIP, and SIP. All of which will demonstrate that staff members are implementing and fostering higher levels of relationships, relevance, and rigor when working with their students and colleagues.</p>	<p>April, 2011</p>	

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

<p>This will be a true shift in the way that teaching and learning will take place at GHS. (Specific examples to be addressed will be:</p> <ul style="list-style-type: none"> • Staff Absenteeism • Positive and active participation in planning, instruction, assessment, and follow-up. • Implementation of plans for the improvement in scores. • Staff members will be making a commitment to embrace change and be willing to try the new strategies that will take place at GHS. • Professionalism, as defined by the GTDR and Professional Code of Ethics, will be required. We will utilize the GTDR from CLASS Keys. The certified staff member must have a minimum of satisfactory. • The ultimate goal is for the students to learn the information being presented. Grades should never be used as a weapon, but should reflect the knowledge and skills obtained. 		
<p><u>CLASS Keys and High Schools That Work</u></p> <p>GHS began implementing the CLASS Keys evaluation instrument during the 2010-2011 school year. In order to continue the transformation work, GHS will utilize CLASS Keys for teacher evaluation with a more thorough implementation. CLASS Keys provides a rigorous, transparent, and equitable evaluation system. Instructional coaches from the Southern Regional Education Board (SREB)** will provide support that has been missing, including direct assistance for teachers and the administrators supporting teachers. This support, coupled with regular monitoring and periodic evaluations using CLASS</p>		

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

<p>Keys and the key practices of High Schools That Work (HSTW)**, ensure a high level of rigor and clarity in the evaluation process.</p> <p>The following steps will be taken:</p> <ul style="list-style-type: none"> • CLASS Keys Training Institute for all returning teachers. • All returning teachers will utilize the CLASS Key self-assessment to develop a three-year Professional Growth Plan (PGP). These plans will be reviewed and updated each April/May, and can also be updated, if needed, during the school year to more accurately evaluate the growth/progress, and identify additional areas of work. • SREB will provide intensive professional learning that supports the professional growth plans developed by faculty and the input from the administrative team. • SREB will conduct regular Technical Assistance Visits (TAV) throughout the school year to ensure fidelity of implementation, and to provide regular and timely feedback to teachers and coaching for the administrative team. The TAV visit reports will provide information for continuous improvement. <p>** When looking at the information that SREB / HSTW would be able to provide, the SIGIT decided that these programs would meet the needs of GHS. This was done after careful consideration of the needs assessment survey, focus group input, data analysis, etc. The SIGIT studied information on SREB's background and professional learning opportunities. Some of the key pieces of documentation that led to the decision to use the SREB / HSTW</p>	<p>May 31, 2011</p> <p>May 31, 2011 April/May, 2012 April/May, 2013</p> <p>Summer, 2011</p> <p>Ongoing during duration of the three-year grant period.</p>	<p>Salary included in professional learning.</p> <p>0</p> <p>\$245,000</p> <p>SREB consulting included in item above.</p>
---	--	---

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

<p>program are included at the end of this application. SREB / HSTW provides school reform models that connect school, district, and state improvement efforts to improve both achievement and completion rates. This will be achieved through support at the school and district levels, as well as state and national networks. There is data that support the design implementation that will allow the school to improve. (A copy of the review of data is attached to this application.)</p>		
<p><u>LEADER Keys</u></p> <p>LEADER evaluation is a critical part of transforming GHS. The LEADER Keys instrument will be used at all levels.</p> <ul style="list-style-type: none"> • All members of the administrative team at GHS will complete the Leader Keys self-assessment, and use it to develop a three-year professional growth plan. These plans will be reviewed and updated each April/May, and can also be updated, if needed, during the school year to more accurately evaluate the growth/progress, and identify additional areas of work. • SREB will provide School Improvement Coaches to support and challenge leaders as they implement their professional growth plan. 	<p>June 30, 2011 June 30, 2012 June 30, 2013</p> <p>Ongoing during the duration of the three-year grant period.</p>	<p>0</p>
<p>Transformation requires that the district leadership be held responsible in tangible ways. With that in mind, the SIGIT will develop an accountability plan. This plan will include deliverables, in addition to those outlined in this application. SREB will work with the SIGIT as a partner in developing the district's Leadership Accountability Plan (LAP) and in the successful implementation of the SIG.</p>	<p>August 31, 2011</p>	<p>SREB consulting included in item above.</p>

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

<p>The instruments and processes identified above address the four goals (Rigorous Instruction, Monitoring System, System of Supports, and School Culture) of this SIG application that will be used to transform GHS. In summary, the evaluation system in this application:</p> <ul style="list-style-type: none"> • Increases rigor in the classroom by: <ul style="list-style-type: none"> ○ Creating a consistent and on-going monitoring system with coaching, timely and specific feedback, and accountability that ensures <u>all</u> classrooms are standards-based at a high level. ○ Increasing content knowledge of <u>all</u> teachers, which will ensure they have a solid content base to successfully teach their students. • Nurtures a school culture focused on high standards and expectations both for students and the adults in the building. 	<p>Ongoing during the duration of the three-year grant period.</p>	<p>0</p>
---	--	----------

A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

<p>Actions:</p> <ul style="list-style-type: none"> • Data from the current school year (2010-2011) will be used to establish a baseline to determine student achievement goals for lagging indicators (EOCT, GHSGT, GHSWT, and High School Graduation Rate). Leading indicators [NWEA's Measures of Academic Progress (MAP), which is administered three times per year, the GHS Monitoring Tool for All Grade Levels, and Lexile scores] will be used to determine student growth during the school year. A baseline of Lexile scores is 	<p>Timeline:</p> <p>Ongoing for the duration of the three-year grant period.</p>	<p>Will not be more than \$602,550.00</p>
--	--	---

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

<p>generated from the results obtained from the MAP assessment, CRCT, EOCT, GHSWT, and GHSGT. This data can be used as a baseline for the school, the grade levels, and can be disaggregated for the individual students. These Lexile scores can also be used to compare student abilities to other reading level instruments by the use of conversion charts. By using Lexiles, we will be able to monitor their progress throughout the entire year and the student's high school career, with several different instruments to measure growth.</p> <ul style="list-style-type: none"> • If student achievement objectives articulated in this grant are <u>not</u> met, the members of the administrative team and the teachers must develop a Professional Development Plan (PDP) to include specific steps for improvement for year 2 and/or 3 of the grant. • Consistent and on-going classroom observations using CLASS Keys and the HSTW's Key Practices will be a major component for monitoring teacher professional practice. • Utilization of the GHS Monitoring Tool for All Grade Levels will track leading indicators of student success. • Faculty, staff, and administrators will earn \$1,000 pay for performance when the student achievement objectives articulated in this proposal are met annually. In the third year, an employee who satisfies these criteria for all three years will earn an additional \$2,500. 		
--	--	--

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

<p>The administration at GHS will increase recognitions and celebrations throughout the year. Celebrations for students, teachers, departments, grade levels, parents, community and administrators will recognize accomplishments and will encourage the entire Greenville High School Community to continue to improve. It is our plan to create an environment where <u>failure is not an option</u>.</p>	<p>Ongoing for the duration of the three-year grant period.</p>	<p>0</p>
--	---	----------

A4. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

<p>Actions:</p> <p>High school students are more likely to make the effort to succeed when district, school, and teacher leaders:</p> <ul style="list-style-type: none"> • give all students an opportunity to learn an accelerated curriculum; • create supportive relationships to help students meet grade-level and college- and career-readiness standards; • work with parents and students to set career and educational goals; • support teachers by providing professional development; • create standards-based grading that requires students to redo work and be re-taught until they meet or approach grade-level standards. A support system will be implemented that focuses current instructional supports for school staff and district staff, as well as additional supports provided by SREB school improvement coaches in grades nine and ten. • Title I funds will be utilized to implement a similar program at Greenville Middle School. 	<p>Timeline:</p>	<p>Budget:</p> <p>\$245,000 SREB</p> <p>SREB consulting included in item above.</p>
---	------------------	---

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

- create curriculum and planning teams that will do both vertical and horizontal analysis of curriculum, instruction, and assessment. GMS teachers, at no cost to the SIG, will be included.
- create optional programs of study for grades nine through twelve that join challenging academic and career/technical studies around broad career themes and are offered through a variety of school structures.¹

In order to achieve this, long-term professional development efforts are required.

Professional Learning: Years 1-3

Coaching

The **SREB School Improvement Specialists (School Coaches)** will be assigned to coordinate all services, and provide support to leaders and teachers for deeper implementation of the design to improve teaching and learning. The coach will mentor the principal, and improve the instructional leadership capacity of the school's leadership team to lead transformation. School Improvement Specialists will work with the principal to:

- establish focus teams that will assist him and the school leadership team with continuous planning and using data for improvement;
- build capacity to sustain school improvement efforts;
- assist the school to determine and coordinate professional development needs;
- help faculty with follow-up activities to maximize professional development;
- provide coaching that continuously focuses on improving instruction and helping students complete quality work;
- help the school identify curriculum materials and products that will further their instructional efforts; and

Ongoing for the duration of the three-year grant period.

SREB consulting included in item above.

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

<ul style="list-style-type: none"> connect school personnel with other schools within the HSTW network that have addressed similar challenges. <p>A pre-visit conference call will be made for the purpose of developing an agenda for the up-coming visit. After the coaching visit, a debriefing with school and district leadership will be held. A follow-up letter will be sent detailing actions taken, recommended next steps and plans for future visits. Follow-up letters will go to the school's principal with copies forwarded to the superintendent and SREB offices.</p> <p>In addition to on-site support, SREB Coaches will be available through telephone conference calls, webinars and e-mails. This support may be to address specific needs of the school or to garner information on progress made.</p>		
<p><u>Targeted Teacher Coaching (by content area)</u></p> <p>Focused coaching in content areas will provide a combination of pull-out training, job-embedded staff development, modeling of instruction, and classroom visits with targeted and timely feedback.</p>	<p>Ongoing for the duration of the three-year grant period.</p>	<p>SREB consulting included in item above.</p>
<p><u>Technology Implementation Coaches</u></p> <p>Focused coaching in the effective use of technology will provide a combination of pull-out training, job-embedded staff development, modeling of instruction, utilizing technology, and classroom visits/observations. Targeted and timely feedback will be provided to assist the teacher in improving effective use of technology in the classroom.</p>	<p>Ongoing for the duration of the three-year grant period.</p>	<p>SREB consulting included in item above.</p>
<p><u>Site Development Workshop (SDW)</u></p> <p>This is a two-day workshop for the entire faculty (with administrators) and may include community members, parents, employers and district leadership. The</p>	<p>Ongoing for the duration of the three-year grant period.</p>	<p>SREB consulting included in item above.</p>

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

workshop introduces faculty to HSTW goals and key practices, while reviewing action steps other schools within the network have taken to address each key practice. The purpose of this workshop is to assist Greenville High School in developing a site action improvement plan to advance the achievement of students. The entire faculty will work in small interdisciplinary teams to look at the status of current school and classroom efforts regarding each HSTW key practice, and to explore actions they can take to more fully implement the key practices. The school faculty will begin to build a consensus for the changes in school and classroom practices that need to be made. Following a review of the key school and classroom practices, participants will form into focus teams to review and refine the school improvement plan, incorporating ideas discussed.

Technical Assistance Visit (TAV)

The TAV is a three-day audit of school and classroom practices. This will result in a targeted data analysis for the school leadership team, which will enable them to identify areas that are impeding student achievement. A comprehensive report will be provided to the school that details the findings of the data analysis and school audit, and will include recommended actions the school can take to improve student achievement. The TAV will also provide ongoing, regular and specific feedback that is more focused on teacher practices, and individualized than the GAPPS.

Learning Through Connections With A National Network

School and teacher leaders need the opportunity to attend workshops with other school and teacher leaders from around the nation. Networking is a powerful tool to assist leaders with professional growth.

Ongoing for the duration of the three-year grant period.

SREB consulting included in item above.

Years 2 and 3

SREB consulting included in item above.

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

<p><u>High Schools That Work National Workshops</u></p>	<p>Summer, 2012 Summer, 2013</p>	<p>SREB consulting included in item above.</p>
<p>These workshops target specific issues in depth and allow participants to delve deeply into an area of interest or need. The school will send teams of leaders and teachers, who will develop with their SREB Coach a plan to re-deliver the information learned with other staff members at the school. The SREB Coach will then facilitate the implementation of what has been learned.</p> <p><u>HSTW Annual Staff Development Conference</u></p> <p>This conference is recognized as a national exemplar for staff development. The annual conference brings together recognized leaders and researchers in tandem with local practitioners. A team of at least eight including teachers and administrators from the school, along with district members of the SIGIT, will participate in the conference to:</p> <ul style="list-style-type: none"> • Gather information and research best practices to support improvement plans; • Build confidence for implementing school reform; • Share strategies that are working in their schools; and • Network with similar schools across the initiative. 		
<p><u>Additional Professional Learning Days</u></p> <p>GHS teachers will participate in ten additional professional learning days during the school year. These days will provide blocks of time for professional learning, common planning, and technology integration. The dates will be determined by the SIGIT at the Summer Leadership Academy in June, 2011. After careful consideration, the SIGIT decided that Saturdays wouldn't achieve</p>	<p>2011-2012 2012-2013 2013-2014</p>	<p>\$312,000.00</p>

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

desired professional learning outcomes. By spacing out these ten days, we will see more professional growth.		
<p><u>Professional Learning: Year 1 only:</u></p> <p><u>Training</u> LEADERSHIP TRAINING: Using Data to create a High Performance Learning CULTURE This workshop is for teams of leaders from the school and the district. The team should include the principal, the assistant principal, the HSTW Site Coordinator, a counselor, and teacher-leaders who serve GHS, as well as district members of the SIGIT. The three-day workshop is delivered in a two-day session for school teams and a one-day session for principals and coaches. Teams will complete pre-work assignments prior to the first session and between the two sessions. HSTW Coaches will attend the training with the school and will follow-up to support implementation at the school level.</p> <p><u>Literacy Across The Curriculum</u> This training will train participants to:</p> <ul style="list-style-type: none"> • identify the most powerful reading skills for students to master • practice strategies for helping students develop those skills in all classes • develop lesson plans that incorporate literacy strategies in all classes • implement a plan to ensure that literacy is embedded across the curriculum <p><u>Failure Is Not An Option</u> This workshop is designed for high school teams of leaders and teachers, and will be attended by all members of the GHS faculty, as well as district level members of</p>	<p>January, 2012</p> <p>Summer 2011</p> <p>Preplanning – August, 2011</p>	<p>SREB consulting included in item above.</p> <p>SREB consulting included in item above.</p> <p>SREB consulting included in item above.</p>

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

<p>the SIGIT. Workshop participants will examine and plan for standards-based grading, creating assignments that are engaging and on grade level, a culture of high expectations and a protocol-driven extra help system.</p> <p><u>Teaching Embedded Mathematics, Literacy And Science In CTAE Courses:</u> In this workshop, the CTAE teachers will be trained to design and assign challenging, authentic and relevant real-world projects, and tasks that require academic knowledge and skills to complete. This process will serve to motivate students to learn academics by emphasizing their relevancy to an authentic project in the CTAE field of study.</p>	<p>Year 2</p>	<p>SREB consulting included in item above.</p>
<p><u>Summer Transitions Institute:</u> This institute is designed to train our teachers to develop standards-based courses, to catch students up, who enter high school lacking the academic skills and knowledge necessary for high school success. Three Institutes will be held for ninth grade Math I teachers; for ninth grade English/Language Arts teachers; and CTAE teachers.</p> <p><u>NINTH GRADE CATCH-UP ENGLISH</u> This four-day institute will introduce high-interest units, that integrate reading, writing, speaking, listening and research, to teach the thirteen content and five process readiness indicators. Students will build skills in six broad areas:</p> <ul style="list-style-type: none"> • vocabulary and language use—decoding and applying appropriate language; • reading comprehension—making inferences, comparisons, summaries and connections; • writing—pre-writing, writing and revising; • research—locating, analyzing and 	<p>Summer, 2011 Summer, 2012 Summer, 2013</p> <p>2012-2013</p>	<p>SREB consulting included in item above.</p> <p>SREB consulting included in item above.</p>

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

<p>evaluating information;</p> <ul style="list-style-type: none"> • speaking—both formal and informal presentations; and • listening—organizing information and responding to oral communication. <p>The “catch-up” course will also help students acquire the study and listening skills that characterize independent learners. At the end of the course, students will have read high-interest materials that are the equivalent of eight books, written 10-12 papers for various audiences and purposes, made at least four presentations, and worked weekly in cooperative study teams. Students will be pre-tested and post-tested to determine their growth in reading and writing skills. Students will be asked to develop a portfolio of their best work.</p>		
<p><u>CATCH-UP MATHEMATICS</u> This four-day institute will train our 9th and 10th grade teachers on what is needed to help students be prepared for Math I and II.</p>	<p>Summer, 2012</p>	<p>SREB consulting included in item above.</p>
<p><u>Ninth Grade Career Exploratory</u> This four day institute is designed to help the school team create units of study designed to help ninth grade students develop a career focus, and a program of study that leads to post-secondary enrollment or a career. The team of CTAE teachers will work together to design engaging units of study, which allow students to explore the CTAE programs available.</p>	<p>Summer, 2013</p>	<p>SREB consulting included in item above.</p>
<p><u>Technology Boot Camp</u> This two-day training is designed to help our teachers become familiar and comfortable with using interactive technologies to enhance instruction. The Boot Camp in years 2 and 3 will push the teachers past basic competencies in using technology to improve student achievement.</p>	<p>Summer, 2011 Summer, 2012 Summer, 2013</p>	<p>SREB consulting included in item above.</p>

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

<u>Teacher Expectations & Student Achievement (TESA)</u>	Begin summer 2011 and continue through 2011-2012 school year.	\$28,000
This 18 hour training is divided into 6, 3-hour sessions where teachers learn 15 interactions to improve their questioning, feedback, and student self-esteem. TESA is a scientifically, research-based program that encourages teachers to interact equitably with students. TESA has been shown to improve student academic performance, increase attendance, decrease discipline problems, and improve classroom climate.		
¹ Bottoms, G., Broome, S., Rennie, R., & Warren, S. (2010). Evidence that implementation of the HSTW framework advances student achievement: A review of data. Atlanta: Southern Regional Education Board.		

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

Actions:	Timeline:	Budget:
Signing Bonuses to recruit effective teachers and staff will be awarded to <u>all</u> new staff signing the contract and addendum/agreement articulating the non-negotiables of the SIG proposal. The implementation of the signing bonuses will begin for year 2 and continue into year 3 of the SIG.	July 1, 2012 new hires July 1, 2013 new hires	\$1,000.00/new staff member hired at GHS. \$137,500
Professional Learning Stipends (Teachers/Staff will be paid at their daily/hourly rates for professional learning.) It is our goal to create a cohesive and team culture that can drive transformation. We believe that it requires all staff (administrative team, teachers,		

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

<p>paraprofessionals, cafeteria workers, secretarial staff, bus drivers, and custodians) for all students to aim high, achieve, graduate, and succeed.</p> <ul style="list-style-type: none"> • Summer 2011 – <ul style="list-style-type: none"> ○ 12 days of SREB training. • Year 1 – <ul style="list-style-type: none"> ○ Ten additional PL Days • Year 2 – <ul style="list-style-type: none"> ○ Ten additional PL Days • Year 3 – <ul style="list-style-type: none"> ○ Ten additional PL Days 	<p>Summer, 2011</p> <p>2011 School Year</p> <p>2012 School Year</p> <p>2013 School Year</p>	<p>\$126,596.40</p> <p>\$129,233.83</p> <p>\$129,233.83</p> <p>\$129,233.83</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>Actions:</p> <p>While the school has made a great deal of progress during the current school year, SIGIT recognizes that, to truly <i>transform</i> GHS, we must increase standards based instruction and horizontal/vertical collaborative planning, which includes consistent monitoring and adequate support. Technology integration, including 1:1 computing, (every child having a computing device) will increase student learning in and outside the classroom. The research is compelling that 1:1 computing increases student engagement and achievement in all areas. Students will be able to collaborate with one another, their teachers, and others employing a variety of digital environments and media. The technology will also promote project-based learning using models and simulations to explore complex systems and issues. Our data analysis demonstrated low technology literacy and fluency. By applying digital tools to gather, evaluate, and use information, students will</p>	<p>Timeline:</p>	<p>Budget:</p> <p>SREB consulting included in item above.</p> <p>Technology infrastructure upgrades – \$200,000</p> <p>1:1 computing devices – \$120,000</p>
--	-------------------------	---

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

be able to: (a) plan strategies to guide inquiry; (b) locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media; (c) evaluate and select information from sources and digital tools based upon the appropriateness for specific tasks; and (d) process data, report results, and make informed decisions. Ultimately, this instills in our students a love for life-long learning. Some of this research is attached at the end of this proposal.

The following actions will be taken:

- CLASS Keys is the primary tool we will use to assess to what extent standards-based instruction is being implemented in our classrooms. Walk-throughs will also be used with timely and specific feedback provided to the teachers.
- Core academic courses will be aligned to the Common Core Georgia Performance Standards (CCGPS), but specific content will be differentiated as appropriate, to meet the students' needs and interests. GHS's instruction has not been as closely aligned to the CCGPS as is necessary to transform the school, and improve student achievement.
- A Student Goal Plan (SGP) will be designed and created by implementing the information covered in the PL opportunities in the SREB training. All students will have a SGP that articulates goals based upon their individual needs (academic, life goals, career path, and aspirations). The SGP will be developed by each student in consultation with teachers, advisors, and guidance counselors. It will be designed by using the benchmark data and previously administered standardized tests as well as anecdotal and quantitative data gathered from all

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

stakeholders (parents, students, Chamber, and other businesses). The plans will address the greatest areas of need as indicated by these results. The student, staff, and student's parents will meet periodically (in person or through written or phone communication) to discuss, and revise if necessary, the SGP.

- Instructional coaches will be employed to support English/Language Arts, Mathematics, and Special Education teachers. We were funding a Mathematics coach with ARRA funds which are no longer available. SREB will support these coaches by training them in the HSTW model. By building capacity, transformation will continue after SIG funds are no longer available.
- Common planning time for both horizontal and vertical planning is built into the daily schedule. The common planning time will be monitored in two ways. (1.) Members of each planning team will be required to sign-in, minutes will be taken, and a copy of the team's minutes will be submitted to the principal or his designee. (2.) Members of the SIGIT will attend these meetings on a regular basis to work as a facilitator and participant in the group. SREB will provide additional monitoring processes. Additional PL days will provide larger blocks of time for common planning. In his book *Results Now*, Mike Schmoker discusses the traditional way in which teachers have *not* worked together. The bottom line is that all professionals need to work together to truly hone their craft. He quotes Arthur Wise:
Professionals do not work alone;
they work in teams. Professionals begin their preparation in the university but do not arrive in the

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

workplace ready to practice. They continue their preparation on the job. pp 24-25¹

Having all of the members of the staff become more focused upon the required standards of their classes, as well as the scope and sequence of other subject areas and grade-levels, will create continuity in the level of rigor and relevance being required throughout the different classes being taught. This will afford the students, staff, parents, and community members with a much more clear understanding of what is expected from each of the participants in the process.

- Additional AP and honors courses will be offered. We currently have 2 AP classes. In years two and three, we plan to add 2 AP courses each year. By the end of SIG funding, we anticipate having AP courses in all content areas. Teachers will apply to the principal to become AP trained. SIG funds will cover the cost of teacher stipends, tuition, and travel expenses for the training. Only the most qualified and effective teachers will receive the training.
- The teachers and administrators at GHS will utilize a multitude of data sources to ensure the alignment of instruction and curriculum. This data will drive instruction in all areas of the curriculum. Electronic tools, including Pulse, will enable a transformation in the usage of data driven decision-making. Real time data will allow for mid-course corrections.
- Technology will be integrated into all areas of the curriculum including the introduction of 1:1 computing to create a school without walls:
 - Offline digital curriculum content including

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

<ul style="list-style-type: none"> e-textbooks. ○ Access to Internet resources. ○ Standards-aligned multimedia content. ○ Real-time feedback through student response systems. ○ Web collaboration and virtual student groups. <p>¹Schmoker, M. J. 2006 Results now: how we can achieve unprecedented improvements in teaching and learning. Association for Supervision and Curriculum Development.</p>		
--	--	--

A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Actions:	Timeline:	Budget:
<p>As noted in the analysis, our SIGIT will address the weakness in data analysis and usage. In Section A4 we described the extensive professional learning and coaching in the area of data analysis and use. Our intent is to make data analysis a routine part of teacher planning.</p> <p>In addition to the Georgia Longitudinal Data System, Meriwether County Schools has been using Tyler Technologies' Pulse, which is data aggregation and analysis software for the past three years. The power of this software is that administrators and teachers get real time data from a variety of sources. Tyler will take our "GHS Monitoring Tool for All Grade Levels" and create specialized reporting services to generate the data needed. Presently, we are doing this by hand. The Meriwether County School System has been using the student database system "PowerSchool" for many years. The system adopted Tyler's Pulse to be able to extract data and have it be a useful resource</p>	<p>December 31, 2011</p>	<p>\$15,000</p>

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

<p>for each of the schools. This plan was not successful because of PowerSchool limitations. As a result, MCSS has purchased a student database that is completely compatible with Pulse and is produced by the Tyler company. This will allow for tailored information that is readily available for basically any of the needs that may arise. A new module will be created that aggregates SIG specific data for reporting and monitoring. This will allow members of the SIGIT to monitor implementation in real time. Such data can be used for predictive analytics. Much of the data described below will be integrated into the report and will be available immediately for teachers and administrators.</p> <p>The teachers and administrators at GHS will utilize a multitude of data sources to ensure the alignment and direction of curriculum and instruction. Electronic tools, including Pulse, will enable a transformation in the usage and in the power of data driven decision-making.</p> <p><u>Formative:</u></p> <ul style="list-style-type: none"> • Formal and informal daily classroom assessments will be used to differentiate instruction based on student mastery of the standards. • NWEA’s Measures of Academic Progress (MAP), which is aligned to state and national standards, will be administered three times per year. MAP provides us with critical information related to student growth. • GHS Monitoring Tool for All Grade Levels will be used to provide real time and leading indicator data. Universal screeners will be administered to students twice per year to identify those at risk for failure in reading and math. These data will identify required 	<p>Ongoing during duration of grant period.</p>	<p>SREB consulting included in item above.</p> <p>NWEA MAP – \$35,000</p>
---	---	---

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

<p>interventions.</p> <ul style="list-style-type: none"> • Progress monitoring data will be collected and analyzed bi-weekly for students receiving RTI Tier 2 interventions and weekly for those receiving Tier 3 and 4 interventions. <p><u>Summative:</u></p> <ul style="list-style-type: none"> • Data from state-mandated assessments (GHS GT, EOCT, GHS WT, GAA, and CRCT for rising 9th graders) and national assessment tools (SAT, ACT, PSAT, ACCESS, and AP exams) will be used to determine the overall effectiveness of the school's standard-based instruction. • Fall to Spring analysis of MAP data will also be used to determine growth in student achievement. 		
--	--	--

Attachment 2d - Transformation Model

A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).		
<p>Actions:</p> <p>In order to maximize student learning opportunities, GHS's daily schedule will operate on a 7 period day with 55 minute periods. In addition, embedded remediation is provided and the SIG will ensure a clear focus for remedial efforts.</p> <p>Presently, we are operating a 21st Century After School Program to serve the highest risk students. The After School Program will be expanded to include all students and will include the potential for students to earn additional credits. Students have achieved statistically significant gains as a result of participation in the 21st Century After School Program. This program will allow students to have the opportunity to</p>	<p>Timeline:</p> <p>Ongoing for the duration of the three-year grant period.</p>	<p>Budget:</p> <p>Odysseyware - \$20,000</p>

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

<p>matriculate credits that they have not been able to earn while attending classes during the regular school schedule. This will also allow those students with the ability to earn additional credits to do so. This will be open to <u>all</u> students and will focus on acceleration and preview.</p> <p>In addition, we will operate an Odysseyware lab for credit recovery that will reach the most difficult students. SIG funds will ensure adequate, effective staffing. From core subjects to exciting alternative topics, Odysseyware high school courses will teach more than content; it promotes critical thinking and problem solving, encourages accountability and effective time management, and supports self-directed learning. Online all the time, Odysseyware courses complement the lives of busy students and will assist us in maximizing 1:1 computing.</p> <p>SREB will provide support to enable staff to ensure that effective and appropriate instructional methods (face to face, online) are utilized.</p>		
--	--	--

A9. Provide ongoing mechanisms for family and community engagement.		
<p>Actions:</p> <p>The SIGIT heard loud and clear from the parents and community leaders that they want to be a part of their school. Prior to the current school year, parent and community participation has been extremely low. While we are seeing some improvement, we know that much more is necessary to transform GHS. The following concrete actions will be taken:</p>	<p>Timeline:</p>	<p>Budget:</p> <p>Parent Involvement Consultant - \$45,000</p> <p>Supplies - \$25,000</p>

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

<ul style="list-style-type: none"> • Parent Action Team, chaired by the principal, will be created and will meet monthly to provide guidance for the process of increasing parent/community involvement. 	September 1, 2011	
<ul style="list-style-type: none"> • Establish a Student/Parent Incentive Program. 	December 1, 2011	
<ul style="list-style-type: none"> • Regular student presentations will be scheduled to facilitate parental involvement. 	January 1, 2012	
<ul style="list-style-type: none"> • Operate a community school that offers programs of interest to parents that will cultivate a feeling of comfort and ownership, such as quilting, photography, cooking, etc. two evenings per week. In year 2 and 3, these course offering will be expanded to include computer skills training, and additional courses based on recommendations from the Parent Action Team. 	January 1, 2012	
<ul style="list-style-type: none"> • Host <i>Family and Friends Day</i> each year to encourage public agencies, community leaders, churches, etc. to share information and celebrate. 	March, 2012 March 2013 March 2014	
<ul style="list-style-type: none"> • Conduct a survey of parents and community members to determine how the school is doing in the area of community engagement. 	June, 2012 June, 2013 June, 2014	

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

A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.		
<p>Actions:</p> <p>The SIG will provide resources and opportunities for the school to use flexibility in time, staffing, and budget.</p> <p><u>Calendars/time:</u></p> <ul style="list-style-type: none"> • embedded professional learning each week • collaborative planning • extended learning time • afterschool remediation and enrichment (12 hours per week). • 10 additional professional learning days during the school year and 12 during the summer. <p><u>Staffing:</u></p> <ul style="list-style-type: none"> • School Improvement Leadership Coach for the administrative team, provided by SREB • Content area coaches for teaching staff. • Instructional Technology Coach for the teaching staff, paid for by the SIG • School Improvement Grant Coordinator to manage the implementation of the SIG, paid for by the SIG <p><u>Budget:</u></p> <ul style="list-style-type: none"> • stipends for professional learning days • transportation for students involved in the Afterschool Program and Credit Recovery • 21st Century Technology • additional funds for each department • funds to support Community School activities 	<p>Timeline:</p> <p>Ongoing during the duration of the three-year grant period.</p> <p>Ongoing during the duration of the three-year grant period.</p> <p>Ongoing during the duration of the three-year grant period.</p>	<p>Budget:</p> <p>Included in above items.</p> <p>Included in above items.</p>

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

A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

<p>Actions:</p> <p>The Meriwether County School System is <u>fully</u> committed to doing whatever it takes to successfully implement the SIG. The SIGIT will provide support to the principal and his staff as needed. A School Improvement Grant Coordinator will be hired to manage the grant implementation. Additional ongoing, intensive technical assistance and related support will include:</p> <ul style="list-style-type: none"> • GaDOE’s assigned School Improvement Specialist. This person has already been and continues to be a tremendous support for this school and the system. • SREB and NWEA will provide consultants and coaches to support administrative and teaching staff at the school to build their capacity for continuing the transformation after the SIG’s three year period ends. • Tyler Technologies will provide a developer to expand Tyler Pulse to collect and present data to ensure consistent monitoring and facilitate regular feedback. • External partners including the Work Ready Committee, West Georgia Technical College, GLISI, and others will ensure additional supports in a variety of areas. 	<p>Timeline:</p> <p>Ongoing for the duration of the three-year grant period.</p>	<p>Budget:</p> <p>SREB consulting included in item above.</p> <p>NWEA consulting included in item above.</p> <p>Tyler consulting included in item above.</p>
---	---	---

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

<p>Actions:</p> <p>Do not complete this section. This item does not apply to the transformation model.</p>	<p>Timeline:</p>	<p>Budget:</p>
---	-------------------------	-----------------------

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

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

<p>Actions:</p> <p>SREB will conduct an orientation session with the school leadership team and a session with the entire faculty that provides an overview of the High Schools That Work (HSTW) design for all stakeholders. The HSTW Coach will meet with the principal and SIGIT to design the plan of work for the school, conduct a walkthrough of the school, review school data, the current school improvement plan, and schedule a 45-60 minute overview of the design with the entire faculty. The purpose of the faculty presentation is to introduce the design, and lay out the plans for implementation. Additional presentations will be made to students, parents, local school advisory boards, and the Board of Education.</p>	<p>Timeline:</p> <p>Summer, 2011</p>	<p>Budget:</p> <p>SREB pre-implementation services are included in the attached contract.</p>
---	---	--

C. Align additional resources with the interventions.

<p>Actions:</p> <p>The Meriwether County School System will continue to invest federal, state, and local funds to support GHS's transformation. Those funds (Title I, II, VIB, Perkins, CTAE, etc.) will support the implementation of the SIG, including teacher salaries, professional development, and supplies. Additional local funds will be allocated as needed.</p>	<p>Timeline:</p> <p>Ongoing for the duration of the three-year grant period.</p>	<p>Budget:</p> <p>0</p>
--	---	--------------------------------

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

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.

<p>Actions:</p> <ul style="list-style-type: none"> • All returning staff will sign a contract addendum/agreement that clearly outlines non-negotiables including consequences for non-compliance. • Develop professional growth plans with all staff members. • Put policies and/or procedures in place that identify CLASS and LEADER Keys as official evaluation processes. • Review and recommend changes, if needed, for student attendance, tardy, and truancy policies to support the SIG. • Review and recommend changes, if needed, for non-renewal procedures/policy to support the SIG. 	<p>Timeline:</p> <p>Ongoing for the duration of the three-year grant period.</p>	<p>Budget:</p> <p>0</p>
---	---	--------------------------------

E. Sustain the reform after the funding period ends.

<p>Actions:</p> <p>Our SIGIT is committed to ensuring sustainable school improvement at GHS. Our SIG application is based upon a substantial research base that demonstrates success. The vast majority of the items in this proposal are designed to build the capacity of the school and district to sustain transformation. Effective professional development, we believe, is the key to long-term sustainability. It provides a self-perpetuating cadre of professionals with the</p>	<p>Timeline:</p> <p>Ongoing for the duration of the three-year grant period.</p>	<p>Budget:</p> <p>0</p>
---	---	--------------------------------

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

knowledge, skills, and abilities to sustain the transformation that SIG funds will start. When the SIG funding ends in 3 years, GHS will continue its transformation. During this time, the system will develop budgetary plans to retain staff hired with grant funds, and will make the retention of those key personnel a priority.		
--	--	--

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

Attachment 2d - Transformation Model

LEA Name: **Meriwether County School District**

School Name: **Greenville High School**

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

Reading/English Language Arts

2010-2011 School Year

Greenville High School will increase the percent passing rate of all first time test takers on EOCT/GHSGT by 5%, over the baseline that will be established by the scores earned during the preceding school year.

2011-2012 School Year

Greenville High School will increase the percent passing rate of all first time test takers on EOCT/GHSGT by 10%, over the baseline that will be established by the scores earned during the preceding school year.

2012-2013 School Year

Greenville High School will increase the percent passing rate of all first time test takers on EOCT/GHSGT by 15%, over the baseline that will be established by the scores earned during the preceding school year.

Mathematics

2010-2011 School Year

Greenville High School will increase the percent passing rate of all first time test takers on EOCT/GHSGT by 5%, over the baseline that will be established by the scores earned during the preceding school year.

2011-2012 School Year

Greenville High School will increase the percent passing rate of all first time test takers on EOCT/GHSGT by 10%, over the baseline that will be established by the scores earned during the preceding school year.

2012-2013 School Year

Greenville High School will increase the percent passing rate of all first time test takers on EOCT/GHSGT by 15%, over the baseline that will be established by the scores earned during the preceding school year.

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

Graduation Rate
<p>2010-2011 School Year</p> <p>Greenville High School will increase the graduation rate by a minimum of 5%, over the baseline that will be established by the graduation rate of the preceding school year.</p>
<p>2011-2012 School Year</p> <p>Greenville High School will increase the graduation rate by a minimum of 5%, over the baseline that will be established by the graduation rate of the preceding school year.</p>
<p>2012-2013 School Year</p> <p>Greenville High School will increase the graduation rate by a minimum of 5%, over the baseline that will be established by the graduation rate of the preceding school year.</p>

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

Attachment 4 - Budget Detail

LEA Name: **Meriwether County School District**

Greenville High School

Intervention Model: **Transformation**

Tier Level: **I**

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

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, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the intervention model.

100	Personal	Salary for teachers to attend summer PL (average \$35/hr * 12 days * 8 hours)	\$117,600.00	
	Services	Salary for teachers to attend PL during school year.	\$120,050.00	
	(Salaries)	SIG Coordinator	\$80,000.00	
		Pay for performance	\$75,000.00	
		Signing bonus	\$25,000.00	Object Total
		Subs for 35 teachers for 4 days.	\$7,700.00	\$100,000.00
200	Benefits	Benefits for staff attending summer PL	\$9,000.00	
		Benefits for staff attending PL during school year.	\$9,200.00	
		Benefits for SIG Coordinator	\$20,000.00	
		Benefits for pay for performance	\$42,550.00	Object Total
		Benefits for subs	\$5,900.00	\$86,650.00
300	Purchased	SREB consulting	\$245,000.00	
	Professional & Technical Services	TESA Training	\$28,000.00	
		Technology Infrastructure upgrades	\$200,000.00	
		Odysseyware	\$20,000.00	
		Parent Involvement Consultant	\$45,000.00	

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

		Tyler Technologies	\$15,000.00	Object Total
		NWEA MAP Training Consultant	\$35,000.00	\$688,000.00
500	Other	Travel & Per Diem for Professional Learning: EX. SREB / HSTW Conference, NWEA MAP Conference, etc.	\$75,000.00	
	Purchased			
	Services			
				Object Total
				\$75,000.00
600	Supplies	Parent Involvement related supplies: desktop computer, printer, lending library items, resource/tools for checkout, software, etc.	\$25,000.00	
		Departmental supplies: math manipulatives, graphing calculators, software, books, periodical subscriptions, on-line database subscriptions, document cameras, etc.	\$55,000.00	
		Tablet device for 9th grade students	\$100,000.00	
		Software for tablet devices	\$20,000.00	Object Total
				\$200,000.00
700	Property (Capitalized Equipment)			
				Object Total
800	Other Objects			
				Object Total
900	Other			

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

Uses			
			Object Total
School Total			\$1,149,650.00

YEAR 2

Object Class		Item Description	Costs	
100	Personal	Salary for teachers to attend summer PL (average \$35/hr * 12 days * 8 hours)	\$117,600.00	
	Services (Salaries)	Salary for teachers to attend PL during school year.	\$120,050.00	
		SIG Coordinator	\$80,000.00	
		Pay for performance	\$75,000.00	
		Signing bonus	\$25,000.00	Object Total
		Subs for 35 teachers for 4 days.	\$7,700.00	\$100,000.00
200	Benefits	Benefits for staff attending summer PL	\$9,000.00	
		Benefits for staff attending PL during school year.	\$9,200.00	
		Benefits for SIG Coordinator	\$20,000.00	
		Benefits for pay for performance	\$42,550.00	Object Total
		Benefits for subs	\$5,900.00	\$86,650.00
300	Purchased	SREB consulting	\$205,000.00	
	Professional	Technology Infrastructure upgrades	\$100,000.00	
	& Technical	Odysseyware	\$20,000.00	

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

	Services	Parent Involvement Consultant	\$45,000.00	Object Total
		NWEA MAP Training Consultant	\$35,000.00	
				\$405,000.00
500	Other	Travel & Per Diem for Professional Learning: EX. SREB / HSTW Conference, NWEA MAP Conference, etc.	\$75,000.00	Object Total
	Purchased Services			
				\$75,000.00
600	Supplies	Parent Involvement related supplies: desktop computer, printer, lending library items, resource/tools for checkout, software, etc.	\$25,000.00	Object Total
		Departmental supplies: math manipulatives, graphing calculators, software, books, periodical subscriptions, on-line database subscriptions, document cameras, etc.	\$55,000.00	
		Tablet device for all grade students	\$300,000.00	
		Software for tablet devices	\$60,000.00	\$440,000.00
700	Property (Capitalized Equipment)			Object Total
800	Other Objects			Object Total

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

900	Other		
	Uses		
			Object Total

School Total

\$1,106,650.00

YEAR 3

Object Class		Item Description	Costs	
100	Personal	Salary for teachers to attend summer PL (average \$35/hr * 12 days * 8 hours)	\$117,600.00	
	Services (Salaries)	Salary for teachers to attend PL during school year.	\$120,050.00	
		SIG Coordinator	\$80,000.00	
		Pay for performance	\$262,500.00	
		Signing bonus	\$25,000.00	Object Total
		Subs for 35 teachers for 4 days.	\$7,700.00	\$287,500.00
200	Benefits	Benefits for staff attending summer PL	\$9,000.00	
		Benefits for staff attending PL during school year.	\$9,200.00	
		Benefits for SIG Coordinator	\$20,000.00	
		Benefits for pay for performance	\$42,550.00	Object Total
		Benefits for subs	\$5,900.00	\$86,650.00
300	Purchased	SREB consulting	\$190,000.00	

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

	Professional & Technical Services	Technology Infrastructure upgrades	\$100,000.00	Object Total
		Odysseyware	\$20,000.00	
		Parent Involvement Consultant	\$45,000.00	
		NWEA MAP Training Consultant	\$35,000.00	
				\$390,000.00
500	Other	Travel & Per Diem for Professional Learning: EX. SREB / HSTW Conference, NWEA MAP Conference, etc.	\$75,000.00	Object Total
	Purchased			
	Services			
				\$75,000.00
600	Supplies	Parent Involvement related supplies: desktop computer, printer, lending library items, resource/tools for checkout, software, etc.	\$25,000.00	Object Total
		Departmental supplies: math manipulatives, graphing calculators, software, books, periodical subscriptions, on-line database subscriptions, document cameras, etc.	\$55,000.00	
		Tablet device for all grade students	\$50,000.00	
		Software for tablet devices	\$200,000.00	
				\$330,000.00
700	Property (Capitalized Equipment)			Object Total
800	Other			

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

	Objects			Object Total
900	Other			Object Total
	Uses			

School Total

\$1,169,150.00

Attachment 4a - Budget Template

LEA BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Year 1 – Full Implementation			
School Name: Greenville High School		\$1,149,650.00	\$1,106,650.00	\$1,169,150.00	\$3,425,450.00
*LEA-level Activities	\$35,000		\$40,000	\$50,000	\$125,000
Total Budget	\$1,189,650.00		\$1,146,650.00	\$1,219,150.00	\$3,550,450.00

*This is a rough estimate of the amount that MCSS has (and will continue) to dedicate to GHS

**Greenville High School – School Improvement Grant
School Improvement Grant 1003(g) - LEA Application 2011
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. 	<p>✓</p> <p>✓</p> <p>N/A</p> <p>N/A</p>
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. 	<p>✓</p> <p>✓</p> <p>✓</p>
<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. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>

Attachment 5 – Checklist

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

<ul style="list-style-type: none"> • 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: <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. 	✓
<p>3. Description</p> <ul style="list-style-type: none"> ✓ The appropriate portion of Attachment 2 (2a: Turnaround Model, 2b: School Closure Model, 2c: Restart Model, 2d: Transformation Model) is complete and provides specific examples of actions that the LEA has taken or will take to implement the selected model for each Tier I and Tier II school applying for this grant. • To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for: <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. • 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. 	<div style="text-align: center; vertical-align: middle;">✓</div> <div style="text-align: center; vertical-align: middle;">✓</div>

Attachment 5 - Checklist

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

<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. 	<div style="text-align: center;">✓</div> <div style="text-align: center;">✓</div>
<p>4. Timeline</p> <p>✓ 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>	<div style="text-align: center;">✓</div>
<p>5. Annual Goals</p> <p>✓ 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.)</p> <p>✓ Annual goals are written for the graduation rate for Tier I, Tier II, and Tier III high schools.</p> <p>✓ Annual goals are written for three years.</p> <p>✓ The annual goals are specific, measurable, attainable, results-oriented, and time bound.</p>	<div style="text-align: center;">✓</div> <div style="text-align: center;">✓</div> <div style="text-align: center;">✓</div> <div style="text-align: center;">✓</div>

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

Attachment 5 - Checklist

6.	Tier III Schools ✓ The services the school will receive and/or the activities the school will implement are clearly described in Attachment 3.	N/A
7.	Stakeholder Representation ✓ Relevant stakeholders have been consulted regarding the LEA's application and plans for implementation of school improvement models selected for its Tier I and Tier II schools. ✓ Evidence is provided addressing stakeholder notification and involvement (e.g., agendas and minutes from school council meetings, web postings, newsletters, etc.).	✓ ✓

B-1. Pre-Implementation Activities and Budget

✓ Pre-implementation activities are described.	✓
✓ A proposed budget is included.	✓

Section C. DEVELOP A BUDGET

✓ The LEA has completed a budget on Attachments 4 and 4a for each Tier I, Tier II, and Tier III school.	✓
---	---

Section D. ASSURANCES

✓ The superintendent agrees to the assurances for the School Improvement Grant.	✓
---	---

Section E. WAIVERS

✓ The superintendent agrees to the waivers included in the School Improvement Grant.	✓
--	---

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011
Attachment 7a - Capacity Factor Chart

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

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

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011
Attachment 7c - Selecting Turnaround Leaders

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

Summarize your findings here:

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

We ☒ can ☐ cannot recruit additional turnaround leaders.

Possible turnaround candidates within the LEA:

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

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

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

Job Description SIG Coordinator



JOB DESCRIPTION

TITLE: School Improvement Grant Coordinator

REPORTS TO: Superintendent

SUPERVISES: N/A

JOB GOAL: To assist administration and teachers with implementing, monitoring, and supervising professional learning, RTI implementation, and curriculum development of the total school program.

QUALIFICATIONS:

- Meet state and local requirements concerning fingerprinting and criminal background checks Possess a minimum of a Masters Degree Clear Renewal Certificate with Education Administration and Supervision preferred Ability to perform routine physical activities required to fulfill job responsibilities
- Knowledge of grants and grant administration systems, processes, and budgeting
- Ability to analyze and systematically compile statistical and technical information and prepare reports and correspondence on the information gathered
- Review the work products of others and ensure conformance of standards Any alternative to the above qualifications as the board may find appropriate and acceptable

PERFORMANCE RESPONSIBILITIES:

1. **To assist in all aspects of fiscal oversight associated with the School Improvement Grant**
 - Prepares, analyzes, and manages the budget approval process for the School Improvement Grant (SIG 1003) for Greenville High School
 - Assists Superintendent approving budget amendments, requests for payment, preparing comprehensive and detailed reports related to budgets, budget revisions,, budget performance, etc.;

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

- Monitors SIG budget and notifies appropriate staff of significant variances Takes appropriate corrective action necessary to resolve budget variances
- Researches alternative funding for positions and initiatives
- Complies with federal, state, and local rules and regulations as related to the budget process

2. School Improvement

- To assist in all aspects of school improvement as aligned with Greenville High Schools' improvement plan
- Guides school leaders through the process of the professional development and school improvement plan in order to increase student achievement
- Assists the Instructional Specialists' with the development of structures and processes that support standards-based, job-embedded, results driven professional learning
- Assists the school leaders with maximizing the use of the SIG Assists with implementing GPS within standards-based classrooms Monitors the implementation of the GPS within the standards-based classroom
- Facilitates the leadership team and collaborative learning teams' development, implementation, and continuous monitoring of a formalized system of data-driven interventions
- Assists the leadership team in continuously assessing progress toward fully-operational high impact practices
- Guides leaders in sustaining the school improvement process through all strands of School Keys
- Guides the leadership team in the development of action plans

Performs other duties as assigned by the school Superintendent.

Important Notes

Essential Duties

Job descriptions are designed and intended only to **summarize the essential duties**, responsibilities, qualifications, and requirements for the purpose of clarifying the general nature and scope of a position's role as part of the overall organization. **Job descriptions do not list all tasks an employee might be expected to perform, and they do not limit the right of the employer/supervisor to assign additional tasks or otherwise to modify duties to be performed – even if seemingly unrelated to the basic job.** Every employee has a duty to perform **all** assigned tasks. It should also be noted the **order of performance responsibilities** as listed in the job description is not designed or intended to rank the duties in any order of importance relative to each other.

Minimum Requirements

In filling a vacant position, preferred or required credentials regarding education, training, experience, and other bona fide occupational qualifications may be established. The credentials shown in this job description may be interpreted only as the minimum criteria existing at the time the description was developed. Other bona fide occupational qualifications and criteria, or such alternatives to the above qualifications as the Board may find appropriate and acceptable, may be utilized as needed in the selection process.

This position is exempt from Fair Labor Standards Act.

Meriwether County School System does not discriminate on the basis of race, religion, gender, or national origin.

I have read and received a copy of this job description.

Signature

Date

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

School Improvement Grant – Greenville High School

Student Stakeholder Focus Group

There were 10 students in the group.

Chris gave an overview of the purpose of the group and discussion. The responses were recorded in the manner that the students answered.

1. What are some words you would use to describe Greenville High School?

Disciplined school

Improving

Making progress

Good school but you have to apply yourself

Some students are well behaved – the majority; the few bad apples are taken care of quick now

Since the new staff came up here there's been a big change

Ice cream at lunch

Last year you used to get in trouble for the little things; this year they take care of the big things and don't worry about the small ones

More focused on the big things, education

Past: focus on what you wore, nosy, out of uniform in ISS, little stuff

Now focus is on the more important stuff: make sure you get to class on time, classroom setting

Classroom setting last year was chaos; this year, we must make sure that we know our standards, EQ, answers, etc. Last year I didn't know what the standards were

2. What does the school expect of your child(ren) academically?

Good grades

To do your best

To apply yourself

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

Failure is not an option with Mr. Jackson, not at all

They know we can do it

Mr. Jackson will let you know

Advisors call home and let the parents know, talk to you about what is going on and figure out why you're failing and all of that

3. In what way does the school communicate how your child is doing?

Feedback – award programs, emails from within PowerSchool, progress reports, report cards, school bulletin

Times you have been shocked that you got a much lower grade than you thought: has happened, general agreement around the room, could have been prevented/minimized by – retook test but still got the C/shocked, I know the feeling

What could teachers do on a regular basis that would help you know how you are doing? Students won't admit if they can't answer the EQ (if they are paying attention to it – assumed). Teachers could see them after class and after school. Lots of people don't want to stay after school. Teachers are willing to stay but students think they have been here long enough.

4. How are parents and community members participating in the school?

Parents last night said they want to be more involved and don't always know what is going on. What could the school /parents do that would make the school stronger?

Support – coming to the school – check up on them

Ask questions, look for/expect newsletters from school

Take advantage of what is offered/communicated

What would I hear in the community about the school?

Have a good sports program. About the band. About the football team.

Won't hear about the academics because the students aren't applying themselves,

getting by. Would be proud if they said we made AYP. Really talked about it when we were taking the GHSGT – every day. Said it has to do with grad rate

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

Drop out because?

Not passing the GHSGT, not enough credits, fooling around -playing and not working

Some have it already planned that they will drop out when they are 16, parents

don't care

students aren't glad when they drop out; know they will need it in the future;

especially those who drop out in the 12th grade

Responsible for them not dropping/dropping out? Peers, family, friends

Ninth grade ready for HS academically?

Most were ready; about 1/4th didn't care – the rest were prepared

5. In what other ways should/could parents and community members participate in the school?

What could school do that you know everyone would show up to see?

Family and friends day, lot of stud where people are invited, band concerts

Bake sales, get the community involved

How important is it to get the community involved – not just for fund raising?

Very important

6. What is not working well at GHS?

Some classrooms lots of people won't be quite and let the others learn

Teachers are doing their job all they can do

It's the students who won't cooperate and learn; they don't care; want attention, some are bored – not challenged enough – so act out to make the class interesting

Experienced class that was boring – yes, all the time, etc. You've got to pay attention though and do the work.

What would make that class better? Hands on activities. Don't like sitting in class listening to a lecture, teacher sitting behind a desk just talking. We may go to the lab to do research do something sometimes. There are places that we see that happening here. That makes those (hands on, engaging) classes better because

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

Math department puts the answers on the PowerPoint – don't work it out – could at least show us one time; I got yelled at for asking someone to do that

Mr. Jackson could have people in the classroom to monitor the class and give assistance; more paraprofessionals; some folks already know the stuff and others are two steps back; others get bored and create disruption

All teachers know their stuff – no. Some of them - they are learning along with us. Some think they can't be wrong. Some know their stuff. It's okay if the teachers are wrong or admit not knowing. Sometimes the answer keys are wrong, the book, and they want to go by that.

Technology in the classrooms – they don't use them. They'll try it one time and won't touch it ever again. I know how to use it real good. They need a class or something in how to use it. Need to be more comfortable with it.

Are there other technologies that would benefit the school? EBooks, eReaders would make more people want to read – at least you can scroll, keep you a little bit awake

If we had handed everyone an iPad at the beginning of the school year, how many would we still have? 2. 40, maybe ten damaged. Some would be lost, stolen, broken. Maybe if you chained them to the desks so they couldn't leave the room.

What if that would be something that essentially belonged to you, you could take it home – if you damaged it you would have to pay for it, or not graduate

I wouldn't give it to the underclassmen, maybe the 11th and 12th graders – underclassmen disagree. If they mess them up that's on them.

7. What is working well at GHS?

What is one thing that you would not change about GHS?

The seven period day – didn't like the block schedule

Seven period day

Administration – they came up here prepared and tackled it – (still haven't gotten my award from last year, no one knows what happened to it)

Leniency of the dress code – uniforms we need but relaxation is good – do uniforms like private school –No, no, no!!!

Administration, some of the faculty and staff – you gotta be like me and get along with them; I get along with every but ----- I don't have any respect for him

Administration

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

Technology – we have a whole lot, people don't take advantage of it

Lots of wasted opportunities here (technology, tutoring, etc.)

Some of the classes are good, some are not

After school program – it helped me, lots of kids coming and getting help; another student said it motivated her to get her work

I wouldn't change anything – it's my last year so, I think I'd do whatever, etc.

8. What specific changes would you like to see made at the school?

9. What shouldn't be changed about the school?

10. In three years, what do you want to see going on at GHS that isn't going on today?

More classes in the career fields – different classes for different areas, variety – vocational classes than business, nursing, woodshop – art, writing, technology

More students in the school, more teachers (different is what they mean by more)

More advanced computer classes

More CTAE pathways

Maybe a bigger school, added on to it

They did make AYP for three years – 'bout time; hope we make it this year

More girls sports teams – softball

Soccer team

More field trips – not to the same place

When we do good, give us an award/reward (Juniors ice cream and cake for writing test) Rewards make them want to continue to do better

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

Said they are going to take us on a field trip if we passed out GHSGT – where are we going?

Change in cafeteria – more food, better food (compressed chicken biscuits all crispy and burnt when warmed up, soggy biscuits and soggy meat) – like chicken sandwiches and fries/tater tots, not runny ketchup

More foreign language classes – French, German – not all agreed

Small classes

Clubs – we need more, we need VOCA, ROTC, clubs that take trips – lots of folks that had it graduated – requirements are too strict, not all agreed

Student council – we have one, have we even met? Knew who the class officers are; they make up the school council; they don't use student council for activities – we aren't meeting; I have no idea what they do

Chris: Virtual school/on-line learning classes – opportunity for what we can't offer

Heard it was harder

Have to be more disciplined

Some kids have said they like it better, more contact with the teacher because smaller classes, calling/chat/emailing

More classes about life skills – job applications, resumes, etc. ; Ms. McGruder does that stuff in health occupations; specific class for it; no let everyone work on it in their own classes; think it should be mandatory; well,; career planning class – interest/strength inventories

What kind of things would you like Mr. Jackson to come to you to talk about?

College – what you do after high school, if everyone knows what they need to do, if they meet standards to go to college

Ask us if the teachers are doing what they are supposed to be doing

What's it going to be like after we get out of here, what we're going to do?

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

11. What are some words you would use to describe Greenville High School?

Disciplined school

Improving

Making progress

Good school but you have to apply yourself

Some students are well behaved – the majority; the few bad apples are taken care of quick now

Since the new staff came up here there's been a big change

Ice cream at lunch

Last year you used to get in trouble for the little things; this year they take care of the big things and don't worry about the small ones

More focused on the big things, education

Past: focus on what you wore, nosy, out of uniform in ISS, little stuff

Now focus is on the more important stuff: make sure you get to class on time, classroom setting

Classroom setting last year was chaos; this year make sure we know our standards, EQ, answers, etc.

Last year I didn't know what the standards were

12. What does the school expect of your child (ren) academically?

Good grades

To do your best

To apply yourself

Failure is not an option with Mr. Jackson, not at all

They know we can do it . . .

Mr. Jackson will let you know

Advisors call home and let the parents know, talk to you about what is going on and figure out why you're failing and all of that

13. In what way does the school communicate how your child is doing?

Feedback – award programs, emails from within PowerSchool, progress reports, report cards, school bulletin

Times you have been shocked that you got a much lower grade than you thought: has happened, general agreement around the room, could have been prevented/minimized by – retook test but still got the C/shocked, I know the feeling

What could teachers do on a regular basis that would help you know how you are doing? Students won't admit if they can't answer the EQ (if they are paying attention to it – assumed). Teachers could see them after class and after school. Lots of people don't want to stay after school. Teachers are willing to stay but students think they have been here long enough.

14. How are parents and community members participating in the school?

Parents last night said they want to be more involved and don't always know what is going on. What could the school /parents do that would make the school stronger?

Support – coming to the school – check up on them

Ask questions, look for/expect newsletters from school

Take advantage of what is offered/communicated

What would I hear in the community about the school?

Have a good sports program. About the band. About the football team.

Won't hear about the academics because the students aren't applying themselves, getting by. Would be proud if they said we made AYP. Really talked about it when we were taking the GHSGT – every day. Said it has to do with grad rate

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

Drop out because?

Not passing the GHSGT, not enough credits, fooling around -playing and not working
Some have it already planned that they will drop out when they are 16, parents
don't care
students aren't glad when they drop out; know they will need it in the future;
especially those who drop out in the 12th grade

Responsible for them not dropping/dropping out? Peers, family, friends

Ninth grade ready for HS academically?

Most were ready; about 1/4th didn't care – the rest were prepared

15. In what other ways should/could parents and community members participate in the school?

What could school do that you know everyone would show up to see?

Family and friends day, lot of stud where people are invited, band concerts
Bake sales, get the community involved

How important is it to get the community involved – not just for fund raising?

Very important

16. What is not working well at GHS?

Some classrooms lots of people won't be quite and let the others learn

Teachers are doing their job all they can do

It's the students who won't cooperate and learn; they don't care; want attention, some are bored – not
challenged enough – so act out to make the class interesting

Experienced class that was boring – yes, all the time, etc. You've got to pay attention though and do the
work.

What would make that class better? Hands on activities. Don't like sitting in class listening to a lecture,
teacher sitting behind a desk just talking. We may go to the lab to do research do something sometimes.
There are places that we see that happening here. That makes those (hands on, engaging) classes better
because

Math department puts the answers on the PowerPoint – don't work it out – could at least show us one
time; I got yelled at for asking someone to do that

Mr. Jackson could have people in the classroom to monitor the class and give assistance; more paraprofessionals;
some folks already know the stuff and others are two steps back; others get bored and create disruption
All teachers know their stuff – no. Some of them - they are learning along with us. Some think they can't
be wrong. Some know their stuff. It's okay if the teachers are wrong or admit not knowing. Sometimes
the answer keys are wrong, the book, and they want to go by that.

Technology in the classrooms – they don't use them. They'll try it one time and won't touch it ever
again. I know how to use it real good. They need a class or something in how to use it. Need to be more
comfortable with it.

Are there other technologies that would benefit the school? EBooks, eReaders would make more people
want to read – at least you can scroll, keep you a little bit awake

If we had handed everyone an iPad at the beginning of the school year, how many would we still have?

2. 40, maybe ten damaged. Some would be lost, stolen, broken. Maybe if you chained them to the desks
so they couldn't leave the room.

What if that would be something that essentially belonged to you, you could take it home – if you
damaged it you would have to pay for it, or not graduate

I wouldn't give it to the underclassmen, maybe the 11th and 12th graders – underclassmen disagree. If
they mess them up that's on them.

17. What is working well at GHS?

What is one thing that you would not change about GHS?

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

The seven period day – didn't like the block schedule

Seven period day

Administration – they came up here prepared and tackled it – (still haven't gotten my award from last year, no one knows what happened to it)

Leniency of the dress code – uniforms we need but relaxation is good – do uniforms like private school – No, no, no!!!

Administration, some of the faculty and staff – you gotta be like me and get along with them; I get along with every but ----- I don't have any respect for him

Administration

Technology – we have a whole lot, people don't take advantage of it

Lots of wasted opportunities here (technology, tutoring, etc.)

Some of the classes are good, some are not

After school program – it helped me, lots of kids coming and getting help; another student said it motivated her to get her work

I wouldn't change anything – it's my last year so, I think I'd do whatever, etc.

18. What specific changes would you like to see made at the school?

19. What shouldn't be changed about the school?

20. In three years, what do you want to see going on at GHS that isn't going on today?

More classes in the career fields – different classes for different areas, variety – vocational classes than business, nursing, woodshop – art, writing, technology

More students in the school, more teachers (different is what they mean by more)

More advanced computer classes

More CTAE pathways

Maybe a bigger school, added on to it

They did make AYP for three years – 'bout time; hope we make it this year

More girls sports teams – softball

Soccer team

More field trips – not to the same place

When we do good, give us an award/reward (Juniors ice cream and cake for writing test) Rewards make them want to continue to do better

Said they are going to take us on a field trip if we passed out GHSGT – where are we going?

Change in cafeteria – more food, better food (compressed chicken biscuits all crispy and burnt when warmed up, soggy biscuits and soggy meat) – like chicken sandwiches and fries/tater tots, not runny ketchup

More foreign language classes – French, German – not all agreed

Small classes

Clubs – we need more, we need VOCA, ROTC, clubs that take trips – lots of folks that had it graduated – requirements are too strict, not all agreed

Student council – we have one, have we even met? Knew who the class officers are; they make up the school council; they don't use student council for activities – we aren't meeting; I have no idea what they do

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

Chris: Virtual school/on-line learning classes – opportunity for what we can't offer

Heard it was harder

Have to be more disciplined

Some kids have said they like it better, more contact with the teacher because smaller classes, calling/chat/emailing

More classes about life skills – job applications, resumes, etc. ; Ms. McGruder does that stuff in health occupations; specific class for it; no let everyone work on it in their own classes; think it should be mandatory; well,; career planning class – interest/strength inventories

What kind of things would you like Mr. Jackson to come to you to talk about?

College – what you do after high school, if everyone knows what they need to do, if they meet standards to go to college

Ask us if the teachers are doing what they are supposed to be doing

What's it going to be like after we get out of here, what we're going to do?

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011
School Improvement Grant – Greenville High School - Teacher Focus Group

GHS SIGIT – March 30, 2010 Teacher Focus Group

What we mean when we say...	What is our current reality?	What we would like to see	What it will take to get us where we want to be
Discussion Topic: Rigor			
<ul style="list-style-type: none"> • Ask more questions that require students to use higher order thinking. • Build basic knowledge into understanding of advanced concepts. • Apply classroom knowledge to real life situations. 	<ul style="list-style-type: none"> • Classes sometimes lack adequate rigor. • Too much emphasis on basic basics - not on advanced concepts 	<ul style="list-style-type: none"> • More rigor in all classrooms 	<ul style="list-style-type: none"> • Increased use of differentiation • Provide advanced classes • Expand use of available technology in building classes
Discussion Topic: Student Engagement			
<ul style="list-style-type: none"> • Actively learning • Paying attention 	<ul style="list-style-type: none"> • Off task. • Cell phones. • iPods. • This respect. • Little structure school-wide. • Low motivation. • Poor school culture (has been improving). 	<ul style="list-style-type: none"> • Actively learning. • Focused. • More parental involvement. 	<ul style="list-style-type: none"> • Cell phone blocker and a policy on electronics. • Schoolwide equitable discipline system. • New lab materials and equipment. • More electives. • Updated technology. • More professional development.
Discussion Topic: High Level Rigor			
<ul style="list-style-type: none"> • Definition: unyielding, beyond expectations, higher standards, critical thinking, looking beyond the concepts, higher-order thinking, outside 	<ul style="list-style-type: none"> • Emergent level; working on. 	<ul style="list-style-type: none"> • Proficient, working towards excellent/exemplary. 	<ul style="list-style-type: none"> • More teacher training(Consistency countywide). • More resources... Textbooks, workbooks, working

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

the box.			technology, community involvement/corporations.
Discussion Topic: Assessment			
<ul style="list-style-type: none"> Low test scores. 	<ul style="list-style-type: none"> Lack of manipulatives. Lack of aesthetically appealing student devices. Lack of parental accountability. Low teacher preparedness. 	<ul style="list-style-type: none"> Benchmarks, and formative assessments, collaborative grouping, differentiated assessment. IPad, multimedia presentations, academic field trips open parentheses exposure). Parenting classes/workshops, incentives for parent involvement (grocery gift card, car rental vouchers). Fines for parents not active without medical/work related excuses. Cookouts. Better training that is practical/relevant to the current students psyche. He 	<ul style="list-style-type: none"> Higher test scores. More/better resources and student engagement. Better parenting, stronger student morals/work ethic. Higher morale, passion, competence.
Discussion Topic: Differentiated instruction			
<ul style="list-style-type: none"> Instruction based on process, level, interest, and product. 	<ul style="list-style-type: none"> Reality-limited use and focus on lower levels only. Teachers lack training. 	<ul style="list-style-type: none"> Desired reality-instruction tailored for all students. Students motivated to perform. 	<ul style="list-style-type: none"> More professional training in the content area. Resources such as e-books examples outside experts (not RESA) real experts
Discussion Topic: Student Engagement			
<ul style="list-style-type: none"> Attention to the lesson are learning opportunities (cognition). How do we gain and keep attention? 	<ul style="list-style-type: none"> Teachers are not able to gain and keep student attention. Consequences do not exist for lack of engagement. 	<ul style="list-style-type: none"> Students were totally involved in the learning process. A truly interactive environment exist throughout the school. A culture change has 	<ul style="list-style-type: none"> Basics. Grouping. Challenge. Consequences!

GHS SIGIT – March 30, 2010 Teacher Focus Group

		happened!	
Discussion Topic: User of Technology			
<ul style="list-style-type: none"> Effective implementation of appropriate devices that support 21st-century skills and learning. 	<ul style="list-style-type: none"> No/little accountability. No/little access or exposure outside school. Sporadic use during the lesson. Same playing field for students and teachers. More professional learning. 	<ul style="list-style-type: none"> You are joyfully using current technologies to engage all/most students. Time and resources are allotted for professional learning. Time and resources are respectfully used by all stakeholders. 	<ul style="list-style-type: none"> If we get some money and technology, it will be used for educational purposes only and will be respected. We have to change the culture.

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

**School Improvement Grant – Greenville High School
Paraprofessional Information**

GHS SIGIT – March 31, 2010 Paraprofessional Focus Group

1. Words to describe GHS:

- Adverse.
- All some.
- Filtering.
- The programs.
- Lack of motivation-student, staff, and faculty, parents. Contagious.
- Low expectations.
- The technology.
- Emphasis on sports.
- There are some clubs.

2. What is not working well at GHS.

- Lack of teamwork, seems more obvious this year.
- Behavior of students during programs.
- Dress code-not consistently enforced.
- Cell phone/iPod's.
- Little discipline.
- Hard to motivate students.
 - Some don't care.
 - Socializing.
 - Texting on phone.
- Workload-reasonable expectations.
- Job descriptions require clarity.

3. How would you describe the students at GHS?

- While.
- Unruly.
- Disrespect for. Students don't understand why they are disrespectful.
- Smart students.
- Athletes.
- Have talented children-hard to identify.

4. Things you would not want changed:

- It was his own sports.
- Technology/support staff.
- Keep the positive staff.

5. What changes would you like to see?

- Technology.
- Student morale is low.
- In order to adjust to change.
- Elimination of favoritism.
- Need gradual change.
- Critical reminders.
 - Teambuilding.
 - Communication.
 - No favorites.
- Consistently celebrate successes in all areas for every student.

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

GHS SIGIT – March 31, 2010 Paraprofessional Focus Group

- Athletic.
 - Academic.
 - Community service.
 - Offer more programs.
 - Art.
 - Home economics.
 - Cosmetology.
 - ROTC.
 - Textbooks.
 - More reading.
 - Involve all staff in planning.
 - Teamwork-effective communication professionalism.
 - Teambuilding.
 - Enrollment to rise.
 - Training.
 - Academic.
 - Technology training.
 - Restraint training.
- 6. What we would like to see in three years:**
- Different staff.
 - More students.
 - More programs.
 - More diverse staff.
 - The staff training to work with diverse students.
 - Graduation rate is up.
 - Make AYP.
 - Dress code-impacts attitude.

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

MEMORANDUM OF UNDERSTANDING

BETWEEN

THE SOUTHERN REGIONAL EDUCATION BOARD/

HIGH SCHOOLS THAT WORK

AND MERIWETHER COUNTY SCHOOLS OF GEORGIA

Effective Dates: April 1, 2011 – June 30, 2012

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

Lead Contacts

Carol Lane for Meriwether County Schools carol.lane@mcssga.org or 706-672-4297

William Edgar for Meriwether County Schools william.edgar@mcssga.org or 706-672-4297

Thaddeus Jackson for Greenville High School thaddeus.jackson@meriwether.k12.ga.us or 706-672-4930

Steve Broome for SREB steve.broome@sreb.org or 404-879-5592 office; 678-451-9331 cell

Background

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

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

- give all students an opportunity to learn an accelerated curriculum;
- create supportive relationships to help students meet grade-level and college- and career-readiness standards;
- work with parents and students to set career and educational goals;
- support teachers by providing professional development;

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

- create a grading and support system in grades six through 10 that requires students to redo work and be re-taught until they meet or approach grade-level standards; and
- create optional programs of study for grades nine through twelve that join challenging academic and career/technical studies around broad career themes and are offered through a variety of school structures.

HSTW and MMGW Theory of Change

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

School and District Conditions That Promote Success for Secondary School Improvement

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

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011
The Southern Regional Education Board agrees to:

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

HSTW and Meriwether County Schools Partnership Goals

1. Increase by 10-20 percent annually the percentage of students in the *HSTW* Recommended Curriculum.
2. Strengthen the ninth grade year and reduce the ninth grade failure rate.
3. Establish and build the capacity of focus teams (professional learning communities) to involve the faculty in planning and implementing school improvement.
4. Strengthen the core curriculum grades 9 – 12 in order to get more students ready for post-

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

secondary study or careers without remediation and increase graduation rates.

5. Deepen the culture of high expectations and increase access to targeted, protocol-driven, systems of extra help.
6. Improve student achievement by using reading and writing strategies across the curriculum.

HIGH SCHOOLS THAT WORK DESIGN IMPLEMENTATION

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

DESCRIPTION OF SERVICES TO BE PROVIDED BY SREB/HSTW

Coaching Service

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

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

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

In addition to on-site support, SREB Coach will support schools through telephone conference calls, webinars and e-mails. This support may be to address specific needs of the school or to garner information on progress made.

Orientation and Planning (Schedule as soon as possible)

SREB will conduct an orientation session with the school leadership team and a session with the entire faculty that provides an overview of the HSTW design for all stakeholders. The HSTW Coach will meet

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

with the principal and school coach to design the plan of work for the school, conduct a walkthrough of the school, review school data and current school improvement plan, and schedule a 45-60 minute overview of the design with the entire faculty. The purpose of the faculty presentation is to introduce the design and lay out the plans for implementation. Sessions can also be presented to students, parents, local school advisory boards, and the Board of Education.

Site Development Workshop (SDW)

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

Technical Assistance Visit (TAV)

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

PROFESSIONAL LEARNING:

Descriptions of major year one professional learning activities are as follows.

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

This workshop is for teams of leaders from the schools and the district. School teams should

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

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

LITERACY ACROSS THE CURRICULUM

During this literacy strand of training participants will:

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

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

FAILURE IS NOT AN OPTION

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

TEACHING EMBEDDED MATHEMATICS, LITERACY AND SCIENCE IN CTE COURSES:

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

SUMMER TRANSITIONS INSTITUTE:

An institute designed to train teachers to develop standards-based courses to catch students up who enter high school lacking the academic skills and knowledge necessary for high school success in college preparatory courses. One institute is for eighth and ninth grade Algebra I teachers and one course is for eighth and ninth grade English teachers. Each participating school will identify a mathematics team and an English team consisting of a school administrator, at

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

least one teacher of the course and at least one teacher from the next level course to attend the training. A third institute is on developing a Career Exploratory course. Both SREB and other research reveal that at-risk students are more apt to remain in high school if they take two CT courses every year. The goal will be to develop a “Catch-up English” and “Catch-up Algebra I” course. The institute is offered in four consecutive days of training.

NINTH GRADE CATCH-UP ENGLISH

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

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

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

CATCH-UP MATHEMATICS

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

problems. This course stresses higher-level thinking and success in doing proficient-level work to get students ready for Algebra I by the second semester.

NINTH GRADE CAREER EXPLORATORY

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

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

LEARNING THROUGH CONNECTIONS WITH A NATIONAL NETWORK

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

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

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

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

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

The SREB Coach will work with the schools throughout the conference to reflect on new information, identify potential school- or district-wide staff development as follow-up, develop follow-through actions for both administrators and teachers, and target revisions needed in the site's school improvement plans. **Each school site will be responsible for travel and lodging costs for staff.**

Resources:

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

The following were some of the resources used to assist one or more of the stakeholders in making a more informed decision.

- **Greenville High School: Advisement and RTI Overview**
- **“High Schools that Work: An Enhanced Design to Get All Students to Standards.” Southern Regional Education Board.**
- **“Evidence that Implementation of the HSTW/MMGW Framework Advances Student Achievement: A Review of Data”**
- **School Improvement Grant Strategic Guidance: Aligning State, District, School, and Outside Provider Efforts. Southern Regional Education Board.**
- **“SREB Leadership Curriculum Modules: Engaging Leaders in Real School Problems.” Southern Regional Education Board.**
- **“High Schools That Work: Building Capacity of School Leaders and Teachers to Implement Reform at All Levels.” Southern Regional Education Board.**
- **Annotated Bibliography of materials and resources researching student use of technology.**
- **The Interactive Whiteboards, Pedagogy and Pupil Performance Evaluation: An Evaluation of the Schools Whiteboard Expansion (SWE) Project: London Challenge**
- **References: Listing of references of the impact of the implementation of technology in the classroom and the effects upon learners.**
- **“Apple in Education: Improving Literacy with iPod Touch.”**
<http://www.apple.com/education/profiles/escondido/>
- **“iOS Devices in Education: Expand learning inside and outside the classroom.”**
http://images.apple.com/education/docs/Apple-10ReasonsforiOSinEdu_20110418.pdf
- **“Introducing NETS.S: The Next Generation.”**