

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011
Muscogee County School District
Kendrick High School**

Part II: LEA Application 2011
Cover Page

LEA Name: Muscogee County School District	LEA Mailing Address: Muscogee County School District 2960 Macon Road Columbus, Georgia 31906-2813
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Superintendent (Printed Name): Dr. Susan C. Andrews	Telephone: 706-748-2019
Signature of Superintendent: 	Date: April 14, 2011
The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.	

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LEA Name: **Muscogee 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
Kendrick High School	1303870	X						X

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LEA Name: Muscogee County School District

School Name: Kendrick 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).

The school profile is in attachment 1C

- 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.

A Georgia Assessment of Performance on School Standards (GAPSS) review has been done since November 2007. A summary is provided below and the results are in Appendix A.

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

Although the most recent GAPSS analysis was completed in 2007, a brief summary of the 2007 GAPSS analysis is provided as the recommendations reflect the common themes of the stakeholder groups’ recommendations from the March 2011 surveys.

Summary of November 2007 GAPSS team Recommendations (See Appendix A)

- Design a consistent school-wide approach to curriculum planning.
- Create a school-wide plan for the utilization of varied assessment in the design of instructional units
- Correlate the language of Georgia Performance Standards during instruction and assessment.
- Create a consistent school-wide plan for assessment for continued collaboration.
- Relocate and enhance the data room for more effective teacher use.
- Use diagnostic tools frequently and consistently to target student needs.
- Use formative and summative data to evaluate student progress toward standards mastery.
- Utilize varied assessment instruments
- Display exemplary work products.

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- Design and implement a school-wide process to monitor and adjust instruction.
- Incorporate additional research based strategies (promote engagement, higher order thinking skills, and use of differentiated instruction, implement standards-based instruction)
- Utilize standards based tools for identification of student progress
- Display exemplary work products.
- Create a plan for technology.
- Increase rigor and expectations of students through expanding self-monitoring and self-evaluation tools.
- Develop an Administration/Leadership Team plan to monitor and evaluate school improvement plan on a continuous basis.
- Allow more teacher input on the allocation of resources.
- Implement training workshops for parents to provide programs and initiatives tied to student motivation and achievement.
- Update Schoolnotes.com and school website on a frequent basis; institute weekly student progress reports through InteGrade.
- Develop a school-based, long-range professional development plan to:
 - Continue growth and knowledge of GPS for each content strand
 - Implement standards based classrooms
 - Understand the planning and instruction necessary to provide differentiated instruction
 - Implement protocols and practices to achieve collaborative planning
 - Effectively implement the various co-teaching models
 - Effectively implement strategies to address the learning needs of economically disadvantaged children
 - Identify a cadre of teachers to provide demonstration classrooms for teachers to observe best-practices
- Examine the structure and focus of the Leadership Team to ensure that the team is continuously leading the school towards quality standards-based education.
- Decrease administrative control and direction of the Leadership Team and use teacher leaders to direct the Leadership Team.
- Training is needed for teachers about the function and purpose of Student Advisory Program.
- Create strategies to include students in the process of providing input in the area of school governance.
- Develop procedures to frequently celebrate and acknowledge the accomplishments of faculty and staff.

Muscogee County School District leaders met with stakeholder groups to answer stakeholder questions concerning the School Improvement Grant application and process and to garner input for determining school needs. Each stakeholder group was asked to complete an individual survey; results were gathered and summarized based on common themes among each group's responses. Complete results are available in Appendices B-E.

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Summary of Stakeholder Perceptions:

Student suggestions are listed below. (See Appendix B)

- Rigorous and engaging instruction
- Differentiated instruction
- Reduced class sizes
- Orderly, safe, clean school culture
- Accessible technology for students including SMARTBoards, handheld devices, and eBooks
- Positive teacher support and feedback to students
- Career and post-secondary preparation courses
- Structured guidance for setting post-secondary goals (including college visits and additional counselors)
- Extended instructional time to focus on study skills, assignments, and organization.
- Easily accessed home/school connections through email, electronic progress reports, technology training

Parent suggestions are listed below. (See Appendix B)

- Rigorous and engaging instruction
- Differentiated instruction
- Reduced class size
- Orderly, safe school environment
- Accessible technology for students including iPads, virtual learning, eBooks, handheld devices, and computerized tutorials
- Positive teacher support and feedback to students (motivation, willing assistance, incentives for students)
- Career and post-secondary preparation courses
- Structured guidance for students in setting post-secondary goals (including college visits, virtual connections to college courses and faculty, partnerships with higher education institutions)
- Strong emphasis on building reading, literacy, and math skills
- Extended instructional time to focus on remediation, organization, projects, study and test taking skills
- Easily accessed home/school connections through email, electronic progress reports and notifications, virtual cameras for monitoring students, and Skype for meetings

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Faculty suggestions are listed below. (See Appendix B)

- Additional professional learning on student engagement, integration of technology, differentiation of instruction, and standards-based classrooms
- Consistent planning time to collaborate, develop units, and prepare for instruction
- Rigorous courses
- Strong emphasis on improving reading, literacy, and math skills
- Extended instructional time with students to tutor , mentor , remediate, and extend student learning based on student's individual needs
- Consistent acknowledgement and incentives to staff to increase motivation
- Orderly, safe, welcoming school culture and environment
- Accessible technology for students and teachers including SMARTBoards, hand held devices, iPads, laptops, and eBooks
- Structured guidance for students in setting post-secondary goals (including mentoring, college visits, CTAE options, accelerated courses, and parent training on planning for post-secondary education)
- Easily accessed home/school connections through technology (email, electronic progress reports, Skype, virtual conferences)

Community suggestions are listed below. (See Appendix B)

- Rigorous, engaging, project/problem-based instruction
- Continuous professional learning to foster collaboration across disciplines and grade levels and to support implementation research-based best practice
- Orderly, safe school culture and environment
- High expectations for teachers and students
- Strong emphasis on improving reading, literacy ,and math skills
- Accessible technology including computers, software, SMARTBoards, video conferencing equipment, and training for teachers on the use of technology
- Positive teacher support to students including mentoring, support of entering freshmen, and improving study and planning skills, and incentives
- Easily accessed home/school connections through technology (email, virtual conferences, texts, electronic progress reports
- Regular opportunities for parents to actively participate in the school community (orientation meetings, family nights, awards, post-secondary goal setting and planning)

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Available Data:

Student Population Information

Table 1: Student Demographics and Subgroups

Year	Total Enrollment	% Black	% White	% Hispanic	% Asian	% American Indian	% Multi-Racial	% Male	% Female	% Economically Disadvantage
2009-2010	828	91.4	2	2.5	.004	0	3.6	50	50	86
2008-2009	1161	92.9	2	2	.003	0	1.9	50	50	72
2007-2008	1202	94	3	1	0	0	2	49.5	50.5	77

Kendrick has had a 31% drop in enrollment since the 2008 school year. The largest subgroup is black students which has remained steady since 2008. The second largest subgroup is the economically disadvantaged group which has increased from 77% to 86% in the last three years. The percentage of male and female students has remained around 50% each for the last three years.

Table 2: Special Education Enrollment

Special Education	Program Enrollment	Percent of Student Population
2009-2010	155	18.1%
2008-2009	175	15.7%
2007-2008	166	13.8%

The number of students with disabilities decreased between 2008 and 2010, however, the percentage of SWD students in the total population rose 4.3%.

Table 3: Student Attendance Rates

	2007-2008	2008-2009	2009-2010
Number of Students Absent over 15 Days	265	248	199
Percentage of Students Absent over 15 Days	19.6%	19.9%	20.3%

Although the number of students with excessive absences has dropped, the percentage of the total number of students absent over 15 days has increased from 19.6% in 2008 to 20.3% in 2010.

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Student Performance Data

Table 4: Kendrick High School AYP Status 2008-2010			
	2007-2008	2008-2009	2009-2010
AYP Targets Met	ELA	ELA/ Math	ELA
AYP Targets Missed	Math Second Indicator (Graduation Rate)	Second Indicator (Graduation Rate)	Math Second Indicator (Graduation Rate)
School Improvement Status	NI-1	NI-2	NI-3

Kendrick has not met the graduation rate absolute bar for the last four years and is currently in NI-3 status. For two of the last three years, the school did not meet the math Annual Measureable Objective (AMO).

Table 5: GHSMT Mathematics Scores for FAY 11th Grade First-Time Test Takers (Enhanced Scores)						
	2007-2008 (AMO 74.9%)		2008-2009 (AMO 74.9%)		2009-2010 (AMO 74.9%)	
	Kendrick	Georgia	Kendrick	Georgia	Kendrick	Georgia
All	58.5	77.3	69.8	78.4	51.5	73.2
Black	58.7	63.3	69.0	64.4	49.7	59.2
SWD	31.6	39.0	40.0	41.9	38.9	35.6
Economically Disadvantaged	52.4	64.7	69.6	66.8	59.0	62.1

Scores on the GHSMT for mathematics increased from 2008 to 2009 for all groups. The All students group rose from 58.5% to 69.8%. However, passing percentages dropped in 2010 to 51.5%. Scores for the SWD students is closer to state averages than any other student groups. Out of the 165 Full Academic Year students that took the test, 155 of those students were black. Over 50% of those students did not pass the math portion of the GHSMT.

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Table 6: English GHSGT Scores for FAY 11th Grade First-Time Test Takers (Enhanced Scores for 2008 and 2009)						
	2007-2008 (AMO 87.7%)		2008-2009 (AMO 87.7%)		2009-2010 (AMO 87.7%) Non-Enhanced Scores	
	Kendrick	Georgia	Kendrick	Georgia	Kendrick	Georgia
All	89.6	90.6	91.4	92.2	87.8	90.4
Black	89.0	85.6	92.3	88.2	88.2	86
SWD	52.6	59.7	60.0	61.0	50.0	58.6
Economically Disadvantaged	87.2	84.2	90.2	87.0	90.1	85.2

Kendrick’s lowest scores for English were for the 2009-2010 year, but the scores remained close to the state’s scores which also dropped in 2010. This decrease can be accounted for by the change from enhanced scores measuring QCCs to scores which actually tested Georgia Performance Standards. Scores for the SWD population are below the state’s average scores.

Table 7: Kendrick High School Graduation Rates 2008-2010						
	2007-2008 (Absolute Bar 70%)		2008-2009 (Absolute Bar 75%)		2009-2010 (Absolute Bar 80%)	
	Kendrick	Georgia	Kendrick	Georgia	Kendrick	Georgia
Graduation Rate	65.8%	75.4%	66.9%	78.9%	63.0%	80.8%
Dropout Rate	6.4%	3.6%	4.7%	3.8%	4.8%	3.6%

The graduation rate has fluctuated slightly since 2008 with the lowest graduation rate in 2010 at 63%. The dropout rate also increased slightly in 2010, but it has decreased from 6.4% in 2008 to 4.8% in 2010. The graduation rate at Kendrick is lower than the state and the dropout is higher than the state’s rate.

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Table 8: Georgia High School Writing Test 2008-2010			
	Percentage of Students Passing 2007-2008	Percentage of Students Passing 2008-2009	Percentage of Students Passing 2009-2010
All	94	82	90
Black	94	81	90
SWD	54	30	53
Economically Disadvantaged	92	80	91

Writing scores decreased in the 2008-2009 school year, but they improved in the 2009-2010 school.

Table 9: Literature End of Course Tests (EOCT) Pass Rates					
2008 9 th Grade Lit		2009 9 th Grade Lit		2010 9 th Grade Lit	
Kendrick	Georgia	Kendrick	Georgia	Kendrick	Georgia
47%	87%	60%	87%	56%	88%
2008 American Lit		2009 American Lit		2010 American Lit	
Kendrick	Georgia	Kendrick	Georgia	Kendrick	Georgia
80%	89%	82%	90%	80%	90%

The EOCT pass rates for 9th Grade Literature have risen from 47% in 2008 to 56% in 2010. EOCT pass rates for American Literature have stayed relatively constant 80-82% each year. Kendrick scores for 2010 were 56% in 9th Grade Literature and the Georgia average was 88%. Kendrick's scores for American Literature have been between 8% and 10% lower than the state averages from 2008 to 2010.

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Table 10: Mathematics End of Course Test (EOCT) Pass Rates					
2008 Algebra I		2009 Algebra I		2010 Math I	
Kendrick	Georgia	Kendrick	Georgia	Kendrick	Georgia
57%	78%	28%	40%	31%	64%
2008 Geometry		2009 Geometry		2010 Math II	
Kendrick	Georgia	Kendrick	Georgia	Kendrick	Georgia
31%	83%	28%	49%	19%	55%

Kendrick's Math I pass rate was 31% for the 2010 school year and 19% for Math II; the average pass rate for Georgia was 64% and 55% respectively. EOCT pass rates for all math courses have been below 50%, except for Algebra at 57% in 2008.

Table 11: Science End of Course Test (EOCT) Pass Rates					
2008 Biology		2009 Biology		2010 Biology	
Kendrick	Georgia	Kendrick	Georgia	Kendrick	Georgia
27%	63%	34%	64%	24%	61%
2008 Physical Science		2009 Physical Science		2010 Physical Science	
Kendrick	Georgia	Kendrick	Georgia	Kendrick	Georgia
54%	63%	52%	66%	48%	72%

Since 2008, the EOCT scores for Biology increased and then decreased to 24% in the 2010 school year; these scores were also lower than the average scores in Georgia. Physical Science pass scores decreased from 54% to 48% from 2008 to 2010; the scores were lower than the state's averages that increased from 54% to 72% over the same time period.

Table 12: Social Science End of Course Test (EOCT) Pass Rates					
2008 United States History		2009 United States History		2010 United States History	
Kendrick	Georgia	Kendrick	Georgia	Kendrick	Georgia
21%	60%	26%	58%	24%	53%
2008 Economics/Business		2009 Economics/Business		2010 Economics/Business	
Kendrick	Georgia	Kendrick	Georgia	Kendrick	Georgia
42%	66%	46%	60%	65%	71%

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Kendrick’s pass rates for United States History have been much lower than the state’s average rates since 2008. Scores in Economics have increased from 42% to 65% from 2008 to 2010. State scores have increased from 66% to 71%.

Instructional Data

Table 13: Instructional Time

	2007-2008	2008-2009	2009-2010
Number of days in the school year	180	180	175
Number of minutes in the school day	420	420	420
Number of minutes in the school year	75,600	75,600	73,500

There was a decrease in the amount of instructional time during the 2010 school year because of work adjustment days due to budget constraints. Students lost 2,100 minutes of instructional time.

Table 14: Teacher Evaluation

	2007-2008	2008-2009	2009-2010
Number of Certified Staff	79	79	72
Percentage of Highly Qualified Teachers	89%	96%	96%
Number of Teachers Rated Satisfactory	79	78	72
Number of Teachers Rated Unsatisfactory	0	1	0
Number of Teachers Non-Renewed	0	0	0

There has been one teacher with an unsatisfactory rating from 2008-2010 and 96% of the teachers were Highly-Qualified in 2009 and 2010.

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Post-Secondary Preparation Data:

Table 15: Advanced Placement Courses

	2007-2008	2008-2009	2009-2010
Number of Students Completing Advanced Placement Coursework	59	84	37
Numbers of Students Passing Advanced Placement Coursework	Not Available	77	37
Percentage of Students Passing Advanced Placement Coursework	Not Available	92%	100%

The number of students taking Advanced Placement courses increased in the 2008-2009 school year from 59 to 84, but declined to 37 in the 2009-2010 school year.

Table 16 : Ninth Grade PSAT Scores for 2008-2010

Content Area	2007-2008			2008-2009			2009-2010		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
Critical Reading	30.4	31.8	31.1	29.8	30.2	30.0	29.4	29.6	29.5
Math	32.3	31.8	32.0	33.3	31.9	32.6	31.6	32.0	31.8
Writing	31.4	33.5	32.4	31.4	31.9	31.6	29.8	33.1	31.4

Critical Reading score averages have decreased each year for the male, female and total groups. Math scores for male students increased in 2009 and decreased in 2010 and female scores have risen slightly each year. Overall, math scores increased in 2009 and decreased in 2010. Writing scores have decreased for male students and fluctuated for female students; total student scores have decreased each year from 32.4 in 2008 to 31.4 in 2010. In 2009 and 2010, Math scores were higher than Critical Reading and Writing scores.

Table 17 : Tenth Grade PSAT Scores for 2008-2010

Content Area	2007-2008			2008-2009			2009-2010		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
Critical Reading	31.8	34.2	32.9	30.8	31.8	31.3	31.6	31.7	31.7
Math	34.4	33.1	33.8	33.7	34.1	33.9	32.6	31.3	32.0

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Writing	33.1	35.3	34.1	32.5	33.1	32.8	31.6	32.4	31.9
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Average Critical Reading scores have fluctuated for males and the total group since 2008; female scores have decreased each year. Math scores have fluctuated for females and the total group; male group scores have decreased each year from 2008-2010. Writing scores have consistently decreased for all three groups; the total group scores have gone from 34.1 in 2008 to 31.9 in 2010.

Table 18: SAT Average Scores for 2008-2010						
	Kendrick 2008	Georgia 2008	Kendrick 2009	Georgia 2009	Kendrick 2010	Georgia 2010
Average Verbal	410	486	428	486	434	484
Average Writing	411	477	412	475	421	471
Average Mathematics	394	490	417	489	431	487

The Verbal, Writing, and Mathematics SAT scores have consistently risen from 2008 to 2010, but they are lower than the state's average scores for the same three years. The point difference between the school's scores and the state's scores has decreased each year since 2008. For mathematics, the point difference between the scores has decreased each year from 96 points in 2008 to 56 points in 2010.

Table 19: ACT Average Scores for Three Years						
	Kendrick 2008	Georgia 2008	Kendrick 2009	Georgia 2009	Kendrick 2010	Georgia 2010
Average Reading Score	17.0	20.9	16.6	20.5	16.3	20.9
Average English Score	16.1	20.1	15.1	19.7	14.9	20.1
Average Mathematics	17.4	20.6	17.1	20.3	17.0	20.7

Kendrick's average scores for reading and English have decreased since 2008 and have remained lower than the state average for those years. The difference in the scores has increased from 3.9 points in 2008 to 4.6 points in 2010. The average mathematics ACT score has decreased at Kendrick over the last three years and they are behind the state average. The difference between the scores has risen from a 3.2 point difference in 2008 to a 3.7 point difference in 2010.

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Table 20: College Enrollment Rates for Kendrick Graduates

	2007 Graduates (Enrolled Fall 2007)	2008 (Enrolled Fall 2008)	2009 (Enrolled Fall 2009)
College Enrollment Rate (Georgia Public Colleges)	27.4%	26.7%	24.4%
Technical College Enrollment (Georgia Technical Colleges)	12.4%	13.0%	19.8%

The percentage of students entering Georgia Public Colleges decreased from 27.4% fall semester 2007 to 24.4% fall semester 2009. The percentage of students entering technical colleges increased from 12.4% to 19.8% over that same time period

Other Data:

Table 21 : Average Pass Rates on 8th Grade CRCT for Feeder Middle Schools 2008-2010			
	2007-2008	2008-2009	2009-2010
Reading	87%	81%	84%
English/Language Arts	82%	83%	86%
Math	50%	51%	56%
Social Studies	No Data	No Data	29%
Science	36%	40%	41%

Reading and language arts passing scores for the entering 9th graders from the feeder middle schools have been between 81% and 87% for 2008-2010. Math scores increased from 50% to 56% between 2008 and 2010. Social studies pass rates are only available for 2009-2010 and science passing scores increased from 36% to 41% from 2008-2010.

Table 22: Discipline Referrals				
Type of Referral	Number of Referrals 2007-2008	Number of Referrals 2008-2009	Number of Referrals 2008-2009	% of SWD Referred 2008-2020
Burglary	1	0	1	50%
Drugs	3	2	0	60%
Fighting	44	52	36	29%
Trespassing	1	1	0	50%
Arson	0	0	1	0%

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Vandalism	3	2	2	43%
Gang Materials	1	2	1	50%
Larceny/Theft/Robbery	1	3	5	67%
Threats	1	4	5	33%
Sexual Harassment	1	1	2	0%
Sexual Offenses	1	0	0	0%
Skipping School	79	61	102	38%
Defiance	148	154	234	24%
Profanity	76	75	82	24%
Disrespect	80	70	94	25%
Electronic Devices	172	250	96	14%
Dress Code	118	99	241	18%
Misconduct	358	551	607	24%
No ID	118	264	71	22%
Skipping Saturday School	159	181	113	20%
Cheating	2	0	1	0%
Excessive Tardies	25	83	75	24%
Forging Documents	3	3	1	57%
Gambling	0	2	0	50%

Some discipline referrals remained relatively constant since 2008. There were 2 burglaries, 2 incidents of trespassing, 1 arson, 1 sexual offense, 3 incidents of cheating and 2 referrals for gambling from 2008-2010. Referral types that steadily increased were for larceny/theft/robbery, threats, defiance, and misconduct. Some referrals fluctuated with some years increasing, followed by a decrease or a decrease followed by an increase. Referrals for fighting, skipping school and Saturday school, profanity, disrespecting adults, possession of electronic devices, excessive tardies and not having a school ID were fluctuating violations.

The percentage of Students with Disabilities referred for each type of violation was typically above the percentage of exceptional students in the population. The percentage of Students with Disabilities in the school has been between 13.8% and 18.1% between 2008 and 2010. The percentage of referrals for special education students is disproportionate to their representation in the population.

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Summary of Achievement Needs:

Graduation Rate:

The graduation rate has declined over the last several years and Kendrick is in Needs Improvement status for the third year. All three of those years, the school failed to meet the AMO for graduation rates. Only 63% of the student population graduated in the 2010 school year.

English/Language Arts:

English/Language Arts and writing scores have remained rather constant over the last several years on the Georgia High School Graduation and Writing Tests, but there was a small decline in the 2009-2010 school year; End of Course Tests for 9th Grade and American Literature decreased slightly for the same year. Additionally, SAT and ACT scores are lower than state averages for English, reading, writing, and verbal skills. Effort is needed to ensure that English/language arts scores do not decrease that those skills are embedded and supported across the content areas. EOCT scores are lower than state averages in all content areas.

Mathematics:

Mathematics scores have declined from 2008 to 2010, particularly in the 2009-2010 school year. The percentage of students that met or exceeded state minimal competency standards on the GHS GT was barely above 50% in 2009-2010. The End of Course Test meets/exceeds rate for Math I last year was 31% and Math II was a mere 19%. Scores for Algebra I and Geometry have steadily dropped over the last several years as well. Scores on the SAT and ACT are not as high as the Georgia average scores between 2008 and 2010; SAT scores have improved slightly over the same time period, while ACT scores have declined.

Advanced Placement Courses and College Enrollment:

The number of Advanced Placement courses offered and enrolled in has significantly dropped over the last two years and the percentage of students that scored a 3 or higher on AP tests, was only 3 out of 23 attempted in the 2009-2010 school year. There are currently no Accelerated Math I, II, or III courses offered and only one AP math course. In conjunction with this trend, the graduation rate has dropped and the number of graduates that have enrolled in Georgia public colleges has dropped. There has been an increase in the number of graduates that enrolled in Georgia technical colleges.

The following improvement suggestions are based on a review of the academic performance of students between 2008 and 2010, data from Kendrick High School and the state of Georgia over the last three years, recommendations from the 2007-2008 GAPSS analysis, input from stakeholders (parents, teachers, students, and the community), and newsletters from observations

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by the Chattahoochee-Flint Regional Educational Service Agency (RESA) School Improvement Specialists (Appendix F) All of those sources repeated several common themes that were used to develop an intervention plan for Kendrick High School students.

- There is a need to further implement standards based classrooms that include appropriate openings, work sessions, and closings, incorporate project-based, engaging learning opportunities, build routines and rituals, and maximize instructional time.
- There is a need for sustained staff development on differentiating instruction which includes: building common, valid assessments, progress monitoring student learning and teacher effectiveness, analyzing data for prescriptive teaching, incorporating flexible grouping and increasing relevance and rigor. Mathematics should be specifically targeted as pass rates on the High School Graduation Test and End of Course Tests for math are low.
- Teachers need support and time to build a professional learning community so that systemic change can occur.
- Students need extended time, support, and prescriptive instruction to extend their knowledge, skills and achievement and to plan for post-secondary education and careers.
- Students need access to and integration of technology into core subjects to increase interest and assimilation of knowledge and to give them the skills necessary to be successful in a global community.
- Students, teachers, and parents need a safe, organized school environment that is conducive to learning and where students and learning is the central focus.
- Parents need the school to make communication accessible to them. They need support in preparing their children for the future and they need to feel that their children are being taught by people that understand them and that care enough to engage their children.
- The community needs the school to help children be successful and to prepare young adults for the workforce.
- Kendrick High School needs a strong leader that is able to build trust, facilitate change, and support all stakeholders through a strong support system and a data-driven, fluid plan for systemic change.

a) Provide rationale for the intervention model selected

Muscogee County School District (MCSD) has decided to use the **transformation model** of intervention for school improvement. An in-depth review and analysis of the data for Kendrick High School included student achievement results on standardized tests for the last three years, recommendations from the 2007 MCSD and Georgia Analysis of Performance on School Standards (GAPSS), staff surveys, parent surveys, focus walks and informal stakeholder input. The findings of the data analysis indicate a need for concentrated literacy and mathematics instruction. The staff survey and GAPSS Analysis recommendations specifically identified a need for increased rigor in the classroom with an emphasis on student engagement to enhance higher-order thinking abilities and the application of content in authentic situations. Research-based strategies which have not been fully implemented are the Standards-Based Classroom, differentiated instruction and the Georgia Performance Standards performance tasks. The transformation model has the means to provide the desired overall improvements and can create a path to success for the students and faculty of Kendrick High School. The model provides support through job-embedded professional learning, extended learning time, and added rigor throughout the instructional design with a focus on project-based/problem-based learning.

Several state-approved transformational models were researched by MCSD including High Schools That Work (HSTW), Failure is Not an Option, and America's Choice. Each of these frameworks addressed the needs identified in the data and stakeholder comments and each had research to support program effectiveness. HSTW is currently in place at two other MCSD high schools and contracting them for Kendrick would provide continuity between schools and facilitate implementation before the 2011-2012 school year begins. Failure is Not an Option has many of the same components as the Key Practices of HSTW and does not offer additional advantages to warrant beginning a new program or having two separate models running in the same school system. Faculty surveys suggested a desire for increased autonomy; a more prescribed model, such as America's Choice, might not provide enough flexibility to promote a positive school climate. To address the identified needs of Kendrick High School, enhance the students' knowledge for the 21st Century, facilitate seamless implementation, and provide continuity within the district, **High Schools That Work** (HSTW) is the model that was chosen.

Assistance with the implementation of the transformational model is provided through HSTW. As specific initiatives are implemented in this intervention model, these components will provide a foundation of understanding for faculty and staff. HSTW is a well established intervention model that ties closely to the identified needs of the school and is founded on a framework of interrelated components. This model will also provide a focus for the school personnel that targets supportive relationships, rigorous instruction, and the development of leadership for continuous improvement. Project-based/problem-based learning provides the pathway for establishing collaborative design teams and project-based learning experiences for students. HSTW will provide the high expectations and extra support students need to be successful.

The Key Practices of High Schools That Work provide a framework to address needs identified by data analysis of standardized test scores, formative assessments, and diagnostic tools. Through HSTW, students pursue rigorous academic courses that result in graduation with options to enter post-secondary educational institutions and/or begin a selected career pathway. The economically disadvantaged subgroup is 86% of the student population at Kendrick. To ensure the success of economically disadvantaged students, four principles need to be addressed.

Design Concepts for *High Schools That Work* (identified transformation model)

1. **Rigorous Curriculum:** College-ready academic core courses, with an identified concentration assist schools in accelerating learning. Formative assessments are needed to modify instruction to continue to guide students toward identified goals.
2. **Relevant Instruction:** Project/Problem-Based/ Learning (PPBL) is a major component of the HSTW's model. PPBL uses inquiry to engage students in issues and questions that are relevant to their lives. Student goals are aligned to specific identified career pathways that are correlated to student interests and aspirations.

This research-based instructional strategy meets the identified needs of Kendrick High School students. This initiative is supported through job-embedded training, identified consultants, technology correlated to 21st Century communications skills and instructional coaches provided through the HSTW partnerships. Through PPBL students develop strong communications skills, make meaningful connections to real world applications, develop creativity and see the relevance of their learning through interdisciplinary applications. Students become active learners who take responsibility for completing their projects. They become engaged in complex tasks and manage their time accordingly.

3. **Relationships and Support:** Trust, respect, and responsibility are qualities of a productive society. Students must know that failure is not an option, but mastery of standards is a constant driving force. Support is to be offered by teacher and student interaction, through credit recovery, interactive software and extended learning time.
4. **Leadership for Continuous Improvement:** Smart use of technology supports innovative approaches to instruction and culture. All classrooms have technology tools for student use. With access to Web-enabled computers, every student becomes a self-directed learner. Professional learning provides an opportunity for teachers to become project-based coaches.

The chart below shows a direct correlation between the Key Practices of HSTW and the Transformation Model Strategies to address the identified needs of Kendrick High School.

The Key Practices for High Schools That Work are closely correlated to the needs of the Kendrick High School students, faculty and school culture.

The chart below shows this direct correlation between the Key Practices and the Transformation Model Strategies to address the identified needs of Kendrick High School.

<u>SREB's Design Concept for Turning Around Lowest-Achieving Schools</u>			
Transformation Model			
Correlated to Strategies Specific to Kendrick			
(* - see section B. 1 c for descriptions)			
Rigorous Curriculum	Relevant Instruction	Relationships and Support	Leadership for Continuous Improvement
College-Ready Academic Core and a Concentration (Advanced Academics/Quality CT Studies) * Provide more Advance Placement course opportunities *Provide more support to students to pass college preparatory courses	Programs of Study Aligned to Students' Goals, Interests & Aspirations * Create/support student Five-Year Plans/Individual Graduation Plans * Encourage academic/career pathways	Failure is Not an Option * Create/support Student Five-Year Plan/Individual Graduation Plan * Implement extended day/year *Encourage/support parent involvement	Ownership of Problems and Solutions * Provide guidance and advisement * Implement Mentors/Advisers
Intellectually Demanding Assignments * Motivate more students to meet higher standards by integrating high expectations into classroom practices * Emphasize performance tasks in mathematics courses * Increase rigor through Project/Problem-Based Learning	Engaging Instruction, Project/Problem-Based Learning *Institute Project/Problem-Based Learning (PPBL- with focus on performance task and application of standards) * Engage Learners (Schlechty Center, technology)	Student Support, Grade/Credit Recovery *Provide Extended Day (an extra 45 minutes per day for all students) * Hold Summer Institute to provide content enhancement	Support for Teachers * Provide Professional Learning * Incorporate on-site support for instruction through school academic coaches * Facilitate focus teams to support content instruction

<p>Formative Assessment as an Instructional Tool</p> <ul style="list-style-type: none"> * Hold data analysis training for teachers * Use data continually to improve school culture, organization, management, curriculum and instruction to advance student learning. 	<p>Instructional Planning Within & Across Disciplines</p> <ul style="list-style-type: none"> * Integrate mathematics into other core content courses * Integrate reading and writing across the disciplines 	<p>Guidance/ Advisement</p> <ul style="list-style-type: none"> * Execute Teachers As Advisors 	<p>Using Data</p> <ul style="list-style-type: none"> * Afford professional development on design of common formative assessment tools * Assist with using data and provide on-site support for instruction modification
	<p>Reading and Writing for Learning</p> <ul style="list-style-type: none"> * Incorporate Content Area Literacy Instruction (CALI) for literacy across the disciplines * Allow for additional literacy learning time 	<p>Connecting Students to Mentors/Advisers</p> <ul style="list-style-type: none"> * Institute Individual Graduation plans * Support relationship development 	

- b) 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 Chief Academic Officer supports the identified transformation model and plans to attend various professional learning sessions with the Kendrick High School faculty. The Director of Title I is identified as the School Improvement Grant LEA Contact. The MCSD Title I Department has a support staff which is available to support the implementation of the model. The MCSD Secondary Education Department has two Instructional Specialists who assist with monitoring Georgia Performance Standards-Based Classrooms and locating instructional resources available in the district.

The MCSD Professional Learning Department provides training and mentor teacher support. District-level personnel are identified to attend professional learning sessions with the Kendrick High School faculty. District-level personnel will be identified to visit classrooms and conduct focus walks. The MCSD Professional Learning Department supports all teachers through various District offerings: workshops, Best Practices Institute, New Teacher Orientation, New Ideas Fair, etc.

The MCSD Division of Information Services (Technology) provides support through Instructional Technology Specialist and Technical Specialists. Kendrick High School has identified staff to support the use of technology. The three years of on-site technical support assists the Kendrick High School faculty in building the technical skills needed to continue maximum student use of the technology and the integration into the curricula. In addition, Kendrick High School is participating in a Title II D technology grant that has stimulated a variety of instructional practices in the classroom and will further build a base of knowledge needed to sustain capacity.

Through the rigorous three-year plan for professional learning, Kendrick's leadership team and faculty will acquire the knowledge and foundation needed to continue the *High Schools That Work* instructional strategies and design elements. Kendrick's academic coaches can continue to monitor and evaluate instructional design and classroom performance.

Kendrick's Leadership Team will continue to implement the *High Schools That Work* Key Practices. MCSD staff will continue to review the process of the Kendrick High School Improvement Plan. MCSD staff will continue to hold the faculty and staff accountable through GAPSS Analysis Team visits.

Additional specifics for building capacity are noted in correlated sections.

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

The following guiding questions can be used to respond:

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

NOT APPLICABLE to this application

2. 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.

(See Attachment 2d and Attachment 2)

3. 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.

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

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

NOT APPLICABLE – The Muscogee County School District does not have any identified Tier III schools.

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.

While attending the School Improvement Grant (SIG) conference at Callaway Gardens on Friday, March 11, the chief academic officer of the Muscogee County School District notified the superintendent that Kendrick High School had been identified as a Tier I school and was eligible for a School Improvement Grant. On March 16, the superintendent, the chief academic officer and the director of secondary education met with and notified the principal of Kendrick High School. They discussed school data and the eligibility requirements along with guiding questions for completing the SIG application.

That same afternoon, the chief academic officer convened an internal district level team including herself, the MCSD director of communications, the principal of Kendrick High School, the SIG grant administrator, the director of secondary education, the director of Title I, the Race to the Top

administrator, the interim director of technology and the Family Services Coordinator at Kendrick High School to develop a communication plan and timeline for meeting with the following stakeholder groups: (See Appendix B)

- March 17 - notification of Kendrick Faculty and Staff of SIG application
- March 24 - meet with and gather input from Kendrick Faculty and Staff
- March 28 - meet with and gather input from PTSA members, parents and/or guardians of current students
- March 29 – meet with and gather input from current Kendrick students selected at random by the guidance counselor
- March 29 – meet with and gather input from parents and/or guardians of NCLB transfers and other current transfer students
- March 31 – meet with and gather input from the Local School Council members, Partner In Education representatives and the Kendrick High School Alumni President
- March 31 – meet with and gather input from parents and/or guardians of rising ninth grade students zoned for Kendrick High School for the 2011-2012 year
- April 1 – meet with and gather input from representatives of Columbus State University College of Teacher Education and the Math and Science Collaborative
- April 28 – stakeholders were presented a copy of the SIG application and given an opportunity to respond via online survey
- May 2 – grant team used the responses as well as the revision suggestions from GaDOE to revise the grant application
- May 6 – final grant application submitted to GaDOE

On March 17, the chief academic officer also formed a district level internal grant writing team consisting of the following members to complete the application and to recommend an intervention model based on the data collected from the stakeholder groups and other available data: the chief academic officer, the director of secondary education, the SIG grant administrator, the director of Title I, the Race to the Top administrator, the director of CTAE, the Title I instructional specialist who is assigned to Kendrick High School, the secondary education math/science instructional specialist, a representative from technology services, a representative from human resources, a representative from guidance services and a representative from the program for exceptional students.

At each stakeholder meeting an overview was presented outlining the eligibility process, why Kendrick qualified and the four intervention models. Following the overview, stakeholders were asked to group themselves and to brainstorm as small groups and write their responses to seven questions on different colored cards:

1. What can be changed to improve student achievement?
2. What strategies, programs, instructional practices and/or other plans will make Kendrick High School a better place for students, parents and teachers?
3. How can the funds from the School Improvement Grant (SIG) be used to improve instruction?
4. One of the requirements of the School Improvement Grant (SIG) is expanded learning time before or after normal school hours. What are your suggestions for meeting this requirement?
5. How can parental involvement be increased?
6. What kinds of instructional technology should be available to increase student achievement?

7. How can the School Improvement Grant (SIG) prepare students for college/career post-secondary options?

After discussing each question, each group was asked to prioritize their responses and write them on chart paper displayed on the wall. The cards were collected before moving on to the next questions.

At the end of the meeting, there was a question and answer session. After all meetings, the questions were made available electronically (surveymonkey.com) to all stakeholders in case there were additional comments they thought of after the meetings. Agendas, faculty, parent, and stakeholder meeting sign in sheets, and a compilation of responses are located in Appendix B. Student sign-in sheets and complete answers to survey questions are available, upon request, at the Muscogee County Public Education Center.

Attendance was poor at all except the faculty, staff and student meetings although the communication team put together a masterful timeline and plan consisting of mass mail outs, electronic notifications and television and radio announcements.

While the Title I instructional specialist works with the Kendrick High School leadership team and principal to frequently update the School Improvement Plan (SIP), it is important to recognize that Kendrick has had no GAPSS analysis since the former principal retired in 2007-2008. With the data collected from the stakeholder groups and the data from the current SIP, the grant writing team on April 11, 2011, recommended that Kendrick High School use the Transformation Model of intervention. Additionally, because the current principal is retiring, a new principal will be hired according to the requirements of the Transformation Model. It is also recommended that a state GAPSS team be invited in September of 2011 so that baseline data can be determined and added to the data in the SIP and data collected from the stakeholders to further guide the SIG efforts to improve student achievement.

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

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

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

The Leadership Team along with the Principal will attend the Summer Leadership Academy at Callaway Gardens in June of 2011 at a cost of approximately \$15,000. (The cost of Summer Leadership Academy is covered by the Title I School Improvement Budget)

(See Budget attachments mentioned above.)

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

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

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

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

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

The LEA must assure that it will:

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

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

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

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

Attachment 1c - High School Profile

LEA Name: Muscogee County School District

School Name: Kendrick High School

Grades: 9-12

School Enrollment Total: 993

**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.**

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP status	N	N	N			
AYP targets the school met	ELA	ELA, Math	ELA			
AYP targets the school missed	Math, SI	SI	Math, SI			
School improvement status	NI-1	NI-2	NI-3			
Number of days within the school year	180	180	175			
Number of minutes within the school day	420	420	420			
Number of minutes within the school year	75,600	75,600	73,500			

M-Mathematics; ELA- English Learning Arts; SI- Second Indicator; NI-Needs Improvement; NI-AYP- Needs Improvement Made AYP; ADEQ- Adequate; ADEQ-DNM- Adequate Did Not Meet

Attachment 1c - High School Profile

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage of limited English proficient students who attain English language proficiency	0	0	0			
Graduation rate (percentage)	65.8%	66.9%	63%			
Dropout rate (percentage)	6.4%	4.7%	4.8%			
Students absent over 15 days (percentage)	19.6%	19.9%	20.3%			
Number of students completing advanced coursework (AP)	59	84	37			
Percentage of students passing advanced coursework (AP)	Not Available	92%	100%			
Number of students completing advanced coursework (IB)						
Percentage of students completing advanced coursework (IB)						

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of students completing advanced coursework (dual enrollment classes)						
Percentage of students completing advanced coursework (dual enrollment classes)						
College enrollment rate	27.4%	26.7%	24.4%			
Number of discipline incidents coded as 900 as reported to state	0	0	0			

Attachment 1c - High School Profile

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of certified staff	79	79	72			
Number of teachers evaluated	79	78	72			
	Certified Staff Evaluated at Each Performance Level					
Percentage rated Satisfactory	100%	99%	100%			
Percentage rated Unsatisfactory	0%	.03% (1 teacher)	0%			
Percentage non-renewed	0	0	0			

Grade 11 GHS GT English Percent of Students who Met or Exceeded						
Subgroups	2007-2008	2008-2009	2009-2010	2010-2011	2012-2013	2013-2014

Asian																		
American Indian																		
Multiracial																		
Students with Disabilities	22	23	95.7	19	19	100	17	20	85									
Economically Disadvantaged	151	160	94.4	116	119	97.5	100	103	97.1									

N-Numerator (Number of Students Participated in the test)

D- Denominator (Number of Students Enrolled during test window)

%- Percentage (Participation Rate in percent)

Attachment 1c – High School Profile

Grade 11 GHS GT Mathematics																		
Percent of Students who Met or Exceeded																		
Subgroups	2007-2008			2008-2009			2009-2010			2010-2011			2012-2013			2013-2014		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Black	108	184	58.7	89	129	69	72	137	52.6									
White																		
Hispanic																		
Asian																		
American Indian																		
Multiracial																		
Students with Disabilities	6	19	31.6	6	15	40	6	14	42.9									

Economically Disadvantaged	75	143	52.4	71	102	69.6	54	90	60									
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N-Numerator (Students who Met or Exceeded the standard)

D- Denominator (FAY students with test scores)

%-Percentage (Meets/Exceeds rate in percent)

Grade 11 GHS GT Mathematics																		
Percent of Students who Participated																		
Subgroups	2007-2008			2008-2009			2009-2010			2010-2011			2012-2013			2013-2014		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Black	204	211	96.7	145	148	98	147	150	98									
White																		
Hispanic																		
Asian																		
American Indian																		
Multiracial																		
Students with Disabilities	24	25	96	20	21	95.2	17	19	89.5									
Economically Disadvantaged	154	161	95.7	114	116	98.3	98	101	97									

N-Numerator (Number of Students Participated in the test)

D- Denominator (Number of Students Enrolled during test window)

%- Percentage (Participation Rate in percent)

Mathematics I: Algebra/Geometry/Statistics

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course		47.7%	68.7%			
Percentage passed EOCT		Not Reported	31%			

Mathematics II: Geometry/Algebra II/Statistics

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course		NA	44.4%			
Percentage passed EOCT		NA	19%			

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

Attachment 1c - High School Profile

English Language Arts: Ninth Grade Literature and Composition

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	EDFacts	81.6%	77.1%			
Percentage passed EOCT	47.0%	60.0%	56.0%			

English Language Arts: American Literature and Composition

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	EDFacts	94.2%	87.3%			
Percentage passed EOCT	80.0%	82.0%	75.0%			

**Georgia Department of Education
 School Improvement Grant 1003(g) - LEA Application 2011
 Muscogee County School District
 Kendrick High School**

Attachment 2d - Transformation Model

LEA Name: Muscogee County School District

School Name: Kendrick High School

The LEA must:

A1. Replace the principal who led the school prior to commencement of the transformation model.		
<p>Actions: The principal will be replaced as the current administrator is retiring. The Muscogee County School District Superintendent, Chief Academic Officer and Director of Secondary Education will meet and interview prospective candidates and make a recommendation to the Board of Education.</p> <p>The Director of the Secondary Education Department will assign the number of administrative units, teacher units, and support units to the school.</p> <p>Appropriate central office staff and the principal will interview and recommend administrative personnel, academic coaches, school improvement specialists and family services coordinators. The principal will and make recommendations for all vacancies at Kendrick High School.</p> <p>The principal will use the approved evaluation instrument identified in the grant to evaluate all staff and recommend appropriate actions based on the evaluations.</p>	<p>Timeline: Year 1: 2011-2012 May-June</p> <p>Year 1: 2011-2012 June-August Year 2: 2012-2013 June-August Year 3: 2013-2014 June-August</p>	<p>Budget: LEA funding</p> <p>LEA funding</p>

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011
Muscogee County School District
Kendrick High School**

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

<p>CLASS Keys: As a Race To The Top district, The Georgia Department of Education (GaDOE) Classroom Analysis of State Standards Teacher Evaluation System (Class Keys) is to be used as the evaluation system. The teachers and administrators will be trained on the instrument so that the implementation is equitable and transparent. Job-embedded professional learning is provided through RT3</p> <p>The Class Keys have been identified by GaDOE as a rigorous, standards-based classroom evaluation system which: Takes into account data on student growth. Includes multiple observation-based assessments of performance. Includes on-going collections of professional practice. (Teachers will be evaluated during the first year using the current system, Georgia Teacher Observation Instrument (GTOI))</p> <p>Leader Keys: The GaDOE Leadership Performance Appraisal System (Leader Keys) is to be used for the administration evaluation system. Leader Keys serve as both a formative and summative instrument to identify a leader’s level of performance on specific standards. The Georgia Department of Education encourages the use of the process at the district and school levels to assess leadership performance and facilitate</p>	<p>Timeline: Year 1: 2011-2012 Training will begin fall 2011 and piloting will begin January 2012.</p> <p>Years 2-3: 2012-2014 Training will be done as designated in RT3.</p> <p>Years following the grant: CLASS Keys will be used as designated by RT3.</p> <p>Timeline: Year 1: 2011-2012 Training will begin fall 2011 and piloting will begin January 2012.</p> <p>Years 2-3: 2012-2014 Training will be done as designated in RT3.</p>	<p>Budget: Years 1-3: 2011-2014 Training will be provided through Race To The Top grant</p> <p>Budget: Years 1-3: 2011-2014 Training will be provided through Race To The Top grant</p>
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<p>the professional growth that occurs as leaders engage in continuous improvement. Administrators will be trained on the instrument so that the implementation is equitable and transparent. District personnel will use the instrument to evaluate the principal. The principal uses the instrument to evaluate the assistant principals.</p> <p>(Administrator evaluation during the first year is conducted by the current system.</p>	<p>Years following the grant: Leader Keys will be used as designated by RT3.</p>	
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<p>A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>		
<p>Rewards Awards for Performance: Teachers, administrators and staff members will receive monetary incentives based on the achievement of the students. This incentive is used to launch the newly identified and implemented model and will only be offered during the grant period from Year 1-Year 3. The first award is based on data from June 2011 compared to June 2012, the second award is based on growth from June 2012 through June 2013 and the last award is based on results from 2013 to June 2014. No monetary awards are identified for years occurring after the School Improvement Grant.</p> <p>When the number of first-time test-takers passing all components of the GHSGT increases by 5 %, awards of \$1000 will be presented to all (or none) Kendrick High teachers and administrators, \$500 is awarded to full-time, and \$250 is awarded to part-time support staff through the SI Grant.</p> <p>Each year the graduation rate increases by 5%, awards of \$1000 will be presented to all (or none) Kendrick High teachers and administrators. Support Staff = non-certified staff: clerical assistants and custodians</p>	<p>Timeline:</p> <p>Year 1: 2011-2012 Award based on 2011-2012 data</p> <p>Year 2: 2012-2013 Award based on 2012-2013 data</p> <p>Year 3: 2013-2014 Award based on 2013-2014 data</p>	<p>Budget:</p> <p>Year 1: 2011-2012 \$159,250 plus FICA</p> <p>Year 2: 2012-2013 \$159,250 plus FICA</p> <p>Year 3: 2013-2014 \$159,250 plus FICA</p>

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<p>Removal: The Georgia Evaluation System, <i>CLassroom Analysis of State Standards</i>, will be used to identify teachers who have not improved their professional practice. Teachers who have not been rated as satisfactory will be considered for removal from the newly implemented model. Year 1 is used as the implementation period with informal evaluations and feedback. Year 2 is the first year of formal implementation. The Georgia Evaluation System, Leader Keys, will be used to identify administrators who have not improved their professional practice. Administrators who have not been rated as satisfactory will be considered for removal from the newly implemented model.</p> <p>BUILDING CAPACITY: The intensive Year 1 training provides the foundation for implementation in Year 2. After the three year grant period, a corps of teachers and administrators will be thoroughly trained in the CLASS and Leader Keys and will be able to sustain implementation. Along with building level administrators and teacher leaders, support personnel from MCSD and GaDOE will be available to offer additional support as needed.</p>	<p>Year 1: 2011-2012 Present process continues during the training phase of CLASS Keys and Leader Keys</p> <p>Year 2: 2012-2013 June Removal based on 2012-2013 data</p> <p>Year 3: 2013-2014 June Removal based on 2013-2014 data</p>	
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Attachment 2d - Transformation Model

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

Actions:	Timeline	Budget
<p>Selected professional learning topics are correlated to the identified student needs of Kendrick High School. To ensure the success of the transformation model, a heavy emphasis is placed on professional learning during Year 1 with training to improve school culture and instruction being the primary focus during Year 1 and total implementation in Year 2. During Year 2, teachers will participate in training to design core courses to integrate High Schools that Work Key Practices and 21st Century Skills.</p> <p>Job-Embedded Components of all Kendrick High School Improvement Grant Professional Learning Opportunities: On-site training will be specifically tailored to student and teacher needs and implemented using classroom observations by peers, administrators, professional learning instructors and/or district team members. Feedback will be provided to classroom teacher by peers, academic coaches, school improvement specialists, SI grant administrator, and other identified district personnel Georgia Classroom Keys Teacher Evaluation Tool will serve as a rubric for summarizing observation results</p> <p>Timeline Overview for Professional Learning Opportunities: The focus for the SI Grant Year 1 is to begin the implementation of the selected transformation model, project-based learning, student engagement, data analysis, differentiated instruction, reading instruction across the curriculum, teachers as advisors, standards-based classrooms, building relationships and the Georgia Class Keys (teacher evaluation tool) and Leader Keys. Year 2 and Year 3 of the SI Grant provide follow-up sessions for the topics introduced in Year 1, increase observations, feedback, and accountability of teachers and administration, build on-site professional learning communities to further increase knowledge of research-based strategies, and sustain the continuous cycle of school improvement.</p> <p>Monitoring of Professional Learning: Teachers will be asked to reflect in writing on training and to</p>	<p>See specific initiatives</p>	<p>See specific initiatives</p>

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<p>collaborate with their teams to formulate plans for incorporating new strategies into their instruction. Implementation will be monitored through classroom observations conducted by HSTW coaches, administrators, Kendrick academic coaches, and peers using rubrics based on specific targets. Feedback will be provided after observations to refine skills, clarify misconceptions, and to differentiate support.</p> <p>Student data will be continually monitored for the effectiveness of training and utilization of strategies. If progress monitoring suggests that students' needs are not being met in specific courses, classrooms, or throughout the building, staff development will be modified as needed. Faculty, staff, students and parents will be routinely solicited for input on progress and school culture.</p> <p>Data Sources Correlated to Identified Needs: -Low achievement scores compared to state averages (data portion) -Stakeholders (See Appendix B) suggested a need for professional learning to increase student engagement, rigor, and technology integration. -Recommendations by RESA School Improvement Specialist (Appendix C)</p> <p>High Schools That Work Southern Regional Education Board supports the transformation model components of <i>High Schools that Work</i>. The staff and faculty of Kendrick High School will receive ongoing professional development from the Southern Regional Education Board for High Schools That Work (HSTW) in addition to state and district professional learning. On-site HSTW consultants will help the school identify strengths and needs, develop key practices, and help teachers plan for academic and technical integration of coursework through authentic projects. Coaching visits are designed to build leadership capacity, teacher teaming and implementation of professional development with fidelity.</p> <p>The HSTW team will conduct a Site Development workshop that gives the faculty an overview of HSTW, defines teams and looks at school data. They will conduct a three day audit at the school to target areas in need of improvement and provide feedback to the school concerning the audit. Other workshop topics may include: Literacy Across the Curriculum, Failure is Not an Option, Teaching Embedded Mathematics, Literacy and Science in CTE courses, Summer</p>	<p>HSTW Timeline:</p> <p>Year 1: 2011-2012 July 2011- Five days of on-site Professional Development/Planning August-May</p> <p>HSTW coaches on-site visits to work with faculty and administration</p> <p>Five days on-site training (Project-Based Learning,</p>	<p>HSTW Budget:</p> <p>Year 1: 2011-2012 100,000</p> <p>Year 2: 2012-2013 \$80,000</p> <p>Year 3: 2013-2014 \$50,000</p> <p>Budget: 2011-2014 Year 1: \$150,000</p> <p>Year 2: \$150,000</p>
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<p>Transitions Institute, Ninth Grade Catch-Up English, Catch –Up Mathematics, and Ninth Grade Career Exploratory.</p> <p>The Key Practices for <i>High Schools That Work</i> correlate to the identified needs of Kendrick’s students.</p> <p>High expectations: Motivate more students to meet higher standards by integrating high expectations into classroom practices and providing frequent feedback.</p> <p>Program of study: Require each student to complete an upgraded academic core and a concentration.</p> <p>Academic studies: Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects.</p> <p>Career/technical studies: Provide more students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level academic and problem-solving skills needed in the workplace and in further education.</p> <p>Teachers working together: Provide cross-disciplinary teams of teachers the time and support to work collaboratively to help students succeed in challenging academic and career/technical studies.</p> <p>Students actively engaged: Engage students in academic and career/technical classrooms in rigorous and challenging proficient-level assignments using research-based instructional strategies and technology.</p> <p>Guidance: Involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of an accelerated program of study with an academic or career/technical concentration.</p> <p>Extra help: Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content.</p> <p>Culture of continuous improvement: Use data continually to improve school culture, organization, management, curriculum and instruction to advance student learning.</p> <p>Kendrick’s faculty is to receive intensive training on the Key Practices for implementation into all classrooms. Follow-up sessions are scheduled in Year 2 and 3 with full implementation, monitoring and evaluations components to ensure complete integration of strategies into the curricula.</p> <p>Monitoring of Professional Learning: Teachers will be asked to reflect in writing on training and to collaborate with their teams to formulate plans for incorporating new strategies into their instruction. Implementation will be monitored</p>	<p>Summer Bridge, team workshops)</p> <p>High Schools That Work Summer Conference</p> <p>Year 2: 2012-2013 August –May HSTW coaches on site visits to work with faculty and administration</p> <p>Five days of on-site Professional Development</p> <p>Year 3 August -May HSTW coaches on site to work with faculty and staff Five days of on-site Professional Development</p>	<p>Year 3: \$100,000</p>
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<p>through classroom observations conducted by HSTW coaches, administrators, Kendrick academic coaches, and peers using rubrics based on specific targets. Feedback will be provided after observations to refine skills, clarify misconceptions, and to differentiate support. Student data will be continually monitored for the effectiveness of training and utilization of strategies. If progress monitoring suggests that students' needs are not being met in specific courses, classrooms, or throughout the building, staff development will be modified as needed. Faculty, staff, students and parents will be routinely solicited for input on progress and school culture.</p> <p>Data Sources Correlated to Identified Needs: -Low achievement scores compared to state averages (see data section) -AYP status of the school -Discipline referral data -Stakeholders identified student engagement, differentiated instruction, rigor, support for students, and technology integration as areas of need for Kendrick (see Appendices A-C)</p> <p>BUILDING CAPACITY: The intensive three-year training provides on-site experts to support the continued integration of the Key Practices after the three-year grant period. In the years following the SI Grant, the administration, Leadership Team and department chairpersons will monitor the Key Practices. Teachers continue to have access to the created Project-Based Learning materials through the MCSD Rubicon Atlas on-line software. Professional learning communities that foster continuous growth and improvement for both students and teachers will be established following long-term, sustained professional development.</p> <p><i>Working on the Work</i></p> <p>Working on the Work (WOW) is a framework built on 12 standards. Teachers will learn how to plan lessons that are authentic and interactive to increase student engagement and effort and, thereby, improve learning. Kendrick's faculty had two days of training from the Schlechty Center during the 2010-2011 school year. The faculty will receive additional training in Year 1 and Year 2 of the grant.</p> <p>Monitoring of Professional Learning: Teachers will be asked to reflect in writing on training and to collaborate with their teams to formulate plans for incorporating new strategies into their instruction. Implementation will be monitored through classroom observations conducted by HSTW coaches,</p>	<p>Timeline: Year 1: 2011-2012 On-site two day WOW workshop</p> <p>Year 2: 2012-2013 On-site two day WOW workshop</p>	<p>Budget: WOW Year 1: 2011-2012 Regular Title I budget Year 2: 2012-2013 Regular Title I budget</p>
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<p>administrators, Kendrick academic coaches, and peers using rubrics based on specific targets. Feedback will be provided after observations to refine skills, clarify misconceptions, and to differentiate support.</p> <p>Student data will be continually monitored for the effectiveness of training and utilization of strategies. If progress monitoring suggests that students' needs are not being met in specific courses, classrooms, or throughout the building, staff development will be modified as needed. Faculty, staff, students and parents will be routinely solicited for input on progress and school culture</p> <p>Data Sources Correlated to Identified Needs:</p> <ul style="list-style-type: none"> -CRCT scores for upcoming 9th graders for the “feeder” middle schools indicate a need for improved achievement in math and content areas. -GHS GT pass rates are low; AYP status in NI-3 -Graduation rate is 63% -EOCT, SAT and ACT scores are lower than state averages for all content areas. -Stakeholder groups identified engaging lessons as a need -Faculty members reported that they would like for WOW consultants to conduct follow-up training. <p>BUILDING CAPACITY: Long term training supports increased depth of knowledge, improvement of skills, and long-term change. Three years of training and feedback will build a group of teachers adept at engaging students. These teachers will provide on-site assistance to new teachers, as needed, during the years following the grant period. The Professional Learning and Secondary Education Departments of MCSD will provide additional training and support.</p> <p><i>Standards-Based Classrooms</i></p> <p>Maintaining standards-based classrooms to support the Georgia Performance Standards is sustained through on-site academic coaches, grade level discussions and collaborative planning, and peer observations. GaDOE consultants will be utilized to support those teachers who have not yet established a standards-based classroom. These teachers are identified through the administrative and peer observations. This initiative is not new to the faculty, but different levels of understanding and implementation are evident throughout the school. Continued focus will be placed on establishing and/or maintaining standards-based classrooms.</p>	<p>SBC</p> <p>Timeline: Year 1-3: 2011-2012 August-May Training provided by HSTW coaches, school coaches, GaDOE, MCSD, and outside</p>	<p>SBC</p> <p>Budget: School coaches and hired consultants paid from Title I budget</p>
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<p>students at Kendrick. When the plan is reviewed and modified, the team and consultants, as needed, will train the faculty on the RTI plan and implement the plan on a consistent basis and schedule.</p> <p>Various topics that may to be addressed in relation to RTI and Standards-Based Classrooms will be formative and summative assessments, progress monitoring, functional behavior assessments, differentiated instruction, and selected intervention strategies. Training will be provided by HSTW coaches, Kendrick academic coaches, MCSD personnel, GaDOE School Improvement Specialists and outside consultants, as needed, to support implementation, build teacher skills, and address identified areas of concern.</p> <p>Monitoring of Professional Learning: Teachers will be asked to participate in and document RTI Tier referrals, meetings, assessment development and use, progress monitoring, Tier 2 and Tier 3 intervention development and utilization, and other specific strategies as they relate to student needs. Implementation of various instructional strategies and interventions will be monitored through classroom and RTI meeting observations conducted by HSTW coaches, administrators, Kendrick academic coaches, peers, and additional consultants as needed using rubrics based on specific targets. Feedback will be provided after observations to refine skills, clarify misconceptions, and to differentiate support. Additional training will be provided on an as needed basis.</p> <p>Student data will be continually monitored for the effectiveness of training and utilization of strategies. If progress monitoring suggests that students' needs are not being met in specific courses, classrooms, or throughout the building, staff development will be modified as needed.</p> <p>Data Sources Correlated to Identified Needs: -Low achievement scores (EOCT, SAT, ACT, PSAT) of students compared to state averages particularly for black and SWD students(see data section) -AYP status is NI-3 -High number of discipline referrals -Requests by stakeholders for acceleration and interventions for students based on needs and learning styles -High rate of absences -Observation notes by the RESA school improvement specialist</p> <p>BUILDING CAPACITY</p>	<p>modify current plan</p> <p>December Train staff on RTI plan</p> <p>January Implement plan</p> <p>May Evaluate and modify plan as needed</p> <p>Year 2-3-2012-2014 August -Update faculty on revisions/train new faculty -Implement plan</p> <p>January Evaluate and modify plan as needed</p> <p>May Evaluate and modify plan as needed</p>	<p>consultants paid from Title I budget</p> <p>-Improvement of instruction and instructional materials provided by Title I budget</p> <p>- Substitutes for professional learning, collaborative planning, and RTI meetings provided by Title I</p>
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<p>The three-year training and continuous improvement cycle provides a strong RTI team and a thorough RTI plan to address the needs of students. This team will be able to facilitate in-depth teacher training, feedback, and on-site assistance to new teachers during the years following the grant period. The MCSD also provides training and support through the Professional Learning and Secondary Education Departments.</p> <p><i>Georgia Classroom Analysis of School Standards (CLass Keys)</i></p> <p>The Georgia Class Keys instrument is to be used for the SI Grant evaluation system. Teachers and administrators will be trained on the Georgia Department of Education’s CLassroom Analysis of State Standards Teacher Evaluation System (Class Keys) according to the plan outlined by the Race To The Top grant. CLASS Keys is currently under revision as part of RT3. Implementation will be contingent on State and District level timelines.</p> <p>Monitoring Implementation: Determined by RT3 grant</p> <p>Data Sources Correlated to Identified Needs: -Class Keys training supports the instructional recommendations made by the GAPSS team and stakeholders as they give a rubric/model for evaluating and implementing instructional planning, standards-based classrooms, research-based practice, and use of -High discipline referral numbers -High percentage of absences</p> <p>BUILDING CAPACITY: The depth of training for teachers over three years will build a solid corps of teachers to act as on-site support for the faculty, as needed, following the grant period, The Professional Learning Department of MCSD and the Title I Department will also provide continued support and training as needs are identified.</p> <p><i>The GaDOE Leadership Performance Appraisal System (Leader Keys)</i> The GaDOE Leadership Performance Appraisal System (Leader Keys) will be used for the administration evaluation system. Leader Keys serve as both a formative and summative instrument to identify a</p>	<p>Timeline: CLASS and Leader Keys Years 1-3: 2011-2014</p> <p>Contingent on RT3 grant</p>	<p>Budget: CLASS and Leader Keys Years 1-3: 2011-2014</p> <p>RT3 grant</p>
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<p>leader’s level of performance on specific standards. The Georgia Department of Education encourages the use of the process at the district and school levels to assess leadership performance and facilitate the professional growth that occurs as leaders engage in continuous improvement. Administrators will be trained according to the plan outlined by the Race To The Top Grant. Leader Keys is currently under revision as part of the Race To The Top grant and implementation will be contingent on State and District timelines.</p> <p>Monitoring Implementation: Determined by RT3 grant</p> <p>Data Sources Correlated to Identified Needs: -Strong leadership was a need expressed by all stakeholder groups -Improved school culture was a need expressed by all stakeholder groups -Large number of discipline referrals -Strong, consistent discipline policies were expressed as a need by stakeholders (See Appendices A-B)</p> <p>BUILDING FOR CAPACITY: Long-term professional development and evaluation using Leader Keys will strengthen the leadership skills of school administrators and leave a solid foundation of leaders for continuous improvement when the grant period is over.</p> <p>Thinking Maps Training is provided by the Georgia Department of Education Division of School Improvement and is designed to improve student engagement and achievement while increasing rigor and encouraging higher order thinking. Thinking Maps will provide staff with a common language to use across content areas and support thinking processes</p> <ul style="list-style-type: none"> -Defining -Classifying -Describing -Comparing/Contrasting -Sequencing -Analyzing cause and effect -Identifying part to whole relationships 	<p>Timeline:</p> <p>Year 2-3: 2012-2013 2 days of Training provided by GaDOE</p>	<p>Budget:</p> <p>Years 2-3: \$8,000 is budgeted each year for substitutes to cover for professional learning</p> <p>\$33,750 plus FICA/year is budgeted for professional</p>
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<p>-Seeing analogies</p> <p>Monitoring of Professional Learning:</p> <p>Teachers will be asked to reflect in writing on training and to collaborate with their teams to formulate written plans for incorporating new strategies into their instruction. Implementation will be monitored through classroom observations conducted by HSTW coaches, administrators, Kendrick academic coaches, and peers using rubrics based on specific targets for Thinking Maps. Feedback will be provided after observations to refine skills, clarify misconceptions, and to differentiate support. Additional training will be provided on an as needed basis.</p> <p>Data Sources Correlated to Identified Needs:</p> <ul style="list-style-type: none"> --Stakeholder suggestions for engaging rigorous coursework and for collaboration across disciplines and grade levels. -EOCT, SAT and ACT scores are lower than state averages especially in content areas -Low CRCT scores of incoming 9th graders in math and content areas -Stakeholder feedback expressing literacy skill instruction for students <p>BUILDING CAPACITY:</p> <p>Long term training supports increased depth of knowledge, improvement of skills, and long-term change. Three years of training and feedback will build a group of teachers adept at using Thinking Maps. These teachers will provide on-site assistance to new teachers, as needed, during the years following the grant period. The Professional Learning and Secondary Education Departments of MCSD provide continued support and training sessions as needs are identified.</p> <p>Curriculum Mapping</p> <p>Stakeholders indicated a need for students to have more engaging lessons. As teams work with the academic coaches, HSTW, and WOW consultants, they will develop project-based units that include engaging rigorous, and differentiated lessons, common assessments and performance tasks, and integrated technology. Curriculum mapping training will facilitate the planning process, allow teacher access to units and provide model units for new teachers.</p>	<p>Timeline: Year 1: 2011-2012 2 days of training 2 days to plan with teams (Work as teams to input Teachers-As-Advisors and Project-Based</p>	<p>learning stipends during off-contract time Training provided by GaDOE and paid for through general or Title I funds</p> <p>Budget: Year s 1-3: 2011-2014 \$8,000/year is budgeted for substitutes to cover for professional learning</p>
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<p>For each year of the grant period, teachers will have a chance to attend training on the steps to curriculum planning, use of the district’s curriculum mapping system, and be allowed in-service days to collaboratively plan as grade level or discipline teams.</p> <p>Monitoring of Professional Learning: Collaborative teams will be given feedback on curriculum maps by HSTW coaches, Kendrick coaches and administration, and peers. The maps will be available on-line on the district’s mapping program, Rubicon Atlas. Classroom implementation will be monitored through lesson plans and rubric guided observations and feedback conducted by HSTW and Kendrick instructional coaches, administrators, and peers.</p> <p>Data Sources Correlated to Identified Needs:: - CRCT scores for upcoming 9th graders for the “feeder” middle schools indicate a need for improved math and content area achievement. - EOCT passing percentages have been low in all content areas - SAT and ACT scores are below state averages in all areas - Stakeholders recommended rigorous, engaging, and differentiated instruction for students - Absenteeism is rate is high - Faculty surveys expressed a need for time to collaborate and plan</p> <p>BUILDING CAPACITY: The three-year training plan provides in-depth teacher knowledge and builds a solid faculty foundation. All teachers continue with learned strategies which address reading standards integrated into their content standards. Identified mentor teachers provide on-site assistances to new teachers as needed during the years following the grant period. Units will be available to new teachers on Rubicon Atlas and academic coaches and district level instructional specialists can provide additional training, if needed.</p> <p>Compass Learning Compass Learning, a computer program that individualizes instruction, (intervention and acceleration) in all content areas has been identified to support data driven, differentiated instruction. The program gives teachers access to a vast amount of data on student learning and progress. Compass Learning will be one of the programs offered during the 45 minute Extended Day period, during the after-school</p>	<p>Learning maps only, RTI maps, Discipline/Management maps—all done with support and as groups)</p> <p>Year 2: 2012-2013 2 days of training 2 days to plan with teams for curriculum</p> <p>Year 3: 2013-2014 2-days of training 2 days to plan with teams for curriculum</p> <p>Timeline: Year 1: 2011-2012 August to May 4 days staff development (for</p>	<p>\$33,750 plus FICA/year is budgeted for professional learning stipends during off-contract time</p> <p>Training provided through general or Title I funds</p> <p>Budget: Year 1: 2011-2012 \$45,000 Year 2: 2012-2013</p>
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<p>tutorial, and by classroom teachers as part of the regular curriculum. Training will be provided to faculty on use of the program, the types of data the software offers, and using that information to guide classroom instruction. During Year 1, training will be provided to identified teachers. Year 2 and 3 training will be provided for new teachers and teachers requiring further assistance with the program.</p> <p>Monitoring of Professional Learning: Student work can be tracked daily on this program. Compass Learning use will be monitored by the technology specialist, instructional coaches and administration and student data will be extensively tracked by classroom teachers, coaches, and administration. Extended Learning block and classroom instruction will be observed by HSTW coaches, the technology specialist, academic coaches and administration and peers.</p> <p>Data Sources Correlated to Identified Needs: -GAPSS and stakeholders comments recommend differentiation of instruction based on individual student needs and learning styles -Limited enrollment in AP/accelerated courses -EOCT scores for all subject areas are low and below the state average -SAT and ACT scores are below average for the state</p> <p>BUILDING CAPACITY: The three year training will build a strong faculty knowledge base and foundation. In the years following the grant period, this foundation of teachers will provide support to new faculty members. The program has an initial fee for the software and a yearly upgrade, support, and professional development fee. These costs will be absorbed by other available funds to the school when the grant period is over.</p> <p><i>Fast ForWord and Mathematics Navigator</i> To support increased achievement in reading and in math, two programs are identified to assist with intervention. Identified students will be evaluated using the program specific to their needs which will generate baseline data and instruction will be tailored to each specific student's needs. The programs will be offered during the regular school day, the Extended Day 45 minute period and during the Summer Bridge Program.</p> <p>Selected teachers will be trained on components of each program and its implementation with students.</p>	<p>indicated staff) on program use and retrieving student data Year 2: 2012-2013 August-May 2 days staff development on program use and retrieving student data Year 3:2013-2012 August-May 2 days staff development on program use and retrieving student data</p> <p>FastForWord/ Navigator Timeline: Year 1: 2011-2012 August 2 days staff development Year 2: 2012-2013 2 days staff</p>	<p>\$6,000 Year 3: 2013-2014 \$6,000</p> <p>Budget: Year 1: 2011-2012 FastForWord \$45,000 Navigator Supplies \$15,000 Training for Navigator \$10,000</p>
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<p>Monitoring of Professional Learning: Teachers will be observed and provided feedback by training consultants, HSTW and academic coaches, school administrators, and district personnel to assure fidelity to the programs. Student progress will also be an indicator of program implementation and can be tracked through assessments and on-line components of each program.</p> <p>Data Sources Correlated to Identified Needs: -GHS GT pass rates for math and English/language arts are lower than the state average -AYP status of NI-3 because of math achievement and graduation rates -Low passing percentages on EOCT in all content areas -Each stakeholder group expressed a need for intervention strategies to support literacy across the curriculum -GAPSS and stakeholders recommended differentiating instruction to meet the needs of each student -Rising 9th grader data shows low passing percentages for math and content areas on the CRCT</p> <p>BUILDING CAPACITY: The three year training will build a strong faculty knowledge-base and foundation. In the years following the grant period, this foundation of teachers will provide support to new faculty members. The programs have an initial fee for the software, on-line services, and materials relative to each program and professional development fees. These costs will be absorbed by other available funds to the school when the grant period is over.</p> <p>Technology Integration Through the <i>High Schools That Work</i> model smart use of technology supports innovative approaches to instruction and culture to prepare students for the 21st Century global economy. When all classrooms have a high computer ratio, teachers must have the skills to support the technology integration into the curricula. Training will be provided on-site at Kendrick through: 1) the Regional Education Service Agency's (RESA) Education Technology Training Center (ETTC) from Ellaville, Georgia and 2) the MCSD Instructional Technology Specialists and 3) a full-time, on-site technology specialist to provide a safety net for teachers as they integrate technology tools into the curriculum. To support the transformation model, this professional learning opportunity is implemented in Year 1. Follow-up sessions are provided in Year 2 and Year 3.</p>	<p>development as needed to train new staff</p> <p>Year 3: 2013-2014 2 days staff development as needed to train new staff</p> <p>Timeline: Year 1: 2011-2012 August -May One training session each month on selected technology topics Daily on-site support for technology integration by Technology</p>	<p>Year 2: 2012-2013 FastForWord \$8,000 Navigator \$5,000 for supplies, \$5,000 for additional training</p> <p>Year 3: 2013-2014 FastForWord \$8,000 Navigator \$5,000 for supplies/\$5,000 for additional training</p> <p>Budget: Years 1-3: 2011-2014 \$93,000/year salary and benefits for on-site technology specialist \$8,000/year is budgeted for substitutes to cover</p>
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<p>Technology Integration into Curriculum: Online virtual labs demonstrate mathematics concepts (response systems) Interactive white boards provide opportunities for students to use technology which correlates to standards identified for their project-based learning experiences.</p> <p>Monitoring Professional Learning: The on-site technology specialist will provide modeling and feedback for teachers as they are integrating technology into the classroom. The technology specialist will schedule times with teachers to collaborate, brainstorm, and troubleshoot. The on-site specialist can scaffold learning for individual teachers as they become more comfortable with the new technology available to them. Implementation will be further monitored through classroom observations conducted by HSTW coaches, administrators, Kendrick academic coaches, and peers using rubrics based on specific targets. Feedback will be provided after observations to refine skills, clarify misconceptions, and to differentiate support.</p> <p>Data Sources Correlated to Identified Needs: -All stakeholder groups expressed the need for updated technology to support mastery of core subjects and essential skills such as critical thinking and problem solving, to improve home/school connections, and to prepare students for post-secondary success. (Appendices B) -The GAPSS team faculty reported that teachers were not integrating technology into instruction and that students were not effectively using technology in the classroom. -Faculty members reported that there were multiple problems when using technology currently available.</p> <p>BUILDING CAPACITY: The three-year training plan allows in-depth teacher knowledge and builds a solid faculty foundation. This will provide on-site assistance to new teachers as needed during the years following the grant period. Technical training may be provided in following years by district level Instructional Technology Specialists or by the Regional Educational Technology Specialists (ETTC) located in Ellaville.</p>	<p>Specialist Year 2: 2012-2013 August -May One training session each month on selected technology topics Daily on-site support for technology integration by Technology Specialist</p> <p>Year 3: 2013-2014 August -May One training session each month on selected technology topics Daily on-site support for technology integration by Technology Specialist</p>	<p>for professional learning</p> <p>\$33,750 plus FICA/year is budgeted for professional learning stipends during off-contract time</p> <p>Additional training provided through general or Title I funds</p>
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<p><i>Teachers As Advisors</i></p> <p>To assist students in becoming responsible decision makers, and goal setters, all teachers will be trained in the Teachers-as-Advisors model. Professional learning is needed to assist teachers to:</p> <ol style="list-style-type: none"> 1) lead students to make more informed choices in goal setting 2) increase student graduation rates 3) increase post-secondary enrollment rates by students in the district. <p>A customized plan supported by Teachers-as-Advisors is implemented for the advisory period identified at Kendrick High school. A critical component in the plan includes developing an Individual Graduation Plan, as mandated by the Bridge Law, which takes the students from the 9th grade to post-secondary goals.</p> <p>Teachers are trained during the first semester of Year 1, with follow-up sessions during the first semester of Year 2, and Year 3. The program is implemented during the second semester of Year 1. This delay in implementation allows teachers to be trained to serve as advisors and provides enough time to guide the students in the design of their Individual Graduation Plan.</p> <p>A detailed Teachers As Advisors curriculum map is designed and created during the first year with modification to the plan made in Years 2 and 3 of the grant. This curriculum map and instructional design provides the needed information and materials to continue the program for the years following the grant period. All Kendrick staff has access to the materials and curriculum map in the MCSD Rubicon Atlas online software portal.</p> <p>Data Sources Correlated to Identified Needs:</p> <ul style="list-style-type: none"> -The graduation rate at Kendrick has increased over the past three years but was only 63% in 2010. -The number of graduates that enroll in post-secondary college and technical college programs is below 50% -All stakeholder groups suggested that students and parents needed more support and direction in planning post-secondary goals for students. <p>Monitoring Professional Learning:</p> <p>Teachers-As- Advisors will be carefully monitored and provided feedback by HSTW to ensure appropriate implementation. Advisors will be required to work to create advisement maps for Rubicon and to provide documentation of each students' Individual Graduation Plan and documentation of monitoring procedures for tracking student</p>	<p>Timeline:</p> <p>Year 1: 2011-2012 August-November 4 days on-site training January-May Implementation of teachers as advisors Observations and feedback by consultant Re-training as needed</p> <p>Year 2: 2012-2013 August-November 4 days on-site training for new staff Observations and feedback by consultant Re-training as needed</p> <p>Year 3: 2013-2014 August-November 4 days on-site training for new staff August-May Observations and feedback by consultant Re-training as needed</p>	<p>Budget: Years 1-3: Training provided through HSTW</p>
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<p>progress toward identified goals.</p> <p>BUILDING CAPACITY: The three-year training plan allows teachers to gain in-depth knowledge and builds a solid faculty foundation. This foundation provides on-site assistance to new teachers as needed during the years following the grant period. During the first year of the grant, extensive unit designs are created to provide detailed timelines, instructional plans and student materials for the Teachers As Advisors Program. Teachers have access to the materials and curriculum map in the MCSD Rubicon Atlas online software portal.</p> <p><i>Professional Content Knowledge Enhancement</i> Teachers will be afforded the opportunity to enhance content knowledge through on campus and/or online course enrollment. Tuitions are to be funded through the School Improvement Grant as a component of the teacher incentives. The maximum tuition allowed per course is \$700.00. The maximum number of courses to be allotted per teacher is one class per semester. This ensures that all teachers have the opportunity to take advantage of the program. It also encourages all teachers to enhance content knowledge. These courses will be used particularly for Special Education teachers that co-teach in courses out of their certification area.</p> <p>Providing funding for a maximum of six (6) courses per teacher during the Year 1, 2 and 3 of the grant period encourages teachers to complete additional degrees within their area of concentration. This encourages teachers to focus on courses which impact instruction.</p> <p>Monitoring Professional Learning: Teachers will be required to reflect on their courses and submit a written plan outlining how will incorporate their content knowledge into their current teaching/co-teaching situation. Teachers will again reflect, at the end of the semester, on how the acquired knowledge improved their outcomes with students and additional ways they used or could use this knowledge in the future. Teachers will also be monitored and provided feedback through observations by consultants, instructional coaches, administrators and peers. MCSD does not currently specify service time requirements for content area reimbursement.</p> <p>Data Sources Correlated to Identified Needs: -Significantly lower achievement scores for SWD students on EOCT,</p>	<p>Timeline: Year 1: 2011-2012 July-June Courses taken at teacher request or as need is identified Year 2: 2012-2013 July-June Courses taken at teacher request or as need is identified Year 3: 2013-2014 July-June Courses taken at teacher request or as need is identified</p>	<p>Budget: Year 1: 2011-2012 \$3,500 Year 2: 2012-2013 \$3,500 Year 3: 2013-2014 \$3,500</p>
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<p>GHSGT, SAT, PSAT and ACT. -Faculty surveys indicated that some special education teachers needed to deepen their content knowledge to strengthen the co-teaching model at Kendrick. -Disproportionate representation of discipline referrals for SWD students when compared to percentage of total population</p> <p>BUILDING CAPACITY: Though the course tuitions are not supported after the grant period, content instruction to MCSD teachers is provided by the Columbus Regional Mathematics Collaborative (Math Collaborative), the Regional Education Services Agency (RESA), and the Muscogee County School District (MCSD) Professional Learning and Secondary Education Departments. MCSD and the Math Collaborative work together each year to provide complementary content training opportunities for mathematics teachers. The school also has other funding sources to provide job embedded professional learning following the grant period. MCSD does not currently specify service time requirements for content area reimbursements.</p> <p><i>School-Wide Discipline Policies/Classroom Management Training</i></p> <p>A discipline task force will be assembled to study the discipline problems Kendrick is currently experiencing. This team will be comprised of HSTW and school instructional coaches, school administrators, a corps group of teachers, district personnel from the Division of Academics and an outside consultant that specializes in discipline and classroom management. The consultant will spend time at Kendrick observing the current discipline policies and procedures, visiting classrooms, hallways, lunch periods, and various other settings to determine the discipline/management practices and needs at Kendrick. This consultant will work with the task force to implement a consistent discipline policy that will provide boundaries for students, create an orderly, environment for learning and promote positive relationships between and among faculty, students, parents and administration. A focus of the program will also be to provide support to students and to acknowledge student success.</p> <p>Once a plan is developed and employed, the discipline task force will follow with classroom observations, provide feedback, and track discipline data. The RTI process will be utilized to provide intense interventions for students that continue to struggle with managing personal behavior. The HSTW’s SWD coach and behavior consultants</p>	<p>Timeline: Year 1: 2011-2012 -Assemble Discipline Task Force -Hire consultant for observations and feedback -Write Discipline/Classroom Management plans -Train faculty on plans -Incorporate discipline plan, RTI strategies for severe problems -Plan and instigate classroom observations and feedback -Provide additional</p>	<p>Budget: Year 1: 2011-2012 Consultant fee- \$10,000 Year 2: 2012-2013 Possible consultant fee- \$5,000</p>
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<p>may further provide feedback to address specific issues , refine policies, train teachers, or work with specific teachers or students as needs are identified.</p> <p>Monitoring of Professional Learning: Teachers will be given opportunities to collaborate with peers during training on implementation strategies and interventions for specific common students. Focus walks will be conducted using rubrics that specify key elements of the discipline/classroom management plan. Observers will include peers, the discipline task force members, administrators, coaches and consultants who will offer feedback and suggestions designed to increase the teachers’ management skills and improve the overall climate of the classroom. Student discipline information will be monitored and teachers will provide specific intervention plans for students that are on Tiers 2 and 3 of RTI.</p> <p>Data Sources Correlated to Specific Needs: -The number of discipline referrals documented is increasing each year in most categories, particularly misconduct and disrespect -Teachers, students and parents recommended increased accountability for student misbehavior -Faculty survey comments concerning consistency -Achievement scores are low across all areas compared to state averages -SWD discipline referrals are disproportionate to their representation in the population</p> <p>BUILDING CAPACITY: After three years of training in and employment of strong discipline policies and classroom management strategies, incorporating intense academic and behavior interventions, and building positive, supportive relationships between faculty, students, parents and administration, there will be a high expectation by all stakeholders for a climate that is learning centered. The group of teachers and administrators that remain for those years, will be a sound unit that will understand the continuous cycle of improvement and will be able to sustain and cultivate that climate.</p>	<p>training/services as needed -Evaluate effectiveness of program/refine for Year 2</p> <p>-Hire consultant to train teachers in creating positive and meaningful relationships with students and with colleagues Year 2: 2012-2013 -Make revisions as needed -Continue to monitor student/teacher progress -Continue to use RTI for severe behavior issues -Employ consultants as needed for specific issues, students, training as needed -Evaluate effectiveness of program/refine for Year 3.</p> <p>Year 3: 2012-2013 -Make revisions as needed -Continue to monitor student/teacher progress -Continue to use RTI for severe behavior issues</p>	
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	<p>-Employ consultants as needed for specific issues, students, training as needed</p> <p>-Evaluate effectiveness of program/refine for post-grant year</p>	
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<p>A5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>		
<p>Signing Bonuses: Teachers that are hired into the Muscogee County School District or transfer within the county and accept a position at Kendrick will receive a one-time signing bonus of \$1,000 to be awarded at the first pay period of the contract year. This bonus will be offered to recruit teachers. Recruiting high-quality teachers was a recommendation in both the community and alumni surveys. BUILDING CAPACITY: This bonus will encourage teachers that might not consider teaching at a school in NI status. It will improve the likelihood that top candidates will consider Kendrick High School for a position and help build a strong team of teachers that will form a core, trained unit of teachers when the grant period is over. Professional Content Knowledge Enhancement: -Tuition Reimbursement: Teachers will be offered the opportunity to deepen content knowledge by enrolling in content specific courses. The identified course must be correlated to the participant’s teaching assignment during Year1 – Year 3 of the grant period. Teachers must apply for this financial assistance no later than the first day of the school year during the SIG period. -Certification Courses : Teachers will be allowed to obtain certifications specific to Year 1 – Year 3 SIG teaching assignments. Funding for courses is only to assist teachers who are new to the district and/or education. Teachers will be funded for one (1) course per year during the SIG grant period. There is no service time stipulated for use of these funds.</p> <p>Improved Environment: By increasing support for continuous improvement through consultants, instructional coaches, and professional development opportunities will improve organization, curriculum, instruction and overall school culture. Improving school culture and school-</p>	<p>Timeline: Year 1-3: 2011-2014 Bonuses will be awarded to new faculty members in the September paycheck for each school year of the grant</p> <p>Applications due: August 2011 – Year 1 August 2012 – Year 2 August 2013 – Year 3</p> <p>Improved Environment Timeline Years 1-3: Implementation 2011-2014 –Support from consultants, Implementation of a Discipline/Classroom</p>	<p>Budget: Years 1-3: 2011-2014 \$7,000/per year for the life of the grant</p> <p>Budget Year 1: \$3,500 Year 2: \$3,500 Year 3: \$3,500</p> <p>Budget for Environment See Section A4 for budget information</p>

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<p>wide discipline policies and procedures was identified many times as a need by faculty, parents, students and community members.</p> <p>BUILDING CAPACITY: Improving the school culture will improve relationships among and between teachers, staff, students, parents, and administrators. A positive climate will help recruit and retain teachers as overall job satisfaction increases because of enhanced skills and relationships. The long-term professional learning and supported initiatives that are integrated during the life of the grant will allow for a core unit of highly skilled teachers that are able to sustain growth when the grant is period is over.</p> <p><i>Embedded Professional Learning:</i> On-site staff development maximizes learning time for teachers and supports the development of professional learning communities. Teachers have the opportunity to collaborate, conduct peer observations, receive timely feedback, reflect on best-practice, and actively engage in learning and practice new skills in a supportive environment.</p> <p>Faculty members expressed a need for relevant professional learning experiences while also limiting initiatives and allowing for collaborative planning many times in the surveys. Job-embedded professional learning allows for administrators, coaches and consultants to monitor assimilation of learning by teachers and scaffold new learning to meet the needs of the faculty. They are further able to explain and model for teachers how the professional learning components compliment and strengthen one another</p> <p>BUILDING CAPACITY: As teachers embrace the opportunity to improve their content knowledge through the provided tuition fees and participate in a professional learning community instruction improves and teachers experience success which will increase teacher retention rates.</p> <p><i>Awards for Performance:</i> Teachers, administrators and staff members will receive monetary incentives based on the achievement of the students. This incentive is used to launch the newly identified and</p>	<p>management Plan, RTI plan, Teachers As Advisors, Technology Support, Intervention Courses -See Section A4 for specific timeline</p> <p>Embedded Professional Learning Timeline: Years 1-3: Implementation-See Section A4 for the detailed timeline)</p> <p>Timeline: Year 1: 2011-2012 June</p>	<p>Budget: See Section A4 for budget information</p> <p>Budget: Year 1: 2011-2012 \$159,250</p>
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<p>implemented model and will only be offered during the grant period from Year 1-Year 3. The first award is based on data from June 2011 compared to June 2012, the second award is based on growth from June 2012 through June 2013 and the last award is based on results from 2013 to June 2014. No monetary awards are identified for years occurring after the School Improvement Grant.</p> <p>When the number of first-time test-takers passing all components of the GHSGT increases by 5 % awards of \$1000 will be presented to all (or none) Kendrick High teachers and administrators, \$500 is awarded to full-time, and \$250 is awarded to part-time support staff through the SI Grant.</p> <p>Each year the graduation rate increases by 5%, awards of \$1000 will be presented to all (or none) Kendrick High teachers and administrators. Support Staff = non-certified staff: clerical assistants and custodians BUILDING CAPACITY: Financial incentives for improved student achievement will help to retain teachers and staff for the life of the grant allowing them to receive the full benefit of a long-term professional learning program. The group of teachers that remain for the entire grant period will be a highly skilled corps that will be able to sustain a cycle of continuous improvement when the grant is no longer in place at Kendrick.</p>	<p>Award based on 2011-2012 data Year 2: 2012-2013 June Award based on 2011-2012 data Year 3: 2013-2014 June Award based on 2012-2013 data</p>	<p>plus FICA Year 2: 2012-2013 \$159,250 plus FICA Year 3: 2013-2014 \$159,250 plus FICA</p>
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A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

Actions:

Response to Intervention (RTI)

There is an RTI plan currently in place at Kendrick, however, based on achievement scores and stakeholder comments, suggesting a need for differentiated instruction, the current RTI plan will be reviewed by an assembled team including the current RTI team, High Schools That Work coaches, Kendrick’s administrators and academic coaches and MCSD Secondary Education and Title I personnel. This team will evaluate and refine the current RTI plan to meet the needs of all students at Kendrick. When the plan is reviewed and modified, the team and consultants, as needed, will train the faculty on the RTI plan and implement the plan on a consistent basis and schedule.

Various strategies to be employed as Tier 1 interventions are, essentially, research-based best practice strategies. Practices include instituting effective classroom/schoolwide behavior management techniques, planning through backward design, utilizing the standards-based instructional framework, incorporating literacy instruction across the curriculum, providing interactive, engaging lessons, administering formative assessments, providing timely student feedback, and differentiated instruction (Chester and Shores, 2009).

Tier 2 interventions would be used for students that are at-risk of failing due to academic or behavioral reasons and should involve detailed planning and progress monitoring. Tier 2 interventions may include: small group instruction, skills courses, extended learning time, one-on-one tutoring, Credit Recovery/Virtual School programs, Saturday or after-school Time Recovery programs, Summer Bridge Programs, Applied Behavior Analysis (ABA), functional behavior assessments, diagnostic testing, assistive technology specific to learning styles, motivational systems or contracts, specific feedback, and bypass strategies. The goal of Tier 2 interventions is for students to receive needed support and return to Tier 1.

Tier 3 interventions are reserved for students that are testing/qualify for Exceptional Education services. A special education placement requires an

Timeline:

See section A4 for RTI/HSTW/Content instruction timeline

Budget:

See section A4 for RTI/HSTW/Content instruction budget

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<p>Individualized Education Plans specific to a student’s individual learning needs and intensive intervention strategies. Students require teachers that are trained to work with Students With Disabilities and may attend classes in a co-teaching setting or receive pull-out instruction. Based on test scores and the disproportion of discipline referrals for SWD students, the SWD population needs some specific Tier 3 academic and behavior interventions. Content area professional learning opportunities will be provided for SWD teachers that are teaching “out of field,” co-teaching training will be continued, students will be provided with mandatory extended learning time, math and reading skills intervention courses, after-school tutorials, Credit and Time Recovery options and summer extended learning time..</p> <p>High Schools That Work will designate an SWD coach at Kendrick to work with the special needs faculty, inclusion teachers, academic coaches, administrators, a cross-disciplinary/grade-level team and the RTI team to help teachers formulate and implement strategies with exceptional students. A discipline consultant will be contracted to observe and provide feedback on the behavior management strategies currently employed for exceptional students at Kendrick. If warranted, and following multiple interventions, an ABA therapist could be contracted to address specific student needs.</p> <p>(See Section A4 for strategies specific to increasing content knowledge and instruction for Students With Disabilities.</p> <p><i>Reading Data and Vertical Alignment</i> Student literacy needs are identified as a concern at Kendrick as indicated by test scores and stakeholder perceptions. Even though CRCT reading scores from Kendrick’s “feeder” schools (Rothschild Middle School and East Columbus Magnet) have been stable and comparable to state scores, the students from those schools have low content area scores and scores on the 9th Grade Literature End Of Course Test are far below the state average. Additionally, stakeholders report that reading and literacy skills are weak across all disciplines. Content area End of Course Tests are very low, SAT and ACT scores are below state averages for Verbal and Critical Reading sections of the tests, graduation rates are low, and graduate college enrollment rates are low.</p> <p>To address these problems, a focus on literacy has been established to improve overall achievement, graduation rates and post-secondary options. All faculty members will receive training on active literacy across the content areas and</p>	<p>Timeline: Year 1: 2011-2012 July -August -Hire reading specialist/train SWD staff -Identify students August-December -Implement</p>	<p>Budget: Year 1: 2011-2012 Scholastic Reading Counts Program Title I budget FastForWord \$45,000 Compass Learning \$45,000 Developmental Reading</p>
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explicit strategies to support students' reading for information skills. Teachers will learn cross-curricular strategies to address root problems and systemic practices to directly impact student performance. (Jacobs, 2010). The High Schools That Work Literacy Coach will also lead a group of cross-discipline, grade-level teachers that will work closely with one another to support the faculty as they execute literacy instruction across the content areas. Reading across the curriculum is researched-based best practice and is considered a Tier1 intervention.

The second approach to improving reading is to provide extended learning time during a daily mandatory "5th Block" and an optional after-school tutorial. The mandatory Extended Day Block is provided 45 minutes daily and the after-school tutorial is provided Monday through Thursday. Tenth through twelfth grade struggling readers will be identified through test data, teacher recommendation, and diagnostic tools (The Developmental Reading Assessment). These students will receive intensive, direct instruction based on the specific needs of each student (Allington, 2001). This specialized instruction will be a Tier 2 intervention for the RTI plan.

Students will receive direct instruction delivered by a reading specialist and through interactive reading software (*FastForWord, Compass Learning, and/or Reading Counts*) designed specifically for the high school struggling reader. Students are rotated through Extended Learning Time sessions which are scheduled based on the nine-week grading period. As students improve, they may rotate to a different type of literacy session such as a book club, writing skills course, content area reading/writing support, an interest group, or support for other academic needs.

Tier 3 students may need to use this time to work with SWD teachers that have been trained on the use of the diagnostic tools and specific literacy intervention strategies. Additional regular education and SWD students may be placed with SWD teachers and/or the reading specialist for reading intervention as needs are determined through the RTI process. Placement will be based on diagnostic testing, RTI committee input, Individual Graduation Plans, and student progress.

Entering ninth graders will be specifically targeted to participate in a reading skills Tier 2 elective class designed to strengthen their reading skills. These students will be chosen based on their 8th grade CRCT scores and other diagnostic inventories as needed. Students that scored between 780 and 820, and do not qualify for special

reading skills courses	Assessment Kit \$2,500 (Title I Funds)
December	
Evaluate student progress/modify courses as needed	Book Club Supplies \$3,000 (Title I funds)
January-May	
Implement/evaluate based on student data	Reading Specialist Salary/benefits \$83,000/yr for salary and benefits
Year 2-3: 2012-2014	SWD teachers salaries/benefits (General Funds)
-Evaluate/modify program as needed	Extended Block Salaries \$450,000/ year
-Identify students	After-School Tutoring Salaries Title I budget
-Implement course	Years 2-3: 2012-2014 Scholastic Reading Counts Program/ Developmental Reading Assessment

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education services, on the reading portion of the CRCT will take this course during the first semester of 9th grade in preparation for 9th Grade Literature. This course will incorporate the same diagnostic tools and reading software as the Extended Day Block coupled with direct instruction with a reading specialist that is tailored to student needs.

Ninth grade students that do not pass 9th Grade Literature during the first semester or that are identified by their teachers after first semester as needing intervention, will take the reading elective class during second semester as they prepare for Credit Recovery or Virtual School to recover the credit for 9th Grade Literature. The reading skills course will become available to other students during the regular school day as space becomes available, but classes will remain small (maximum of 15) to focus on attaining reading skills needed to succeed in literature and content area courses at the secondary level.

The reading specialist will also hold bi-monthly Book Club meetings during the block using books that are based on student interest or that are pertinent to students' lives. This component is designed to "hook" struggling readers with stories that students find engaging and personally relevant. Book Club reading assignments will be facilitated by 15 minute daily read-alouds of the selected book. Struggling readers, especially adolescents, need exposure to quality, meaningful literature and fluent models of reading (Scammacca, et al., 2007, Guthrie, et al. 2009). Students will also provide written responses to literature that will allow them to practice writing skills and reinforce reading skills. Student progress will be closely monitored by the reading specialists, identified SWD teachers, and the RTI team.

Advanced reading students will be offered reading courses to enhance their higher-order thinking skills and application of those skills in cross-curricula projects. They may also choose to participate in courses that use interactive reading software such as Compass Learning or Reading Counts. Interested readers will be encouraged to join a book club. Book club selections will be based on student interests, genres, series, specific authors, or personal relevance of the story. As books are being read, students will meet to discuss text to self, text to text, and text to world connections with one another and teacher facilitators.

Students that need to gain credits after failing a course can participate in the Credit Recovery program or Georgia Virtual School during the extended day. Students

Kit/Book Club Supplies
Title I funds
FastForWord
\$8,000
Compass Learning
\$6,000
Reading Specialist Salary
\$83,000/year salary and benefits
Extended Block Salaries
\$450,000
After-School Tutoring Salaries- Title I budget
Year 1: 2011-2012
Compass Learning
\$45,000
Virtual Lab/Gizmo
\$8,000
Geometer's Sketchpad
\$15,000

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may also participate in USA Test Prep program to prepare for EOCTs and the GHSGT or on-line tutorials to prepare for the SAT, PSAT, or ACT. Other options during the Extended Block will be accelerated or AP courses in content areas and opportunities to participate in interests groups such as performing arts, academic teams, or other courses that students and/or faculty suggest. Students will receive elective credits for these courses and students will be allowed to change courses as they progress and needs or interests change. Teachers As Advisors, counselors, and administrators will work with students and the RTI team to make placement decisions for Extended Block.

Mathematics Data and Vertical Alignment

Mathematics achievement has dropped significantly at Kendrick over the last several years. From the 2007-2008 school year to 2009-2010 End of Course test passing rates for Algebra dropped from 57% to 21% and Geometry passing rates dropped from 31% to 15% . Math I passing rates were 31% last year and Math II passing rates were 19%. Georgia High School Graduation Test rates, for AYP purposes, were at 51.5% passing and SAT and ACT math scores are lower than state averages. Rising ninth grader CRCT passing scores for 2006-2007 school year to 2009-2010 from Kendrick’s “feeder” middle schools (Rothschild Middle School and East Columbus Magnet Academy) were at 50%, 51%, and 56% collectively for the last three years.

All teachers will incorporate research based approaches to improving student achievement such as standards-based mathematics classrooms that emphasize project-based learning, active engagement, and data driven instruction through the use of the Georgia Performance Standards Performance Tasks and formative assessments. Math teams will plan collaboratively, attend numerous workshops on the strategies listed above, receive training on using SMARTBoards, response systems and graphing calculators, virtual lab equipment, including Gizmo, Geometer’s Sketchpad software and have a High Schools That Work numeracy coach in the building at least two days per week. This coach will provide training for the school’s academic coach, observe lessons, give feedback and monitor progress of teachers and students as they implement new practices with fidelity. This coach will also lead a team of staff members as they support teachers in utilizing numeracy building techniques across the curriculum. All students will be given a laptop to use at school and at home for all content areas, but their individual

	Math Teacher \$83,000/year salary and benefits Mathematical Navigator Modules/ training \$25,000 Extended Block Salaries
Year 1: 2011-2012	
July -August	
-Hire math specialist/train staff	\$450,000/year After-School Tutoring Salaries Title I budget
-Identify students	Student Laptops
August-December	\$375,000 Years 2-3: 2012-2014
-Implement reading skills courses	Student Laptops Year 2: \$375,000
December	Year 3:
Evaluate student progress/modify courses as needed	\$100,000 Compass Learning \$6,000
January-May	Virtual Lab/Gizmo \$8,000
Implement/evaluate based on student data	Geometer’s

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laptops can be used in math classes with the software and Compass Learning to increase conceptual understanding.

The second approach to improving student achievement in mathematics is to provide mandatory extended learning time (Allington, 2001) and an optional after-school tutorial. The mandatory Extended Learning Block is provided for 45 minutes daily and the optional after-school tutorial is provided Monday through Thursday. Tenth through twelfth grade students who have been identified through diagnostic tests and teacher recommendations will attend math courses designed to identify and clarify specific misconceptions as a Tier 2 intervention. The instructional program that will be used is Mathematics Navigator, a set of research-based instructional modules developed by America’s Choice, which assesses students and targets critical math misconceptions (Bell, 2005, Swan 2005). Students pre-test on-line to identify misconceptions and a math teacher provides prescriptive, direct instruction designed to clarify erroneous understandings and build the conceptual basis needed for algebra and geometry through discrete modules which target specific student needs. Diagnostic screeners, formative assessments and post-tests drive individualized instruction and progress monitor.

Students will be rotated through extended learning time sessions which are scheduled based on the nine-week grading period. As students improve, they may rotate to a different type of instructional session or they may be re-scheduled for other academic needs. Identified math and SWD teachers will be trained on Mathematics Navigator assessments and modules for use with Tier 2 and 3 students during the extended learning block. Student placements as will be determined based on needs, available spaces, and RTI team recommendations.

Extended Block for math will also offer students the opportunity to use Compass Learning which provides individualized instruction to either re-teach or accelerate students at their own pace. Compass Learning is highly engaging and rigorous while providing immediate feedback and differentiation. Students that need to gain credits after failing a course can participate in the Credit Recovery program or Georgia Virtual School. Students may also participate in the USA Test Prep program to prepare for EOCTs and the GHS GT or on-line tutorials to prepare for the SAT, PSAT, or ACT.

Advanced mathematics students have the option to enhance their higher-order thinking skills and apply those skills in cross-curricula projects associated with

**Year 2-3:
 2012-2014**

-Evaluate/
 modify
 program as
 needed

-Identify
 students

-Implement
 course

Sketchpad
 \$5,000

Mathematical
 Navigator Student
 Modules/training
 \$10,000/year

Extended Block
 Salaries/math
 teacher
 \$533,000

After School
 Tutoring Salaries
 Title I Funds

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accelerated or AP math courses. Advanced students will have the opportunity to participate in accelerated Math I and Math II courses. During Year 2 and 3, AP Statistics will be added to the courses offered to students. Additional courses may be added based on student/faculty interests. All extended time courses will offer elective credits or partial credits for students.

Entering ninth graders will be specifically targeted to participate in a Math Skills elective class designed to determine needs and strengthen their math skills as they take GPS Algebra Support. These students will be chosen based on their 8th grade CRCT scores. Students that scored between 780 and 820 on the math portion of the CRCT, and do not qualify for special education services, will take this course along with GPS Algebra Support, on an alternating day schedule, for the full year. This course will be a Tier 2 intervention for regular education students, but depending on space and available co-teachers, it can also be used for Tier 3 Students With Disabilities during the regular instructional day. The Math Skills and the GPS Algebra Support teachers will work closely together to scaffold skills for students attending these classes and class sizes will be around 15 with an 18 student maximum. As spaces become available, the criteria for admittance can be broadened based on data, RTI team decisions, and resources.

The math skills teacher will incorporate engaging relevant opportunities for students to practice facts and skills through active participation and projects that require students to use math in real-world situations, problem solving, technology, and communication. The math skills support class will clarify and build mathematical understandings needed for higher level math courses required at the secondary level. Kendrick's current block schedule format will allow students time to complete GPS Algebra, GPS Geometry Support and GPS Geometry, GPS Advanced Algebra Support and, if desired, GPS Advanced Algebra to receive the four credits that Georgia Public Colleges and Technical Schools will accept for admittance.

After School/Saturday Attendance Recovery Program

Over 20% of Kendrick's students were absent over 15 days for the 2009-2010 school year, resulting in a loss of over three weeks of instructional time for those students. This loss of time in the classroom impacts student achievement and

Timeline:
 Year 1: 2011-2012
 August
 Administratio

Budget:
 Salaries paid with
 Title I Funds

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progress toward graduation. Kendrick will institute an Attendance Recovery Program for students that are excessively absent and are at risk for losing credits in their courses. The students can attend make up hours missed in courses, complete assignments and/or assessments and projects, and receive tutoring, as needed, to gain credit for courses.

n and staff determine guidelines and logistics of the program

September
Begin program

December
Evaluate success and progress and refine for 2nd Semester
Years 2-3:

Same as year 1

High Schools That Work

Student achievement is a concern based on several key pieces of data including a drop in the graduation rate to 63% last year, low scores on End of Course Tests in all content areas low college enrollment rates, and SAT and ACT scores that are consistently below state averages. High Schools That Work provides a framework to meet every need as identified by data and stakeholders and provides guidance, structure, and order to the transformation process. Kendrick administration and faculty will implement the Key Practices through a myriad of strategies to improve the overall school climate, improve student achievement, increase the graduation rate, and improve post-secondary outcomes.

Timeline:

Year 1:
Attend HSTW Summer Conference July 2011

Five planning/Insertive days in July- 3 with HSTW

August-May

Budget
Year 1:
HSTW Summer Conference Title I funds

HSTW Consultants \$150,000
Stipends for 3 days: \$33,750 plus FICA

High Schools That Work: Overview

The High Schools That Work assists schools and districts nationwide to develop innovative high schools. Schools fundamentally rethink the foundations of teaching and learning and how to empower students to become the creators, leaders, and

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<p>producers of tomorrow. This framework guides instruction by integrating authentic tasks and assessment to increase student learning. The Key Practices for High Schools That Work correlate to the identified needs of Kendrick’s students.</p> <p>High expectations: Motivate more students to meet higher standards by integrating high expectations into classroom practices and providing frequent feedback.</p> <p>Correlation to transformation strategies:</p> <ul style="list-style-type: none"> • Institute an RTI plan to meet individual student needs and maximize student achievement • Incorporate Project-Based Learning • Implement Teachers as Advisors • Monitor standards-based classrooms • Increase the number of accelerated and AP Courses • Offer intervention courses for at-risk students • Increase rigor in classroom instruction • Provide models of best practices, observe instruction and provide timely teacher feedback <p>Program of study: Require each student to complete an upgraded academic core and a concentration.</p> <p>Correlation to transformation strategies:</p> <ul style="list-style-type: none"> • Implement Teachers as Advisors • Create an Individualized Graduation Plans • Increase number of accelerated and AP Courses • Provide strategic interventions for at-risk students • Increase rigor in classroom instruction • Provide models of best practices, observe instruction and provide timely teacher feedback • Provide a Bridge Program during the summer months to support increased academic success (The Bridge Program is designed to address identified needs of students prior to entering the 9th grade) • Educate parents on the requirements for graduation and post-secondary goals • Help parents create graduation/post secondary plans and timelines <p>Academic studies: Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects.</p>	<p>HSTW Coaches on-site and 5 In-Service Days</p> <p>Year 2-3: 2012-2014</p> <p>Attend HSTW Conference</p> <p>HSTW coaches on-site 5 In-Service Days</p>	<p>Stipends for 2 days: Title I funds</p> <p>Salaries for 5 in-service days</p> <p>\$102,903 plus FICA</p> <p>Year 1: HSTW Summer Conference Title I funds</p> <p>HSTW Consultants Year 2: \$150,000</p> <p>Year 3: \$100,000</p> <p>Stipends for 3 days: \$33,750 plus FICA</p> <p>Salaries for 5 in-service days \$102,903 plus FICA</p>
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Correlation to transformation strategies:

- Enhance Project-Based Learning
- Monitor standards-based classrooms
- Build 21st Century Skills through technology integration
- Provide a Bridge Program during the summer months to support increased academic success

Career/technical studies: Provide more students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level academic and problem-solving skills needed in the workplace and in further education.

Correlation to transformation strategies:

- Enhance Project-Based Learning
- Integrate 21st Century Skills and increase enrollment in Kendrick Academy of Art and Design and participation in CTAE program at Jordan
- Formulate post-secondary plans with students and incorporate those goals into the student's Individual Graduation Plan

Teachers working together: Provide cross-disciplinary teams of teachers time and support to work together to help students succeed in challenging academic and career/technical studies. (DuFour, 2004)

Correlation to proposal:

- Form interdisciplinary/grade level teams to address topics such as literacy and numeracy across the curriculum, SWD students, and student guidance.
- Implement Teachers as Advisors
- Support peer observations/ feedback for standards-based classroom implementation
- Participate in professional development training and plan/brainstorm with teacher teams to ameliorate changes
- Provide models of best practices, observe instruction and provide timely teacher feedback
- Schedule teacher planning time for grade-level and departments to build professional learning communities.

Students actively engaged: Engage students in academic and career/technical classrooms in rigorous and challenging proficient-level assignments using research-based instructional strategies and technology. (Schlechty, 2005)

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Correlation to transformation strategies:

- Enhance Project-Based Learning in all classrooms
- Integrate technology into content classes to strengthen 21st Century Skills and engage learners
- Incorporate virtual conferences to bring content area experts into the classroom
- Increase technology tools available to students and teachers
- Increase enrollment in Kendrick’s Academy of Communication and Design and other CTAE courses

Guidance: Involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of an accelerated program of study with an academic or career/technical concentration.

- Utilize Teachers As Advisors program
- Support development of Individual Graduation Plans for students
- Hold parent information training sessions designed to meet parent needs and support student goals
- Provide support and training for the Family Services Coordinator
- Guide teachers toward building supportive relationships with students
- Participate in designing discipline and RTI plans to improve school culture and student outcomes

Extra help: Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content. (Allington, 2001).

Correlation to transformation strategies:

- Implement literacy and numeracy instruction across the curriculum
- Increase instructional time to included an Extended Block and After-School Tutoring programs
- Provide recovery courses to all students such as reading and math skills courses for incoming Freshmen, the Fast ForWord program coupled with prescriptive direct reading instruction and Mathematical Navigator with prescriptive direct math instruction for all students in grades 9-12, the Scholastic Reading Counts program, Compass Learning the Credit Recovery Program, Georgia Virtual School, and USA Test Prep program, The Summer Bridge Program for 9th graders at-risk of failure
- Implement Teachers as Advisors program to support students in planning for the future

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<ul style="list-style-type: none">• Institute Saturday Time Recovery options for students that have missed more than 5 days of school <p>Culture of continuous improvement: Use data continually to improve school culture, organization, management, curriculum and instruction to advance student learning.</p> <p>Correlation to transformation strategies:</p> <ul style="list-style-type: none">• Monitor standards-based classrooms and provide teacher feedback based on an established rubric• Provide models of best practices, observe instruction and provide timely teacher feedback• Increase use of common formative and summative assessments (including		
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Frameworks Performance Tasks) to modify and differentiate instruction

Kendrick’s faculty is to receive intensive training for throughout the school in Year 1. Follow-up sessions are scheduled in Years 2 and 3 with full implementation, monitoring and evaluation of components to ensure complete integration of strategies into the curricula.

The focus of this transformation model is intervention and student engagement through interactive, authentic learning a projects. This research-based instructional strategy meets the needs of the stakeholders and GAPSS review team recommendations from 2007. This initiative is supported through job-embedded training, identified consultants, technology correlated to 21st Century Skills and Instructional Coaches Through project-based learning students develop strong communications skills, make meaningful connections to real world applications and enhance their technology skills to prepare them for success in the work place or post secondary education.

High Schools That Work: Aligned to Georgia Performance Standards

- Project-based learning (PBL) for grades 9 through 12 is at the heart of the instructional approach. PBL uses technology and inquiry to engage students with issues and questions that are relevant to their lives. In High Schools that Work classrooms, **teachers design rigorous projects tied to state and district standards** and customize them to their location and the interests of students. Students then work in teams to acquire and apply knowledge and skills to solve problems.
- High Schools That Work: Vertical Alignment from 9th to 12th
 Collaboration among teachers ensures that students in grades 9-12 acquire not only subject-matter knowledge, but also the skills they need to thrive in college, career and life.
- Teachers model a team-based collaborative approach in grades 9-12. In addition to helping set school administration and policy, they have flexibility to customize classrooms and projects to meet the needs of their students.
- Teacher planning schedules are conducive to grade-level and department (subject-level) professional learning communities.
- Advisory Program is established for grades 9-12. The sessions are scheduled once a week and are comprised of multi-grade level students.

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RESEARCH:

"The American Recovery and Reinvestment Act : Teacher Effectiveness and Equitable Distribution." *National Comprehensive Center for Teacher Quality*. Web. 2 Mar 2010. <<http://www.tqsource.org/arra/main.php>>.

"Events and News." *Partnership for 21st Century Skills*. October 2009. Web. 2 Mar 2010. <http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=780&Itemid=64>.

Kristin, Sunny. "National Conference of State Legislation." *NCSL*. July 2005. Web. 2 Mar 2010. <<http://www.ncsl.org/IssuesResearch/Education/HighSchoolRedesignEffectiveHighSchoolReform/tabid/12948/Default.aspx>>.

Quint, Janet. "Publications." *mdrc*. May 2006. Web. 2 Mar 2010. <<http://www.mdrc.org/publications/428/overview.html>>.

<http://www.americaschoice.org/mathnavresearchbasis>

Fuchs, L.S. & Fuchs, D. (2007). A model for implementing responsiveness to intervention. *TEACHING Exceptional Children*, 39(5), 14-20

Chester, K. & Shores, C. (2009). Using RTI for School Improvement; *Raising Every Student's Achievement Scores*. Thousand Oaks, CA: Corwin Press

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

<p>Actions:</p> <p>Formative Assessments: Formative assessments are quick checks used to assess student understanding, provide immediate feedback to students, and guide instruction for teachers. Timely, high-quality formative assessments impact student learning by identifying student misconceptions or assimilation of new concepts immediately and allow teachers to tailor instruction to student needs. There are a variety of quick ways to check for understanding and gather "evidence" of learning in your classroom: Summaries and Reflections Lists, Charts, and Graphic Organizers Visual Representations of Information. Collaborative Activities Exit Cards Daily feedback from computerized instructional programs</p> <p>Interim Assessments: Interim assessments are given at scheduled points of time throughout the school year. Interim assessments are used to assess learning in preparation for summative assessments. They are used to analyze student data, to find the gaps in learning and to plan for further instruction before the summative tests. Interim assessments are: Pre/Post unit tests Performance tasks MAP tests</p>	<p>Timeline:</p> <p>Formative assessments are used daily to provide information to teachers on student learning for the day. Collaborative planning times will be used to focus on devising and assessing formative assessments to guide instruction</p> <p>Interim Assessments: Year 1: 2010-2011 Interim assessments are conducted taken by teachers at the beginning, middle and end of units and at various points as indicated by the GaDOE Frameworks. Student progress is monitored and acceleration or intervention techniques will be based on</p>	<p>Budget:</p> <p>Supplies: paper, pencils, notebooks, index cards etc. provided through general funds and Title I.</p> <p>Budget: Interim assessments are either covered by general funds or budgeted in A6.</p>
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<p>Diagnostic testing</p>	<p>student outcomes. Discipline teams will collaborate to formulate and assess common assessments</p> <p>Muscogee Assessment Plan (MAP) Tests are administered twice per year.</p> <p>Student Assessment Lead Teachers (SALTs) a) compile data after the administration of MAP tests, b) share and collaborate with teachers to analyze data, and c) identify resources for instructional strategies which may be needed for intervention between MAP testing and EOCT.</p> <p>Diagnostic testing will be conducted on an as needed for students based on recommendations from teachers and the RTI team. These may include</p> <ul style="list-style-type: none"> Developmental Reading Assessment Mathematics Navigator pre/post tests OAS practice Projects designed to show application of learning Functional Behavior Analysis Other tests as stipulated by the RTI team 	
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A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).

<p>Actions:</p> <p>Extended Learning Time Kendrick High School’s instructional day will use a modified block schedule that encourages project-based learning, laboratory experiences, and active, engaged learning. The schedule includes built-in advisory time one day per week and four days of extended student learning time for academic skill building and enrichment. The instructional day currently begins at 8:25 A.M. Additional instructional time will be added to the beginning of the school day to allow students who are concurrently enrolled at Kendrick High School and the district CTAE academy to continue their studies.</p> <p style="text-align: center;">Proposed KHS Bell School with extended instructional time</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">Opening Bell:</td> <td style="text-align: right;">7:30 AM</td> </tr> <tr> <td style="padding-left: 20px;">Bell to Class:</td> <td style="text-align: right;">7:35 AM</td> </tr> <tr> <td style="padding-left: 20px;">Tardy Bell:</td> <td style="text-align: right;">7:40 AM</td> </tr> <tr> <td style="padding-left: 20px;">Morning Announcements:</td> <td style="text-align: right;">7:40- 7:45 AM</td> </tr> <tr> <td style="padding-left: 40px;">First Block:</td> <td style="text-align: right;">7:45-9:15</td> </tr> <tr> <td style="padding-left: 40px;">Class Change:</td> <td style="text-align: right;">9:15-9:20</td> </tr> <tr> <td style="padding-left: 60px;">Enhancement/Advisory Period:</td> <td style="text-align: right;">9:20-10:05</td> </tr> <tr> <td style="padding-left: 20px;">Class Change:</td> <td style="text-align: right;">10:05-10:10</td> </tr> <tr> <td style="padding-left: 20px;">Second Block:</td> <td style="text-align: right;">10:10-11:40</td> </tr> <tr> <td style="padding-left: 20px;">Class Change:</td> <td style="text-align: right;">11:40-11:45</td> </tr> <tr> <td style="padding-left: 20px;">Third Block:</td> <td style="text-align: right;">11:45-1:45</td> </tr> </table>	Opening Bell:	7:30 AM	Bell to Class:	7:35 AM	Tardy Bell:	7:40 AM	Morning Announcements:	7:40- 7:45 AM	First Block:	7:45-9:15	Class Change:	9:15-9:20	Enhancement/Advisory Period:	9:20-10:05	Class Change:	10:05-10:10	Second Block:	10:10-11:40	Class Change:	11:40-11:45	Third Block:	11:45-1:45	<p>Timeline:</p> <p>Year 1: August 2011 – May 2012</p> <p>Year 2: August 2012 – May 2013</p> <p>Year 3: August 2013 – May 2014</p>	<p>Budget:</p> <p>Years 1-3: \$450,000 per year plus FICA</p>
Opening Bell:	7:30 AM																							
Bell to Class:	7:35 AM																							
Tardy Bell:	7:40 AM																							
Morning Announcements:	7:40- 7:45 AM																							
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Third Block:	11:45-1:45																							

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<p>First Lunch 11:45-12:10 Second Lunch 12:10-12:40 Third Lunch 12:40 – 1:10 Fourth Lunch 1:10 – 1:40 Class Change: 1:45-1:50 Fourth Block: 1:50-3:25 Afternoon Announcements: 3:20-3:25</p> <p>Skill Development and Enhancement The school will build in 45 minutes after first block for skill development and enhancement Monday – Thursday. All teachers will participate in the skill development and enhancement. Academic Coaches will be responsible for collecting and distributing the instruction designed for these sessions. Teachers may choose to co-teach these sessions.</p> <p>Advisement/Teachers as Advisors Student advisement one day per week on Friday Advisory: parents meet with teachers, counselors and students at least one time per year Consistent advisory curricula school-wide provided by Guidance Counselors Monthly teacher grade-level meetings All staff members will participate in advisement including administration, non-certified staff and guidance counselors.</p> <p>Optional after-school Instructional Time: Kendrick High School will offer an optional after-school instructional program from 3:50 – 5:50 for students who wish to work on skill development or credit recovery under the supervision of a certified teacher. Transportation will also be provided for the students to return home from</p>	<p>Year 1: August 2011 – May 2012 Year 2: August 2012 – May 2013 Year 3: August 2013 – May 2014</p>	
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<p>school.</p> <p>Camp Cherokee Summer Bridge Program: (3 weeks) 8th graders transitioning to 9th grade – career exploration in the technical programs (select from a list of programs) Reading and Mathematics enhancement Transitioning to high school No fees for students Teacher Supplements Required for students failing the 8th grade CRCT</p> <p>Summer Credit Recovery Program: (4 weeks) Academic core content courses identified for recovery Instructional delivery – online, project-based No fees for students Teacher Supplements</p>	<p>Year 2: August 2012 1 week – exploratory 1 week – reading and mathematics 1 week – high school transition</p> <p>Year 3: August 2013 1 week – exploratory 1 week – reading and mathematics 1 week – high school transition</p> <p>Year 2: June 2012 Year 3: June 2013</p>	<p>Years: 2 and 3</p> <p>Salaries to supplement off contract time \$81,000 plus FICA</p> <p>Teacher supplements 4 weeks @ 20 hours per week \$28,800 plus FICA per year</p>
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communicate with parents.		
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<p>A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</p>		
<p>Actions:</p> <p>Flexibility</p> <p>School administrative staff will work collaboratively with the Central Office Staff to plan and implement the transformation model.</p> <p>The SIG Administrator (SIGA) provides guidance to Kendrick’s faculty and staff for meeting the established timeline throughout the grant period.</p> <p>The SIGA communicates with the Chief Academic Officer to receive input and guidance for any suggested changes in the timeline made by Kendrick’s faculty and staff.</p> <p>Faculty and staff review the timeline at the beginning of the school year.</p> <p>Flexibility will be given to adjust the instructional calendar/time to meet the needs of students.</p> <p>The <i>High Schools That Work</i> framework allows flexibility to meet specific identified needs of the school and system.</p> <p>Teachers provide input to identify specific technology needs of course and grade level.</p>	<p>Timeline:</p> <p>Year 1 – review in July-August</p> <p>Year 2 – review in May, July-August</p> <p>Year 3 – review in May, July-August</p>	<p>Budget:</p> <p>N/A</p>

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<p>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>		
<p>Actions:</p> <p>Technology Support – On-site:</p> <p>During the SIG period only, a Technology Specialist consultant will be located full time at Kendrick High School. Low test scores and graduation rate require the inclusion of new technology hardware and software to differentiate instruction and address the instructional needs of all students, the PES (Program of Exceptional Students) specifically. The data collected from the stakeholder surveys supports that this technology specialist be limited to Kendrick High School. (See Appendix A). The duties include:</p> <p>Installing any new hardware purchased through the SIG grant or any other funding sources;</p> <p>Providing small group, hands-on, technology hardware instruction to Kendrick teachers and staff;</p> <p>Providing small group, hands-on, technology software/Web instruction to Kendrick teachers and staff;</p> <p>Maintaining all technology hardware located at Kendrick;</p> <p>Assisting teachers in the classroom during</p>	<p>Timeline:</p> <p>Year 1: August 2011 – May 2012</p> <p>Year 2: August 2012 – May 2013</p> <p>Year 3: August 2013 – May 2014</p>	<p>Budget:</p> <p>\$ per year to include salary and benefits</p>

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<p>instruction with the integration of technology tools with content curricula;</p> <p>Maintaining the Kendrick High School website;</p> <p>Establishing and identifying Technology Teacher Coaches (building capacity for the future) among the Kendrick faculty and staff;</p> <p>Providing small group technology instruction for parents and other associated groups.</p> <p>BUILDING CAPACITY: MCSD (LEA) continues to support the integration of technology into the curricula after the SIG period. MCSD instructional support specialists are assigned to Kendrick High School to provide training sessions and on-site assistance with new technology software and hardware. After school and summer training sessions are provided to further the use of technology integration into instruction with an emphasis on student use in the classroom. The MCSD Division of Information Services (technology division) requires all schools to participate in an annual technology fair. Students display and share their work for the community to see. Teachers at Kendrick are aware of the support avenues provided</p>		
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B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality.

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 Kendrick High School**

Actions: Do not complete this section. This item does not apply to the transformation model.	Timeline:	Budget:
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B-1. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.		
Actions: The Leadership Team along with the Principal will attend the Summer Leadership Academy at Callaway Gardens.	Timeline: June 2011	Budget: Title I School Improvement Funds

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<p>the program</p> <ul style="list-style-type: none"> • Provides continuous progress of the School Reform Models to MCSD Communication Officer • Organizes professional learning sessions and/or collaborates with the school improvement specialists • Conducts Focus Walks and provides teacher feedback • Serves as the primary liaison among staff, parents, students and other organizations • Solves problems independently based on advanced knowledge of school operations and school policies and procedures • Monitors budgets for SIG implementation • Conducts extensive research and analyzes data • Provides guidance and support to instructional coaches <p>Curriculum and Instruction Provide resources critical to the successful implementation of GPS and CCGPS:</p> <p>Academic coaches in the core content areas will work towards build teaching capacity and sustainability through effective teaching practices, principles of data-driven decision-making, and standards-based education. The job responsibilities of the Academic Coaches will be as follows:</p>	<p>Years 1 – 3: August 2011 – May 2102 August 2012 – May 2013 August 2013 – May 2014</p>	
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Georgia Department of Education
School Improvement Grant 1003(g)-LEA Application 2011
Muscogee County School District
Kendrick High School

LEA Name: Muscogee County School District

School Served:

Kendrick High School

Intervention Model: Transformation

Tier Level: **1**

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

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

Object Class		Item Description	Costs
100	Personal Services	Salaries for Extended Day for 3 hours 45 minutes per week for 36 weeks (135 hours) for 72 teachers. The total estimated cost is based on the highest teacher salary. However, each month the salaries will be calculated using the teacher's hourly rate of state pay. (Sign-in sheets and logs will be used and maintained to determine the exact pay.) During the extended time, students will receive instruction that supports remediation and acceleration in multiple content areas. Assessments will be used to document academic performance and growth.	\$450,000
	(Salaries)	Salaries for 8 teachers for the Summer Credit Recovery Program (for 4 hours), for 20 days at the rate \$45.00 per hour for teachers. The actual cost will be each teacher's hourly rate on the state pay scale) This program will provide credit recovery in the academic core content courses. (\$45.00=Avg. Hourly Rate For Teachers)	\$28,800
		Salaries/benefits for Reading, Math and Technology Specialists (\$65,000/190 day contracts for 3 years for Reading Specialist and math teacher, \$85,000/210day contract for Technology Specialist. (Estimates are based on approximately 20 years experience and a T-6 certification level. Actual salaries would be based on state pay scale accounting for years of experience and education level)	\$215,000

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	1/3 Salary for Grant Administrator for two years, full salary for one year (\$36,000 x 2years, \$108,000 x 1year)	\$36,000	
	Salaries for Substitute Teachers (\$8,000/year at \$100/day)	\$8,000	
	Salaries for 15 In-service Days @ \$45/hour rate (5 days per year)	\$102,903	
	Stipends for Teachers (\$150/day for professional learning off-contract days – approximately 3 days per year)	\$33,750	
	Awards for Performance: Teachers and Administrators (Increase in GHSGT by 5%) \$1000 x 72 members = \$72,000/year for 3 years	\$72,000	
	Awards for Performance: Teachers and Administrators (Increase in Graduation Rate by 10%) 1,000 x 72 members = \$72,000/year for 3 years	\$72,000	
	Awards for Performance: Non-Certified Staff (Increase in GHSGT by 5%) \$500 x 30 members= \$15,000/year for 3 years	\$15,000	
	Awards for Performance: Part-Time Non-Certified Staff (Increase in GHSGT by 5%) \$250 x 1 = \$250/year for 3 years	\$250	
	Signing bonus for new teachers and transfers (\$1,000 for each teacher @7/year for 3 years)	\$7,000	Object Total \$1,040,703
200	Benefits		
	FICA for Extended Day (\$34,425/year for 3 years)	\$34,425	
	FICA for Credit Recovery Program (\$2,203/year)	\$2,203	
	Benefits for Reading , Math and Technology Specialists (\$54,000 /year @ \$18,000 each)	\$54,000	
	1/3 Benefits for Grant Administrator for 3 years @\$7,000/year, 1 year @ \$21,000)	\$7,000	
	FICA for Substitute Teachers (\$612.00/year for 3 years)	\$612	
	FICA for In-service Days (15 days per faculty for 3 years-\$7,872/year for 3 years)	\$7,872	
	FICA for Stipends (based on \$33,750/year for 3 years)	\$2,582	
	FICA for Staff Incentives (Based on \$159,250/year for 3 years)	\$12,183	
	FICA for Signing Bonuses (based on	\$536	Object Total

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		\$7,000/year for 3 years)		\$121,413
300	Purchased Professional & Technical Services	FastForWord Reading Software (\$45,000 year 1, \$8,000/year for years 2-3)	\$45,000	
		Compass Learning On-line Subscription (\$45,000 year 1, \$6,000/year for years 2-3)	\$45,000	
		Gizmos-Interactive Virtual Lab (\$8,000/year for 3 years)	\$8,000	
		Geo Sketch Pad Software (\$15,000 for year 1, \$5,000/year for years 2 &3)	\$15,000	
		On-site contracted services for High Schools That Work. Some of the work that will be performed by the HSTW are the following: establish focus teams, work with principals and coaches to build capacity to sustain school improvement efforts, coordinate professional development and connect the school personnel with other schools w/in the network that have similar challenges. (Year 1 @\$150,000 Year 2 @\$150,000, Year 3 @\$100,000)	\$150,000	
		Professional Content Knowledge Enhancement Tuitions for 30 courses and/or certification @ \$700.00 per course maximum and only one course per semester (\$3,500/yr for 3years)	\$3,500	
		Learning.com (Provides project-based learning modules in content areas-focus math and science) \$21,000/year for 3 years	\$21,000	
		Contracted Services for Discipline/classroom management consultant (\$10,000 for year 1, \$5,000 for year 2)	\$10,000	
		Contracted Services for Mathematics Navigator Training (\$10,000 year 1, \$5,000/year for years 2-3)	\$10,000	
	Purchased Services	Travel for Grant Administrator (outside district)	\$500	
		Travel for Grant Administrator (inside district)	\$500	
600	Supplies	Mathematics Navigator Modules (\$15,000 year 1, \$5,000/year for years 2-3)	\$15,000	Object Total \$323,500
		Laptop Computers (344 laptops @\$1,000/ea)	\$344,434	
		Wireless carts for laptop computers (24 @ \$1,500- \$18,000 year 1 and \$18,000 year 2)	\$ 18,000	Object Total \$362,434

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700	Property (Capitalized Equipment)		Object Total
800	Other	Cost for Advanced Placement Exams (\$90.00 x 30 students = \$2,700 year 1 \$90.00 x 50 students = \$4,500/year for years 2 & 3)	\$2,700
		Conference Registration for Grant Administrator (\$500/year for years 1-2, \$1,000 for Year 3)	\$500
			Object Total \$3,200
900	Other Uses	Contracted Services for Parenting Workshops (\$1,500/year for 3 years)	\$1,500
		Materials and Supplies for Parenting Workshops (\$500/year for 3 years)	\$500
		Registration for Conferences for the Family Service Coordinator (\$400/year for 3 years)	\$400
		Travel for Family Service Coordinator (\$500/year for 3 years)	\$500
		Indirect Costs Year 1	\$84,920
			Object Total \$2,900
School Total-Year 1			\$ 1,939,070

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Kendrick High School**

Attachment 4a - Budget Template

LEA BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Year 1 – Full Implementation			
Kendrick High School	\$15,000 (Paid from Title I School Improvement funds)	\$1,939,070	\$1,949,071	\$1,705,491	\$5,593,632
LEA-level Activities	Attend the SIG Summer Leadership Conference				
Total Budget	\$15,000 (Paid from Title I School Improvement funds)				

**Georgia Department of Education
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Kendrick High School**

LEA Name: Muscogee County School District

School Served:

Kendrick High School

Intervention Model: Transformation

Tier Level: **1**

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

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

Object Class		Item Description	Costs
100	Personal	Salaries for Extended Day for 3 hours 45 minutes per week for 36 weeks (135 hours) for 72 teachers. The total estimated cost is based on the highest teacher salary. However, each month the salaries will be calculated using the teacher's hourly rate of state pay. (Sign-in sheets and logs will be used and maintained to determine the exact pay.) During the extended time, students will receive instruction that supports remediation and acceleration in multiple content areas. Assessments will be used to document academic performance and growth.	\$450,000
	Services (Salaries)	Salaries for teachers for the Summer Bridge Programs for 6 hours for 15 days at \$45.00/hour for 20 teachers. The actual rate will be each teacher's hourly rate on the state pay scale) The Bridge Program is designed to address the identified needs of students. Some of the areas include the following: Academic Studies-provide essential concepts of college-prep courses, Career/Technical Studies-provide higher-level academic and problem-solving skills for the workplace, Teachers Working Together-provides cross-disciplinary teams to increase the academic performance of students. This program will provide credit recovery in the academic core content courses. (\$45.00=Avg. Hourly Rate For Teachers)	\$81,000
		Salaries for 8 teachers for the Summer Credit	\$28,800

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	Recovery Program (for 4 hours), for 20 days at the rate \$45.00 per hour for teachers. The actual cost will be each teacher's hourly rate on the state pay scale) This program will provide credit recovery in the academic core content courses. (\$45.00=Avg. Hourly Rate For Teachers)		
	Salaries/benefits for Reading, Math and Technology Specialists (\$65,000/190 day contracts for 3 years for Reading Specialist and math teacher, \$85,000/210day contract for Technology Specialist. (Estimates are based on approximately 20 years experience and a T-6 certification level. Actual salaries would be based on state pay scale accounting for years of experience and education level)	\$215,000	
	1/3 Salary for Grant Administrator for two years, full salary for one year (\$36,000 x 2years, \$108,000 x 1year)	\$36,000	
	Salaries for Substitute Teachers (\$8,000/year at \$100/day)	\$8,000	
	Salaries for 15 In-service Days @ \$45/hour rate (5 days per year)	\$102,903	
	Stipends for Teachers (\$150/day for professional learning off-contract days – approximately 3 days per year)	\$33,750	
	Awards for Performance: Teachers and Administrators (Increase in GHSGT by 5%) \$1000 x 72 members = \$72,000/year for 3 years	\$72,000	
	Awards for Performance: Teachers and Administrators (Increase in Graduation Rate by 10%) 1,000 x 72 members = \$72,000/year for 3 years	\$72,000	
	Awards for Performance: Non-Certified Staff (Increase in GHSGT by 5%) \$500 x 30 members= \$15,000/year for 3 years	\$15,000	
	Awards for Performance: Part-Time Non-Certified Staff (Increase in GHSGT by 5%) \$250 x 1 = \$250/year for 3 years	\$250	
	Signing bonus for new teachers and transfers (\$1,000 for each teacher @7/year for 3 years)	\$7,000	Object Total
200	Benefits		\$1,121,703
	FICA for Extended Day (\$34,425/year for 3 years)	\$34,425	
	FICA for Summer Bridge Program	\$6,197	

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	FICA for Credit Recovery Program (\$2,203/year)	\$2,203	
	Benefits for Reading , Math and Technology Specialists (\$54,000 /year @ \$18,000 each)	\$54,000	
	1/3 Benefits for Grant Administrator for 3 years @ \$7,000/year, 1 year @ \$21,000)	\$7,000	
	FICA for Substitute Teachers (\$612.00/year for 3 years)	\$612	
	FICA for In-service Days (15 days per faculty for 3 years-\$7,872/year for 3 years)	\$7,872	
	FICA for Stipends (based on \$33,750/year for 3 years)	\$2,582	
	FICA for Staff Incentives (Based on \$159,250/year for 3 years)	\$12,183	
	FICA for Signing Bonuses (based on \$7,000/year for 3 years)	\$536	Object Total \$127,610
300	Purchased Professional & Technical Services	FastForWord Reading Software (\$45,000 year 1, \$8,000/year for years 2-3)	\$8,000
		Compass Learning On-line Subscription (\$45,000 year 1, \$6,000/year for years 2-3)	\$6,000
		Gizmos-Interactive Virtual Lab (\$8,000/year for 3 years)	\$8,000
		Geo Sketch Pad Software (\$15,000 for year 1, \$5,000/year for years 2 &3)	\$5,000
		On-site contracted services for High Schools That Work. Some of the work that will be performed by the HSTW are the following: establish focus teams, work with principals and coaches to build capacity to sustain school improvement efforts, coordinate professional development and connect the school personnel with other schools w/in the network that have similar challenges. (Year 1 @\$150,000 Year 2 @\$150,000, Year 3 @\$100,000)	\$150,000
	Professional Content Knowledge Enhancement Tuitions for 30 courses and/or certification @ \$700.00 per course maximum and only one course per semester (\$3,500/yr for 3years)	\$3,500	
	Learning.com (Provides project-based learning modules in content areas-focus math and science) \$21,000/year for 3 years	\$21,000	
	Contracted Services for Discipline/classroom management consultant (\$10,000 for year 1,	\$5,000	

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	\$5,000 for year 2)		
	Contracted Services for Mathematics Navigator Training (\$10,000 year 1, \$5,000/year for years 2-3)	\$5,000	
Purchased Services	Travel for Grant Administrator (outside district)	\$500	
	Travel for Grant Administrator (inside district)	\$500	
600 Supplies	Mathematics Navigator Modules (\$15,000 year 1, \$5,000/year for years 2-3)	\$5,000	Object Total \$217,500
	Laptop Computers (371 laptops @\$1,000/ea)	\$371,000	
	Wireless carts for laptop computers (24 @ \$1,500- \$18,000 year 1 and \$18,000 year 2)	\$ 18,000	Object Total \$389,000
700 Property (Capitalized Equipment)			Object Total

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Kendrick High School**

800	Other	Cost for Advanced Placement Exams (\$90.00 x 30 students = \$2,700 year 1 \$90.00 x 50 students = \$4,500/year for years 2 & 3)	\$4,500	Object Total \$5,000
		Conference Registration for Grant Administrator (\$500/year for years 1-2, \$1,000 for Year 3)	\$500	
900	Other	Contracted Services for Parenting Workshops (\$1,500/year for 3 years)	\$1,500	Object Total \$2,900
		Uses	Materials and Supplies for Parenting Workshops (\$500/year for 3 years)	
	Registration for Conferences for the Family Service Coordinator (\$400/year for 3 years)		\$400	
	Travel for Family Service Coordinator (\$500/year for 3 years)		\$500	
	Indirect Costs Year 2		\$85,358	

School Total-Year 2

\$ 1,949,071

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 Kendrick High School**

Attachment 4a - Budget Template

LEA BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Year 1 – Full Implementation			
Kendrick High School	\$15,000 (Paid from Title I School Improvement funds)	\$1,939,070	\$1,949,071	\$1,705,491	\$5,593,632
LEA-level Activities	Attend the SIG Summer Leadership Conference				
Total Budget	\$15,000 (Paid from Title I School Improvement funds)				

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Kendrick High School**

LEA Name: Muscogee County School District

School Served:

Kendrick High School

Intervention Model: Transformation

Tier Level: **1**

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

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

Object Class		Item Description	Costs
100	Personal	Salaries for Extended Day for 3 hours 45 minutes per week for 36 weeks (135 hours) for 72 teachers. The total estimated cost is based on the highest teacher salary. However, each month the salaries will be calculated using the teacher's hourly rate of state pay. (Sign-in sheets and logs will be used and maintained to determine the exact pay.) During the extended time, students will receive instruction that supports remediation and acceleration in multiple content areas. Assessments will be used to document academic performance and growth.	\$450,000
	Services (Salaries)	Salaries for teachers for the Summer Bridge Programs for 6 hours for 15 days at \$45.00/hour for 20 teachers. The actual rate will be each teacher's hourly rate on the state pay scale) The Bridge Program is designed to address the identified needs of students. Some of the areas include the following: Academic Studies-provide essential concepts of college-prep courses, Career/Technical Studies-provide higher-level academic and problem-solving skills for the workplace, Teachers Working Together-provides cross-disciplinary teams to increase the academic performance of students. This program will provide credit recovery in the academic core content courses. (\$45.00=Avg. Hourly Rate For Teachers)	\$81,000
		Salaries for 8 teachers for the Summer Credit	\$28,800

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	Recovery Program (for 4 hours), for 20 days at the rate \$45.00 per hour for teachers. The actual cost will be each teacher's hourly rate on the state pay scale) This program will provide credit recovery in the academic core content courses. (\$45.00=Avg. Hourly Rate For Teachers)		
	Salaries/benefits for Reading, Math and Technology Specialists (\$65,000/190 day contracts for 3 years for Reading Specialist and math teacher, \$85,000/210day contract for Technology Specialist. (Estimates are based on approximately 20 years experience and a T-6 certification level. Actual salaries would be based on state pay scale accounting for years of experience and education level)	\$215,000	
	1/3 Salary for Grant Administrator for two years, full salary for one year (\$36,000 x 2years, \$108,000 x 1year)	\$108,000	
	Salaries for Substitute Teachers (\$8,000/year at \$100/day)	\$8,000	
	Salaries for 15 In-service Days @ \$45/hour rate (5 days per year)	\$102,903	
	Stipends for Teachers (\$150/day for professional learning off-contract days – approximately 3 days per year)	\$33,750	
	Awards for Performance: Teachers and Administrators (Increase in GHSGT by 5%) \$1000 x 72 members = \$72,000/year for 3 years	\$72,000	
	Awards for Performance: Teachers and Administrators (Increase in Graduation Rate by 10%) 1,000 x 72 members = \$72,000/year for 3 years	\$72,000	
	Awards for Performance: Non-Certified Staff (Increase in GHSGT by 5%) \$500 x 30 members= \$15,000/year for 3 years	\$15,000	
	Awards for Performance: Part-Time Non-Certified Staff (Increase in GHSGT by 5%) \$250 x 1 = \$250/year for 3 years	\$250	
	Signing bonus for new teachers and transfers (\$1,000 for each teacher @7/year for 3 years)	\$7,000	Object Total
			\$1,193,703
200	Benefits		
	FICA for Extended Day (\$34,425/year for 3 years)	\$34,425	
	FICA for Summer Bridge Program	\$6,197	

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	FICA for Credit Recovery Program (\$2,203/year)	\$2,203	
	Benefits for Reading , Math and Technology Specialists (\$54,000 /year @ \$18,000 each)	\$54,000	
	1/3 Benefits for Grant Administrator for 3 years @ \$7,000/year, 1 year @ \$21,000)	\$21,000	
	FICA for Substitute Teachers (\$612.00/year for 3 years)	\$612	
	FICA for In-service Days (15 days per faculty for 3 years-\$7,872/year for 3 years)	\$7,872	
	FICA for Stipends (based on \$33,750/year for 3 years)	\$2,582	
	FICA for Staff Incentives (Based on \$159,250/year for 3 years)	\$12,183	
	FICA for Signing Bonuses (based on \$7,000/year for 3 years)	\$536	Object Total \$141,610
300	Purchased Professional & Technical Services	FastForWord Reading Software (\$45,000 year 1, \$8,000/year for years 2-3)	\$8,000
		Compass Learning On-line Subscription (\$45,000 year 1, \$6,000/year for years 2-3)	\$6,000
		Gizmos-Interactive Virtual Lab (\$8,000/year for 3 years)	\$8,000
		Geo Sketch Pad Software (\$15,000 for year 1, \$5,000/year for years 2 &3)	\$5,000
		On-site contracted services for High Schools That Work. Some of the work that will be performed by the HSTW are the following: establish focus teams, work with principals and coaches to build capacity to sustain school improvement efforts, coordinate professional development and connect the school personnel with other schools w/in the network that have similar challenges. (Year 1 @\$150,000 Year 2 @\$150,000, Year 3 @\$100,000)	\$100,000
	Professional Content Knowledge Enhancement Tuitions for 30 courses and/or certification @ \$700.00 per course maximum and only one course per semester (\$3,500/yr for 3years)	\$3,500	
	Learning.com (Provides project-based learning modules in content areas-focus math and science) \$21,000/year for 3 years	\$21,000	
	Contracted Services for Mathematics Navigator Training (\$10,000 year 1, \$5,000/year for years	\$5,000	

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	2-3)		
Purchased Services	Travel for Grant Administrator (outside district)	\$1,000	
	Travel for Grant Administrator (inside district)	\$1,500	
600 Supplies	Mathematics Navigator Modules (\$15,000 year 1, \$5,000/year for years 2-3)	\$5,000	Object Total \$164,000
	Laptop Computers (123 laptops @\$1,000/ea)	\$123,088	Object Total \$123,088
700 Property (Capitalized Equipment)			Object Total

800 Other	Cost for Advanced Placement Exams (\$90.00 x 30 students = \$2,700 year 1 \$90.00 x 50 students = \$4,500/year for years 2 & 3)	\$4,500	Object Total \$5,500
	Conference Registration for Grant Administrator (\$500/year for years 1-2, \$1,000 for Year 3)	\$1,000	
900 Other Uses	Contracted Services for Parenting Workshops (\$1,500/year for 3 years)	\$1,500	Object Total \$2,900
	Materials and Supplies for Parenting Workshops (\$500/year for 3 years)	\$500	
	Registration for Conferences for the Family Service Coordinator (\$400/year for 3 years)	\$400	
	Travel for Family Service Coordinator (\$500/year for 3 years)	\$500	
	Indirect Costs Year 2	\$74,690	

School Total-Year 3

\$ 1,705,491

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Muscogee County School District
Kendrick High School**

Attachment 4a - Budget Template

LEA BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Year 1 – Full Implementation			
Kendrick High School	\$15,000 (Paid from Title I School Improvement funds)	\$1,939,070	\$1,949,071	\$1,705,491	\$5,593,632
LEA-level Activities	Attend the SIG Summer Leadership Conference				
Total Budget	\$15,000 (Paid from Title I School Improvement funds)				

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<ul style="list-style-type: none">• Work closely with the principal in planning, implementing, and assessing reform efforts at the school.• Assist teachers in designing and implementing lesson plans that reflect the use of Best Practices and are correlated to the Georgia Performance Standards and to the Common Core Georgia Performance Standards• Provide assistance to teachers in analyzing test data in order to plan instruction which targets identified needs.• Assist teachers in using flexible grouping so that academic deficiencies will be addressed appropriately.• Work with the school leadership team to develop and implement staff development plan that meets identified professional development needs.• Assist teachers in securing appropriate resources for implementation of the school plan.• Provide model lessons for teachers in academic areas.• Lead the school in providing extended time on task for students who do not meet standards during the regular school day.• Assist teachers in developing classroom management strategies that foster a climate conducive to academic achievement for students in all subgroups.• Monitor the delivery of instruction to students of all subgroups within the school in order to increase the likelihood that the school will make adequate		
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<p>yearly progress.</p> <ul style="list-style-type: none"> • Demonstrating the use of Graphing calculators and implementing technology in the classroom • Modeling Compass Learning software for credit recovery <p>School Culture</p> <ul style="list-style-type: none"> • Establish and maintain a culture of formal and informal collaboration that is pervasive throughout the organization • Create a culture of high expectations for all students in every class, every day • School-wide recognition program for students reaching goals • Provide safety nets for struggling students <p>Student Family and Community Support</p> <ul style="list-style-type: none"> • Support the Student, Family, and Community Involvement strand of the Georgia School Keys • Determine parent training program needs through the use of data (surveys, focus groups, etc.) • Conduct on-going parental team building activities • Print materials • With the Family Services Coordinator, arrange consultants for faculty/staff/student motivational and team building activities 	<p>Years 1 – 3: August 2011 – May 2102 August 2012 – May 2013 August 2013 – May 2014</p> <p>Years 1 – 3: August 2011 – May 2102 August 2012 – May 2013 August 2013 – May 2014</p>	
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D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.

<p>Actions: Modification of MCSD practices and policies to implement the SIG:</p>	<p>Timeline: July 2011</p>	<p>Budget:</p>
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assessments in both Reading/English Language Arts and Mathematics to be used to monitor Tier I and Tier II schools. Write the annual goals below.
Reading/English Language Arts
2011-2012 School Year Percent of students in the all group meeting proficient or advanced levels will increase by 5% or more from the preceding school year 2010-2011 on ELA Georgia High School Graduation Test
2012-2013 School Year Percent of students in the all group meeting proficient or advanced levels will increase by 5% or more from the preceding school year 2011-2012 on ELA Georgia High School Graduation Test
2013-2014 School Year Percent of students in the all group meeting proficient or advanced levels will increase by 5% or more from the preceding school year 2012-2013 on ELA Georgia High School Graduation Test
Mathematics
2011-2012 School Year Percent of students in the all group meeting proficient or advanced levels will increase by 10% or more from the preceding school year 2010-2011 on Mathematics Georgia High School Graduation Test
2012-2013 School Year Percent of students in the all group meeting proficient or advanced levels will increase by 10% or more from the preceding school year 2011-2012 on Mathematics Georgia High School Graduation Test
2013-2014 School Year Percent of students in the all group meeting proficient or advanced levels will increase by 10% or more from the preceding school year 2012-2013 on Mathematics Georgia High School Graduation Test
Graduation Rate
2011-2012 School Year Percent graduation rate will increase by 10% from the preceding year 2010-2011 from a minimum threshold of 70%
2012-2013 School Year Percent graduation rate will increase by 10% from the preceding year 2011-2012 from a minimum threshold of 80%
2013-2014 School Year Percent graduation rate will increase by 20% from the preceding year 2012-2013 to reach the goal of 100%.

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>✓</p> <p>✓</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. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>

<ul style="list-style-type: none"> Ensuring that the LEA’s central office staff will support successful implementation of the contract. 	
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Attachment 5 – Checklist

<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>✓</p>
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<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 	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>
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<p>throughout the entire process.</p> <ul style="list-style-type: none"> • Establishing clear goals and closely monitoring school performance. • Establishing a clear timeframe for measuring gains in student achievement. 	
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Attachment 5 - Checklist

<ul style="list-style-type: none"> • To ensure alignment of other resources with the interventions, the SEA will look for specific examples of actions the LEA has taken or will take for: <ul style="list-style-type: none"> • Developing a plan complete with strategies that focus on the individual school's student achievement needs. • Ensuring Title I schoolwide schools are consolidating ESEA funds to upgrade the entire educational system of the school. • Providing job-embedded professional learning for teachers. • Ensuring that each school has developed the intervention model that aligns all funding available to the school to implement specific strategies. • To ensure that reforms are sustained after the funding period ends, the SEA will review the LEA process for: <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. 	<p>✓</p> <p>✓</p>
<ul style="list-style-type: none"> • Aligning funds to continue supporting successful intervention efforts and progress. • Providing continued professional learning opportunities that link to the intervention strategies and annual goals for student achievement. 	
<p>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>	<p>✓</p>
<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,</p>	<p>✓</p> <p>✓</p>

<ul style="list-style-type: none"> and Tier III high schools. ✓ Annual goals are written for three years. ✓ The annual goals are specific, measurable, attainable, results-oriented, and time bound. 	<ul style="list-style-type: none"> ✓ ✓
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6. Tier III Schools <ul style="list-style-type: none"> ✓ The services the school will receive and/or the activities the school will implement are clearly described in Attachment 3. 	✓
7. Stakeholder Representation <ul style="list-style-type: none"> ✓ 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.). 	<ul style="list-style-type: none"> ✓ ✓

B-1. Pre-Implementation Activities and Budget	
<ul style="list-style-type: none"> ✓ Pre-implementation activities are described. ✓ A proposed budget is included. 	<ul style="list-style-type: none"> ✓ ✓

Section C. DEVELOP A BUDGET	
<ul style="list-style-type: none"> ✓ The LEA has completed a budget on Attachments 4 and 4a for each Tier I, Tier II, and Tier III school. 	✓

Section D. ASSURANCES	
<ul style="list-style-type: none"> ✓ The superintendent agrees to the assurances for the School Improvement Grant. 	✓

Section E. WAIVERS	
<ul style="list-style-type: none"> ✓ The superintendent agrees to the waivers included in the School Improvement Grant. 	✓

**Georgia Department of Education
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Muscogee County School District
Kendrick High School**

Attachment 6 - Rubric

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

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

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

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

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

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Attachment 7a - Capacity Factor Chart

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

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

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Attachment 7b - Restructuring Team Checklist

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

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

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

- **A Drive for Results**

A record of implementing change despite political and practical barriers.

An unyielding belief that all children-no matter how disadvantaged-can learn.

Organizing and planning skills to keep the decision process and implementation for each failing school on track.

- **Relationship and Influence Skills**

Good relationships with a wide range of district staff, parents, and community organizations.

Willingness and ability to disagree with others politely; a “thick skin.”

Teamwork skills to complete tasks responsibly and support team members.

Strong influence skills.

- **Readiness for Change**

An open mind about ways to improve student learning.

Willingness to learn about what kinds of big changes work under differing circumstances.

Willingness to try new restructuring strategies.

No political agenda that may interfere with student learning-centered decisions.

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

Knowledge of the formal and informal decision-making processes in your district.

Knowledge of past efforts to change and improve schools in your LEA.

Knowledge of education management, effective schools research with a focus on what has been proven to produce student learning results with disadvantaged children.

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

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Attachment 7c - Selecting Turnaround Leaders

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

Summarize your findings here:

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

We can cannot recruit additional turnaround leaders.

Possible turnaround candidates within the LEA:

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

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

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Attachment 8 - School Improvement Services

Division of School Improvement - Services

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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APPENDIX A: SEA Allocations to LEAs and LEA Budgets

APPENDIX A

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

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

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

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Maximizing the Impact of Regular FY 2010 SIG Allocations

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

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

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

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

Continuation of \$2 Million Annual Per School Cap

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

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

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

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

LEA Budgets

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

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

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SEA Allocations to LEAs

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

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

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

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

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

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

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APPENDIX B: Persistently Lowest –Achieving Schools Guidance

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

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

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

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

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

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

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

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