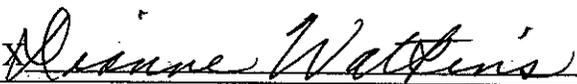


Part II: LEA Application 2011
Cover Page

LEA Name: Randolph County Schools	LEA Mailing Address: 98 School Drive Cuthbert, GA 39840
LEA Contact for the School Improvement Grant Name: Ronald Gadson Position and Office: System Curriculum Director, Randolph County Schools Contact's Mailing Address: 98 School Drive, Cuthbert, GA 39840 Telephone: (229) 732-3610 Fax: (229) 732-6972 Email Address: ronald.gadson@sowegak12.org	
Superintendent (Printed Name): Ms. Dianne Watkins	Telephone: (229)-732-3601
Signature of Superintendent: 	Date: 5/6/11
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: Randolph County Schools

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

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

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

School Name	NCES ID#	Tier I	Tier II	Tier III	Intervention (Tier I and Tier II Only)			
					Turnaround	Restart	Closure	Transformation
Randolph-Clay High School	02427	X						X

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LEA Name: Randolph County Schools
School Name: Randolph-Clay High School

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

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

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

Based on the 2011 AdvancED Quality Assurance Review Team preliminary report, Randolph Clay High School (RCHS), the following recommendations were made:

- Investigate strategies to address the separate realities in the communities that RCHS serves.
- Create professional development plans that link to the School Improvement Plan.
- Develop higher order thinking activities that increase the rigor in student instruction.

RCHS has analyzed a variety of student outcomes/academic progress data including the Georgia High School Graduation Tests (GHS GT), End of Course Tests (EOCT), graduation rate, student dropout rate, attendance, students completing advance coursework, Exceptional Education monitoring results, demographics, and focus walks.

Data indicates that the Georgia High School Graduation Test scores in English Language Arts (ELA) have fluctuated from 2008 to 2010. In 2008, 86% passed, with only 35% exceeding. In 2009, 90% passed, with only 15% exceeding. The percentage of students passing in 2010 declined, with 73% passing and 27% exceeding. RCHS did not meet the AMO for ELA in 2010 and Math for the past two years. In Math, 84% passed in 2008, with 32% exceeding; 91% passed in 2009, with only 14% exceeding. In 2010, 83% passed with only 23% exceeding. Scores in Science have increased from 71% in 2008 to 84% in 2010. In Social Studies, 73% passed in 2008 with only 24% exceeding. In 2009, 75% passed, with 23% exceeding. There was a drastic decrease in the 2010 scores with only 46% passing and 13% exceeding. RCHS must increase the percentage of students exceeding the standard on the GHS GT in ELA and

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Math.

The percentage of students passing the GHSWT has increased from 73% in 2008 to 85% in 2010. This is a positive trend that RCHS would like to see transfer into all academic areas.

End of Course Tests have consistently fallen below state averages for the past three years. Scores have ranged from a low of 3% passing in Geometry and a high of 67% passing in American Literature. In examining the data from the GHSWT and the EOCT, a goal of RCHS is to close the achievement gap between the school's scores and state scores.

The number of students completing advanced coursework has steadily declined from fourteen in 2008 to one in 2011. Part of this is due to scheduling issues and secondly due to student apathy. Even though so few students take advantage of the advanced coursework, at least seventy-five percent of the graduating students enroll in higher education or join a branch of the military.

In order for RCHS to transform instruction, teachers must become facilitators of engaging lessons that are both standards-based and differentiated. Although the Georgia Performance Standards are posted and the GPS frameworks are the basis of the curriculum at RCHS, lessons are not consistently standards-based and the frameworks are not fully implemented. There is a need for RCHS teachers to increase the level of instructional rigor through research-based strategies that promote a deeper understanding of the curriculum. In order to do this, RCHS must acquire funding to provide ongoing professional learning opportunities, allocate sufficient support resources for proper implementation, and evaluate and sustain implemented programs. Job embedded professional learning will help RCHS support and retain quality teachers who will collaborate in order to make data-driven decisions, maximize instructional time, increase their knowledge, and hold high expectations for all students. With the School Improvement Grant, RCHS will hire two academic coaches to assist teachers in conducting research and data analysis. The coaches will also provide professional learning and monitor implementation of the curriculum. SREB will provide additional support and professional learning for teachers, administrators, and academic coaches. SREB and HSTW have been chosen to provide additional support because of their research-based practices and programs that are aligned to the needs of RCHS.

The graduation rate, which is used as the second indicator for AYP, has consistently fallen short of the state goals. Since 2008, the gap has widened between the state targets and the RCHS graduation rates. In 2008, the graduation rate for RCHS was 73.1%, as compared to the state target of 75%. In 2009, the RCHS graduation rate was 68.5%, as compared to the state target of 80%. In 2010, the gap widened even further with RCHS at 72.4% and the state target being 85%. RCHS must focus on increasing the graduation rate to be at or above state goals.

In the community served by RCHS, many students do not have a vision for their futures due to the poverty, homelessness, and low parent education; consequently, the drop-out rate at RCHS is rather high. The dropout rates at RCHS have improved from 7% in 2008 to 3% in 2010. However, projections for 2011 indicate there will be an increase in the RCHS dropout rate. This increase is due to discipline related expulsions, parents who do not value education, and the prevalence of unmotivated students.

Although discipline infractions have decreased from 3,038 in 2008 to 1,368 as of May 2011,

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discipline is still a concern. The analysis of student discipline data indicates that RCHS must create a plan that will address the discipline issues that plague the school. The largest number of discipline infractions is due to tardiness, class/school disturbances, and disrespect. Many of the students with discipline referrals are also the students experiencing academic difficulties. Discipline also has a negative impact on other students. Discipline issues are due to the lack of consistency and enforcement of the discipline policy due to administrative turnover. With the change of administration through the transformation model, a goal will be to implement a stronger, more consistent discipline policy. Purchase of Plasco Trac Student Tracking System, by means of the School Improvement Grant, will enable Randolph-Clay High School to monitor and efficiently deal with students who are tardy to class, skipping class, and/or truant. The student tracking system will alleviate the burden on teachers for manual tardy entry, disciplinary enforcement, and parental follow up. In addition, Plasco Trac also will help to manage and record visitor information for security purposes.

The percentage of students absent fifteen or more days has steadily increased since 2008. The absentee rate was 20.5% in 2008. It was 22.6% in 2009 and rose to 30.2% in 2010. Based on the analysis of student discipline and attendance, it is evident that RCHS is in need of a change that involves both the culture and the climate within the student body. Through the School Improvement Grant, a full time Parent Liaison will be employed. The liaison will work closely with parent and students to improve student attendance.

There is a need at RCHS to increase student interest and participation in learning through the use of software and on-line curriculum, program applications, internet access, and the utilization of various peripherals (i.e. net books, e-responders, mimio boards, and ipads). There is also a need to improve teacher's capacity for effective teaching through the provision of technological tools for instruction, data analysis, communication, assessment of students in alternative ways and record keeping. This will be accomplished through outside consultants, a technology coach who provides ongoing professional development focusing on the use of technology and technology based instructional strategies, and an additional computer lab and computer lab paraprofessional. Lack of funding has hindered the acquisition of updated technology at RCHS. With funds from the School Improvement Grant, RCHS will implement 21st Century Technology throughout the school. Through this technology the instructional rigor and student engagement will be increased, as well as serve as a vehicle for alternative and differentiated instruction.

The lack of parental and community involvement is a critical concern at RCHS. This also has a direct impact on student achievement. Education is not a priority for many parents; therefore, there is little parental involvement in the school system. Student motivation and achievement is a challenge as well, evidently stemming from a lack of parental involvement and low levels of student achievement. The Parent Liaison will work closely with parents and the community to encourage participation and will provide workshops to all stakeholders. This will help develop and enhance their knowledge and skills so they can better support learning at home, in the community, and in the school. It will also foster increased participation of all stakeholders.

The economic circumstances of Randolph County are another factor that has a direct impact on student achievement. RCHS is located in the middle of a rural farming community with limited industry and is plagued by poverty. The per capita income is below state average. One hundred percent of the students are economically disadvantaged and eligible for free meals. Student

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enrollment is 95% African American and 5% Caucasian/Indian/Hispanic. There are very few recreational facilities or programs for school age children outside of the school and home.

Randolph Clay High School (RCHS) is currently in Needs Improvement – 1 status. Student achievement has not kept pace with the increase in Annual Measureable Objectives (AMO) necessary to meet Annual Yearly Progress (AYP). RCHS has not met AYP for two consecutive years. The school failed to meet the targets for Math, ELA, and the graduation rate for both years and ELA this past year. RCHS is currently being assisted by a RESA School Improvement Specialist on a regular basis.

d) Provide rationale for the intervention model selected.

The system made the determination to follow the transformational model due to our ability to implement most effectively. The system has only one high school therefore the closure model was not an option. Due to the fact that we are a rural school system we felt that replacing 50% of the staff was not in our best interest, neither was the system interested in the re-start model which would have required us to start a charter school or Educational Management Organization. After analyzing the data it was obvious that new leadership was needed who could establish clear expectations for both employees and students. The current administrator does not monitor instruction enough to determine whether or not GPS frameworks and other strategies and techniques learned through professional development are being rolled out with fidelity. The leadership team at best is dysfunctional which limits the schools ability to build leadership capacity to ensure a greater /higher level of student achievement.

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

The superintendent, curriculum/testing director, other system directors, principal are all committed to greater student achievement. Research shows that when best practices are in place and are monitored effectively greater student achievement is inevitable. Also, it is important the following administrative qualities are prevalent: must be a visionary, must be an instructional leader, must be firm but fair, and must be able to utilize data to drive student and teacher learning.

The school system is more than committed to its continuous support involving job embedded professional learning. This professional learning will be centered on standards based classroom/instruction and building leadership capacity.

In order to ensure that this grant is being implemented there will be bi-monthly meetings with the superintendent, principal, implementation specialist, administrative staff, and department heads to discuss the implementation process, barriers that may hinder success, budget status, and the achievement of identified goals.

Randolph County School system has already built in eight professional learning days in the

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annual calendar; weekly study groups; weekly departmental meetings which allow teachers to continuously learn embedded skills as well as put in place extended learning times for all students.

The school system has in place a procedure in which budgeting, checks and balances ensure that revenues coming in and of the county are allocated for said purposes. This procedure will be used to monitor SIG revenues.

The technology infrastructure is sufficient to support 21st century classrooms. However, there is currently a need to update the wireless network, access points and add network drops for the new computer labs. Also, due to aging hardware (student and teacher), it would be extremely difficult to fully utilize research based technology strategies in the classroom. An upgraded wireless network infrastructure will enhance our technology capacity and support student and teacher use of technology.

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

The following guiding questions can be used to respond:

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

N/A

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

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

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

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

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

Meet with faculty, staff, School Council members, SACS Parent group, and other invited parents to discuss the SIG Application in April, 2011. Present a brief (concise) overview of the SIG Application at a Board meeting in April 2011.

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

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

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

(Respond Here)

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

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

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

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

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

The LEA must assure that it will:

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

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

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

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

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Attachment 1c - High School Profile

LEA Name: Randolph County Schools
 School Name: Randolph-Clay High School
 Grades: 9-12
 School Enrollment Total: 346

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

SCHOOL DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP status		Y	N	N			
AYP targets the school met		ELA,Math, SI	ELA				
AYP targets the school missed			Math, SI	ELA, Math, SI			
School improvement status		ADEQ	ADEQ_D NM	NI-1			
Number of days within the school year	180	180	180	180	175		
Number of minutes within the school day	360	360	360	360	360		
Number of minutes within the school year	64,800	64,800	64,800	64,800	63,000		

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Attachment 1c - High School Profile

STUDENT OUTCOME/ACADEMIC PROGRESS DATA									
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013		
Percentage of limited English proficient students who attain English language proficiency			0	0					
Graduation rate (percentage)		73.1	68.5	72.4					
Dropout rate (percentage)		7	5.6	3					
Student attendance rate (percentage)		20.5	22.6	30.2					
Number of students completing advanced coursework (AP)	0	14	1	5	1				
Percentage of students completing advanced coursework (AP)	0	100%	100%	100%	100%				
Number of students completing advanced coursework (IB)	0	0	0	0	0				
Percentage of students completing advanced coursework (IB)	0	0	0	0	0				
Number of students completing advanced coursework (early-college high schools)	0	0	0	0	0				
Percentage of students completing advanced coursework (early-college high schools)	0	0	0	0	0				

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Attachment 1c - High School Profile

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of students completing advanced coursework (dual enrollment classes)	1	0	0	0	0		
Percentage of students completing advanced coursework (dual enrollment classes)	100%	0	0	0	0		
College enrollment rate	NA	65.7%	67.7%	63%			
Number of discipline incidents coded as 900 as reported to state		1	0	1			
Number of truants				130 students			
Teacher attendance rate	92%	91%	93%	93%			

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Attachment 1c - High School Profile

Distribution of Certified Staff by Performance Level As Designated on the LEA's Certified Staff Evaluation System									
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013		
Number of certified staff	49	50	47	48	39				
Number of teachers evaluated	39	41	39	41	32				
Certified Staff Evaluated at Each Performance Level									
Percentage rated Satisfactory	100%	98%	97.9%	93.8%					
Percentage rated Unsatisfactory	0%	2%	2.1%	6.2%					
Percentage non-renewed	0	1	1	8					

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Attachment 1c - High School Profile

GHS GT Spring First-time 11th Grade Test-Takers English Language Arts									
Percent of Students Who Met or Exceeded									
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	
FAY Students with Test Scores		81.2%	68.1%	85.7%	75.5%				
Percentage Black		82.4%	67.7%	85.4%	76.9%				
Percentage White		TF	TF	TF	TF				
Percentage Hispanic		NA	TF	TF	TF				
Percentage Asian		NA	NA	NA	NA				
Percentage American Indian		NA	NA	NA	NA				
Percentage Multiracial		NA	NA	TF	NA				
Percentage Students with Disabilities		TF	TF	TF	TF				
Percentage Economically Disadvantaged		81.2%	68.1%	85.4%	75.5%				

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Attachment 1c - High School Profile

GHSGT Spring First-time 11th Grade Test-Takers English Language Arts									
Student Participation Rate									
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013		
Percentage Black	99%	98.6%	98.9%	98.2%					
Percentage White	TF	TF	TF	TF					
Percentage Hispanic	NA	TF	TF	TF					
Percentage Asian	NA	NA	NA	NA					
Percentage American Indian	NA	NA	NA	NA					
Percentage Multiracial	NA	NA	TF	NA					
Percentage Students with Disabilities	TF	TF	TF	TF					
Percentage Economically Disadvantaged	99%	98.2%	97.9%	98.2					

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Attachment 1c - High School Profile

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

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Attachment 1c - High School Profile

GHSGT Spring First-time 11th Grade Test-Takers Mathematics									
Percent of Students Who Met or Exceeded									
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	
FAY Students with Test Scores		51.2%	68.1%	53.3%	51.4%				
Percentage Black		50%	67.7%	52.3%	50.5%				
Percentage White		TF	TF	TF	TF				
Percentage Hispanic		NA	TF	TF	TF				
Percentage Asian		NA	NA	NA	NA				
Percentage American Indian		NA	NA	NA	NA				
Percentage Multiracial		NA	NA	NA	NA				
Percentage Students with Disabilities		TF	TF	TF	TF				
Percentage Economically Disadvantaged		51.2%	68.1%	53.3%	51.4%				

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

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Attachment 1c - High School Profile

GHSGT Spring First-time 11 th Grade Test-Takers Mathematics							
Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011***	2011-2012	2012-2013
Percentage Black	100%	98.6%	97.8%	99.07%			
Percentage White	TF	TF	TF	TF			
Percentage Hispanic	NA	TF	TF	TF			
Percentage Asian	NA	NA	NA	NA			
Percentage American Indian	NA	NA	NA	NA			
Percentage Multiracial	NA	NA	TF	NA			
Percentage Students with Disabilities	TF	TF	TF	TF			
Percentage Economically Disadvantaged	100%	98.7%	96.9%	99.1%			

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Attachment 1c - High School Profile

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

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

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Attachment 1c - High School Profile

Mathematics I: Algebra/Geometry/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	NA	NA	NA	85.5%			
Percentage passed EOCT	NA	NA	NA	39%			

Mathematics II: Geometry/Algebra II/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	NA	NA	NA	70%			
Percentage passed EOCT	NA	NA	NA	26%			

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

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Attachment 1c - High School Profile

English Language Arts: Ninth Grade Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	EDFacts	EDFacts	EDFacts	71.4%			
Percentage passed EOCT	EDFacts	EDFacts	EDFacts	58%			

English Language Arts: American Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	EDFacts	EDFacts	EDFacts	88.6%			
Percentage passed EOCT	EDFacts	EDFacts	EDFacts	57%			

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Attachment 2d - Transformation Model

LEA Name: Randolph County Schools
 School Name: Randolph-Clay High School

The LEA must:

<p>A1. Replace the principal who led the school prior to commencement of the transformation model.</p>		
<p>Actions: A determination to replace the principal has been made by the superintendent.</p> <p>The new principal will have the following competencies:</p> <ul style="list-style-type: none"> • Knowledge of the components and experience in the implementation of a standards-based classroom. • Experience identifying, collecting, and utilizing data to improve student achievement. • Experience performing as an instructional leader. • Experience implementing models of reform. • Ability to motivate, inspire, encourage, and challenge students to reach their fullest potential. <p>See appendix C for job description for the new principal.</p>	<p>Timeline: July 1, 2011</p>	<p>Budget: Local funds</p>
<p>A2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that</p> <p>(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and</p> <p>(2) Are designed and developed with teacher and principal involvement.</p>		
<p>Actions: Teachers and administrators will establish academic or career technical goals during the pre-evaluation conferences in order to</p>	<p>Timeline: July-2011 (Preplanning)</p>	<p>Budget: N/A</p>

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<p>establish expectations for student growth, teacher performance, teacher attendance, professional learning, and extended learning time. Ultimately, teachers will be expected to actively participate in all professional learning activities and incorporate actions in their lesson plans that will demonstrate their efforts to maximize instruction by use of all new instructional methods. Results of teachers' efforts are to be analyzed and discussed in departmental meetings and further analyzed at Design Teacher Meetings with Academic Coaches and Curriculum Supervisors. At the end of the year, they will be re-evaluated to determine if they have satisfied the aforementioned duties and responsibilities.</p>		
<p>Study the relationship between Leadership keys, Class keys and standards-based classroom and instruction</p>	<p>July-2011/May-2012</p>	<p>CF RESA</p>
<p>Teachers at Randolph-Clay High School will be formally evaluated using Georgia Teachers Observation Instrument (GTOI), formal and informal classroom observations, focus walks, teacher self-assessments, and Georgia Teacher Duties and Responsibilities Instrument (GTDRI), as Randolph-Clay High School progresses through the initial training stages of implementing Leadership Keys, and Class Keys. Teachers at Randolph-Clay High School will be given feedback from all modes of observation including lesson plan feedback and extensive feedback from the implementation of strategies learned at professional development training. Administrators will frequently monitor for execution of strategies that are geared towards promoting an increase in academic achievement. It is the expectation of administrators that teachers will utilize the content of the Class Keys to guide their performance. Teachers will be charged with the task of performing to the best of</p>	<p>July-2011/June-2012</p>	<p>Class/Leadership Key Training Stipends \$11,250 Year 2 \$11,250 Year 3</p>
	<p>July-2011/June-2012</p>	<p>Travel \$2,300 Year 2 \$2,300 Year 3</p>

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<p>their ability as dictated within the parameters of the Class Keys, as well as the Georgia Teachers Observation Instrument. Classroom observations will begin the first week of school; however, more in-depth observations will occur after the first delivery of professional learning. On-going evaluations will occur throughout the school term to determine next steps or areas of improvement in regards to school initiatives. Several professional learning days will be geared towards perfecting the use of technology to increase learning by means of Smartboards, Mimio Boards and E-Responders, along with other technical devices made available by the SIG. Eight professional learning days are normally scheduled throughout the school year.</p>		
<p>The CLASS Keys Evaluation Instrument was developed with contributions from administrators and teachers from across the state. It has been field tested by hundreds of schools in Georgia. This instrument will be used with each Randolph-Clay High School teacher beginning in the Fall of 2012. Using CLASS Keys, the administrators will have a performance appraisal process based on teacher standards designed to evaluate teacher performance, promote professional growth, and positively impact student learning.</p>	<p>July-2012</p>	<p>N/A</p>
<p>The principal of Randolph-Clay High will be evaluated using the Georgia Leadership Evaluation Instrument (GLEI). The superintendent will collaborate with the principal to develop an addendum to the GLEI which will include student progress data and staff participation in professional learning.</p>	<p>July-2011/June-2012</p>	<p>N/A</p>
<p>After training has been completed for the Leader Keys/Class Keys Evaluation Instrument, the transition to this new form of evaluation will be implemented. The</p>	<p>July-2012</p>	<p>N/A</p>

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<p>Leader Keys/Class Key includes high expectations for student achievement, management and organizational skills, distributed governance, and collective responsibility for school improvement.</p>		
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A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

<p>Actions:</p> <p>Over the next three years, school leaders, teachers and other staff members who effectively implement the transformational model by showing an increase in students' achievement and in the graduation rate will be awarded incrementally in accordance with their disciplines including CTAE for all certified personnel. There will be rewards for all certified employees demonstrating an increase in academic growth, an increase in GHSGT/EOCT scores, or an improvement in attendance. Baseline data from 2010-2011 will determine when bonuses will be given. Rewards will be given based on subsequent contracts for the following school year. An amount of \$1,000 will be awarded to certified employees as deemed deserving for plausible gains. The designated employees will receive the awards thirty days after the school year begins. In the event of extenuating circumstances (death, marriage, person being unable to perform duties in the following year), the administration will take that into consideration whether or not the certified employee will be eligible for the reward.</p> <p>Teachers who are struggling with the implementation of professional learning will be identified based upon multiple evaluations. Currently, all teachers with</p>	<p>Timeline:</p> <p>June-2012/June-2014</p> <p>(See APPENDIX K for detail description by years for GHSGT, EOCT, Attendance Rate, and Graduation Rate increase for rewards)</p> <p>2011-2012 6% increase for the GHSGT, 5% increase EOCT, Attendance Rate, and Graduation Rate</p> <p>2012-2013 9% increase for the GHSGT, 10% increase EOCT, Attendance Rate, and 7% for Graduation Rate</p> <p>2013-2014 12% increase for the GHSGT, 15% increase EOCT, Attendance Rate, and 9% for Graduation Rate</p>	<p>Budget:</p> <p>Tiered Reward Program \$30,435 Year 2 \$30,435 Year 3</p> <p>Local Funds</p>
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less than three years of experience are assigned a mentor, and the practice will continue. Mentors will be assigned and will be paid a stipend to work with the beginning and struggling teachers. Teachers who have not performed well based on informal and formal evaluations, as well as teachers whose students do not show adequate academic growth, will also benefit from the professional attributes of academic coaches. Academic coaches, hired with SIG funding, will use their focus walk results to target teachers who need assistance and ensure that school wide standards-based classrooms and consistent frameworks of instruction are the norm. Teachers new to the system, including those who struggle with implementation requirements will be given intensive support through training and coaching by school leaders, RESA consultants, and instructional coaches. Substitutes will be utilized to provide release time when teachers need to engage in additional training or observe in a model teacher's room. It is in the interest of Randolph-Clay High School to provide the highest quality education for the students of Randolph-Clay High School. Any teacher who fails to successfully implement strategies will be placed on a professional growth plan. Failure to meet the terms of the professional growth plan within ample and specified time will result in the recommendation of non-renewal of the teacher's contract.

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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:
Prioritize professional learning needs to align with the school improvement plan as well as the school vision and mission as indicated by SACS AdvancED.	July-2011	N/A
Initiate school-wide professional learning in efforts to build a collegial working environment and promote student achievement.	Ongoing	N/A
Utilize PD360 to provide professional learning on an as needed basis.	Ongoing	Title I
<p>Collaborate with professional learning agencies:</p> <p>1. GaDOE</p> <p style="margin-left: 20px;">A. Summer Leadership Team, including the administrators and teacher leaders, will attend the Summer Leadership Academy in Callaway Gardens provided by the Georgia DOE Division of School Improvement. The purpose of the academy is to strengthen the school improvement planning process. Sessions will provide support to school teams with the following actions:</p> <ul style="list-style-type: none"> • Engaging leadership teams in the right work • Collecting and analyzing the four types of data (student achievement , process, demographic , and perception) • Developing SMART goals • Selecting appropriate strategies, actions, and interventions to meet school improvement goals • Identifying artifacts and evidence 	July-2011	<p>Summer Leadership Stipend</p> <p>\$9,892 Year 1</p> <p>\$9,892 Year 2</p> <p>\$9,892 Year 3</p> <p>Travel</p> <p>\$2,074 Year 1</p> <p>\$2,074 Year 2</p> <p>\$2,074 Year 3</p> <p>Registration</p> <p>\$17,500 Year 1</p> <p>\$21,000 Year 2</p> <p>\$21,000 Year 3</p>

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<p>of implementation</p> <ul style="list-style-type: none"> • Designing a plan for monitoring implementation of the school improvement plan <p>B. Class/Leadership Keys Training and Implementation</p> <p>C. Academic Coach training</p> <p>D. Thinking Maps training and implementation</p> <p>E. GAPSS analysis</p> <p>2. SREB will provide the school with a comprehensive framework of interrelated components giving direction and meaning to comprehensive school improvement. This framework allows school leaders and teachers to understand specific changes and intervention as a part of the overall school redesign.</p> <ul style="list-style-type: none"> • High Schools That Work (HSTW) Initiative • Targeted Program of Study in Career Tech • Targeted Numeracy in Math and Science • Training for Special Education Inclusion Instruction • Leadership Training • Targeted Literacy and ELA • Guidance, Advisement, and Transitioning • HSTW student assessment (see APPENDIX H –SIG Budget) <p>3. Chattahoochee-Flint RESA will provide additional training and assistance in the following areas:</p> <ul style="list-style-type: none"> • Assist the SIG Intervention Specialist • Provide training and Technical assistance for Common Core Georgia Performance Standards (CC-GPS) <p>An analysis of data specifically points out Math, Language Arts, and Social Studies as areas of weakness. The School Improvement Grant will allow us to hire two academic coaches who will work directly with their respective departments on effective instructional strategies. The system will work to sustain these positions with local, state, and federal funds at the end of this grant period. See Appendix D for job description for academic coaches.</p>	<p>Sept-2011/June-2012</p> <p>Aug-2011/May-2014 ASAP</p> <p>July-2011/June-2014</p> <p>July-2011/June-2014</p> <p>July-2011</p>	<p>CF RESA</p> <p>See Section A9</p> <p>SREB Budget \$163,152 Year 1 \$101,750 Year 2 \$81,477 Year 3</p> <p>CF RESA</p> <p>Academic Coach Salary & Benefits \$171,402 Year 1 \$171,402 Year 2 \$171,402 Year 3 Travel \$2,000 Year 1 \$2,000 Year 2 \$2,000 Year 3</p>
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<p>There is a need at RCHS to increase student interest and participation in learning through the use of software based and on-line curriculum, program applications, internet access, and the utilization of various peripherals (i.e. net books, e-responders, mimio boards, ipads). Through funding from the School Improvement Grant, RCHS will fund an additional computer lab and computer lab paraprofessional.</p>	<p>July-2011</p>	<p>Salary & Benefits \$16,767 Year 1 \$16,767 Year 2 \$16,767 Year 3 Computer Lab (computers, wiring, data server & printers) \$89,770 Year 1</p>
<p>Substitutes will be provided for teachers to attend professional learning activities during the school day.</p>	<p>July-2011/June-2014</p>	<p>Substitute Salary \$33,479 Year 1 \$25,299 Year 2 \$16,740 Year 3</p>
<p>After each professional learning, implementation expectations will be clear to all learners, monitored, and supported through ongoing focus walks which include departmental focus walks, administrative focus walks, and system-level focus walks. Administrators will use Ipads with E-walk software to document focus walk findings.</p>	<p>July-2011</p>	<p>EWalk Software \$5,250 Year 1 \$4,000 Year 2 Ipads \$5,355 Year 1 \$6,120 Year 2</p>
<p>After all focus walks, data will be displayed throughout the school in addition to the data room and departmental meeting room. The display of data in the data room makes it highly visible, accessible during professional learning, and aids in monitoring improvement efforts.</p>	<p>July-2011</p>	<p>N/A</p>
<p>RCHS will continuously consult with our RESA agency to maximize school improvement results where needed. Recommendations/commendations from RESA personnel, assessment of teacher's needs, GAPSS, and SACS reviews regarding professional learning will also drive professional development.</p>		<p>CF RESA</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>Actions: Assign mentors to all new teachers</p>	<p>Timeline: July-2011</p>	<p>Budget: Local Funds</p>
<p>Conduct Effective Teacher Institute. This Institute will enable RCHS to recruit and retain teachers. The Effective Teacher Institute will hold monthly meetings that will be facilitated by the administrators and department chairs</p>	<p>July-2011</p>	<p>Stipends \$22,827 Year 1 \$22,827 Year 2 \$22,827 Year 3</p>

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<p>for teachers with zero to three years experience and veteran teachers who are struggling. We will implement Best Practices strategies focusing on classroom management, data utilization, use of technology, high expectations for students, and knowledge of the community and its needs.</p> <p>Provide signing bonuses for teachers and other staff members</p> <p>Reimburse matriculation/tuition fees for advanced degrees on additional certification areas in Math and Science, or difficult to staff positions. This will be done through a reimbursement procedure after coursework has been completed.</p> <p>Leadership capacity is built as emerging leaders are recognized for their participation in the school improvement process (i.e., redelivery of professional learning, representatives at stakeholder meetings, interpretation of data and other school processes).</p> <p>As an incentive, if RCHS is no longer classified as Needs Improvement and personnel sign a contract for the new school year, offered employment for the new school year, they will be eligible to earn \$250.00.</p>	<p>As vacancies exist/goals are met</p> <p>July-2011/June-2014</p> <p>July-2011</p>	<p>Bonus \$5,073 Year 1 \$5,073 Year 2 \$5,073 Year 3</p> <p>Reimbursement \$10,000 Year 1 \$10,000 Year 2 \$10,000 Year 3</p> <p>N/A</p> <p>Incentives – Certified \$7,500 Year 2 \$7,500 Year 3 Incentive – Classified \$7,000 Year 2 \$7,000 Year 3</p>
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<p>A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.</p>		
<p>Actions:</p> <p>The low graduation rate and the low percentage of students meeting or exceeding the standard on the 9th grade EOCT (Ninth Grade Lit, Math I, and Physical Science) indicate that our students lack sound study habits and are not retaining standards taught. There is also a high retention rate among 9th graders. Therefore, RCHS is putting in place a 9th Grade Transitional Program, which includes Randolph and Clay Counties that will be held one</p>	<p>Timeline:</p> <p>July-2011 (Annually)</p>	<p>Budget:</p> <p>9th Grade Program Salary \$4,221 Year 1 \$4,221 Year 2 \$4,221 Year 3 Driver Salary \$1,776 Year 1</p>

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<p>week prior to school opening. This program will emphasize how to be successful during a student's high school years. Transportation will be provided. Title I funds will be used to maintain the program at the end of the grant period.</p>		<p>\$1,776 Year 2 \$1,776 Year 3 Bus Fuel \$450 Year 1 \$450 Year 2 \$450 Year 3</p>
<p>Rebuild the 9th Grade Academy. This program will be revamped using the SREB Model. The model supports the cohort of teachers who teach the same students, study data intensely to drive instruction, monitor academic growth, attendance, and discipline. This model also promotes mentoring of the students as they transition to high school.</p>	<p>Annually</p>	<p>Consumable Supplies \$1,000 Year 1 \$1,000 Year 2 \$1,000 Year 3</p>
<p>Over the next three years in conjunction with SREB RCHS will focus on building assessments, creating a functional educational culture, and building leadership capacity. RCHS will also continue to work collaboratively with our RESA agency continuing to provide job embedded consultation and support for our teachers.</p>	<p>Annually</p>	<p>See Section A4</p>
<p>RCHS will also hire a technology specialist who will provide professional learning for teachers as it pertains to effectively using technology in the classroom (smart boards, e responders, mobile labs).</p>	<p>July-2011/June-2014</p>	<p>Salary & Benefits \$67,843 Year 1 \$67,843 Year 1 \$67,843 Year 1</p>
<p>Academic coaches and teachers will frequently disaggregate formative assessment and other student data (attendance and discipline) to make informed instructional decisions. Specific strategies and techniques will be utilized to improve student academic and discipline performance. This will be done during study groups, departmental meetings and during professional learning opportunities.</p>	<p>July-2011</p>	<p>N/A</p>
<p>Development of the school improvement plan is based on the collection and analysis of data. Baseline data is used to set learning targets and measurable goals. One of the goals of the School Improvement Plan is to broaden the integration and utilization of technology into the curriculum and daily instruction in order to increase student achievement. This will be accomplished through job embedded professional learning that will take place during days previously designated in our annual calendar. SREB and CF-RESA will collaborate as professional learning is provided for our teachers. The two will work</p>		<p>See Section A4 CF RESA</p>

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<p>hand in hand to ensure that SREB modules and CCGPS standards are rolled out with the greatest fidelity. Accomplishing this goal will provide students with access to research, innovative learning materials, and tools to assist them in applying what they have learned. The Partnership for 21st Century Skills clearly links students' technology skills to the acquisition of content knowledge and skills. Technology infusion, as well as authentic project-based instruction and learning, will give students the opportunity to showcase what they have learned. This is especially true in Math, an area in need of improvement, where real-world application is a must. System technology personnel will inventory all purchased equipment and will maintain equipment throughout the grant period and afterward.</p> <ol style="list-style-type: none"> 1. Create and implement 21st Century Classrooms to engage students and increase rigor to include teacher workstations, student workstations, printers, presentation laptops, interactive white boards, classroom performance system units, and digital/video still cameras 2. Integrate one-to-one computing into the curriculum through the use of wireless laptops 3. Provide professional learning through CF-RESA ETC in the integration of new technology into instructional plans, one portion at a time. 4. Monitor use of technology and provide technical assistance as needed via e-Walk and administrative observation. E-walk is a hand held device in which administrators and coaches will use to complete focus walks and compile data. 5. Conduct a GAPSS analysis. Results of data collected from this instrument will be utilized to improve teacher performance. 		<p>21st Century Classrooms \$207,207 Year 1</p> <p>Netbooks for Teachers \$33,300 Year 2</p> <p>Netbooks for Students \$388,500 Year 2</p> <p>Upgrade Wireless \$3,606</p> <p>EWalk Ipad</p> <p>N/A</p>
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<p>A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>		
<p>Actions:</p> <p>The data room will be expanded using the poster printer. It will be reflective of demographic information, diagnostic assessments (mock), formative, interim and summative assessments. The data room will be used effectively to further enhance Design Teacher meetings, content Study Groups, and Leadership Team meetings.</p>	<p>Timeline:</p> <p>Ongoing</p>	<p>Budget:</p> <p>Poster Printer & Cartridges \$6,200 Year 1</p> <p>Consumable Supplies \$2,000 Year 1</p>

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<p>Academic coaches and departmental chairs will spearhead data disaggregation for all students. Data will be drawn from the SLDS, benchmark assessment, and OAS. Disaggregated data will be used to drive Response to Intervention.</p> <p>RCCHS will ensure that the advisement program is fully functional to include eighth graders from Randolph and Clay Counties.</p>	<p>Ongoing</p>	<p>\$3,500 Year 2 \$3,500 Year 3</p> <p>N/A</p>
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A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).

Actions:	Timeline:	Budget:
<p>RCCHS will create a zero period called "Red-Devils on the Rise," wherein all students will be grouped based on diagnostic assessment results to focus on standards and elements that are aligned with the GHSGT and EOCT.</p>	<p>July-2011</p>	<p>N/A</p>
<p>Revise bell schedule to show extended instructional time. (See Appendix I & J)</p>	<p>July-2011</p>	<p>N/A</p>
<p>Continue all after school programs three days per week (SAT/ACT Prep, Core Academic Tutorials). We will offer Saturday School prior to GHSGT/EOCT administration. Students selected to attend the after school programs will be determined by formative assessments, weekly tests, and benchmark assessments. Transportation will be provided for after school programs and Saturday School.</p>	<p>Aug-2011/July-2014</p>	<p>Afterschool & Saturday School Teacher Salary \$27,855 Year 1 \$27,855 Year 2 \$27,855 Year 3 Driver Salary \$31,248 Year 1 \$31,248 Year 2 \$31,248 Year 3 Bus Fuel \$7,920 Year 1 \$7,920 Year 2 \$7,920 Year 3</p>
<p>Disaggregate discipline data and revamp school wide discipline plan. Although discipline infractions have decreased from 3,038 in 2008 to 1,368 as of May 2011, discipline is still a concern. The analysis of student discipline data indicates that RCCHS must create a plan that will address the discipline issues that plague the school. The largest number of discipline infractions is due to tardiness, class/school disturbances, and disrespect. Many of the students with discipline referrals are also the students experiencing academic difficulties. Discipline also has a negative impact on other students. The main reasons for discipline issues are administrative turnover and lack of consistency in enforcing the discipline policy. With the change of administration through the transformation model, a goal will be to implement a</p>	<p>July-2011</p>	<p>PlascoTrac Student Tracking System \$22,609 Year 1 Student ID System</p>

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<p>stronger, more consistent discipline policy. Purchase of Plasco Trac Student Tracking System, by means of the School Improvement Grant, will enable Randolph–Clay High School to monitor and efficiently deal with students who are tardy to class, skipping class, and/or truant. The student tracking system will alleviate the burden on teachers for manual tardy entry, disciplinary enforcement, and parental follow up. The discipline focus group will convene and will analyze data over a three year period. They will revise the discipline plan to address chronic behaviors that detract from the learning process.</p> <p>Implement an Effective Teacher Institute that will allow teachers additional time to disaggregate formative and summative data, create individualized educational plans, and differentiated instruction for higher student achievement. This institute will consist of three additional days pre-planning and three additional days post-planning.</p>	<p align="center">July-2011</p>	<p>\$4,652 Year 1 Visitor Management \$2,307 Year 1 PlacoTrac Maintenance \$4,520 Year 2 \$4,520 Year 3</p> <p align="center">See Section A5</p>
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<p>The grant funding will be used to supply the involved students with high interest books according to their Lexile level. The books will be purchased and organized by level prior to the kick-off celebration. The System Curriculum Director will emphasize the importance of reading, as it is a continued learning process into adulthood. This community engagement will inform the parents of the goals of the high school reading campaign and will facilitate the school's efforts to increase participation in the 25 Books Campaign.</p> <p>Provide training for the Parent Liaison.</p> <p>We will utilize Title I and local funds to maintain this position at the end of the grant period.</p>	<p>Annually</p>	<p>Classroom Libraries \$32,763 Year 1 \$21,842 Year 2 \$10,921 Year 3</p> <p>Training \$2,000 Year 1 \$2,000 Year 2 \$2,000 Year 3</p>
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A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

<p>Actions:</p> <p>Put in place a 9th Grade Transitional Program, which will take place one week prior to school opening. This program will consist of a review of math and reading skills and study skills. Transportation and meals will be provided. Title I funds will be used to maintain the program at the end of the grant period.</p> <p>The teachers will have an opportunity to become knowledgeable of information pertinent to the needs of the uprising students through vertical and horizontal alignment with the 9th grade transitional process. Grade-level objectives in each of the foundation content areas of math, science, social studies, and reading/language arts are key objectives that are especially critical to a student's academic achievement. Therefore, the teachers will address the objectives in greater depth and complexity for vertical and horizontal alignment as dictated by the elements and standards of the GPS/CCGPS.</p>	<p>Timeline:</p> <p>Annually</p>	<p>Budget:</p> <p>See Section A6</p>
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<p>enable RCHS to recruit and retain. The Effective Teacher Institute will hold monthly meetings that will be facilitated by the administrators and department chairs for teachers zero to three years experience and veteran teachers who are struggling. RCHS will implement Best Practices strategies, focusing on classroom management, data utilization, use of technology, high expectations for students, and knowing your community.</p>		
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B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality.

<p>Actions: This item does not apply to the transformational model.</p>	<p>Timeline:</p>	<p>Budget:</p>
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B-1. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

<p>Actions: Meeting with the faculty, staff, and invited parents and school council members to discuss implications of the SIG. Meeting with the Board of Education and concerned parents to discuss implications of the SIG. Hiring of personnel to fill the positions of the SIG (i.e. Principal, two Academic Coaches, Parent Liaison, SIG Intervention Specialist, and Computer Lab Paraprofessional). See Appendix G for job description of Computer Lab Paraprofessional. Conduct Effective Teacher Institute. This Institute will enable us to recruit and retain. The Effective Teacher Institute will hold monthly meeting that will be facilitated by the administrators and department chairs for teachers with zero to three years experience and veteran teachers who are struggling. We will implement Best Practices strategies, focusing on classroom management, data utilization, use of technology, high expectations for students, and knowledge of your community.</p>	<p>Timeline: April-2011 April-2011 June-2011 July-2011</p>	<p>Budget: N/A N/A See sections A4, A6, A9, & A11 See Section A5</p>
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C. Align additional resources with the interventions.

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We will continue to prioritize expenditures based on student academic needs.

Principals and leadership teams will report progress of building initiatives at school board meetings and in the community (monthly newsletter, articles, and town hall meetings – each nine weeks).

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Attachment 2d - Transformation Model

LEA Name: Randolph County Schools
School Name: Randolph-Clay High School

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

Reading/English Language Arts

2011-2012 School Year

The percentage of students in the meets/exceeds category in Reading/ELA will increase by 6% from the baseline percentage in 2010-11.

2012-2013 School Year

The percentage of students in the meets/exceeds category in Reading/ELA will increase by 9% from the baseline percentage in 2011-12.

2013-2014 School Year

The percentage of students in the meets/exceeds category in Reading/ELA will increase by 12% from the baseline percentage in 2012-13.

Mathematics

2011-2012 School Year

The percentage of students in the meets/exceeds category in Mathematics will increase by 6% from the baseline percentage in 2010-11.

2012-2013 School Year

The percentage of students in the meets/exceeds category in Mathematics will increase by 9% from the baseline percentage in 2011-12.

2013-2014 School Year

The percentage of students in the meets/exceeds category in Mathematics will increase by 12% from the baseline percentage in 2012-13.

Graduation Rate

2011-2012 School Year

The graduation rate will increase by 5% from baseline percentage in 2010-11.

2012-2013 School Year

The graduation rate will increase by 7% from baseline percentage in 2011-12.

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2013-2014 School Year

The graduation rate will increase by 9% from baseline percentage in 2012-13.

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Attachment 4 - Budget Detail

LEA Name: Randolph County Schools

School Served: Randolph-Clay High School

Intervention Model: Transformation Model

Tier Level: **Tier 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)	Signing bonuses	5,000	
	Stipend, GaDOE Summer Leadership (13 x \$750)	9,750	
	Stipend, Effective Teacher Institute (30 x \$750)	22,500	
	Salary, Academic Coaches (\$60,000 x 2, 210 day contract)	120,000	
	Salary, Substitute Teachers (30 x 20 days x \$55)	33,000	
	Salary, 9 th Grade Transitional Program (8 teachers x 20hrs/week x \$26/hr x 1 week)	4,160	
	Salary, Bus Drivers for 9 th Grade Transitional Program (5 x 5 x \$70)	1,750	
	Salary, Parent Liaison	12,356	
	Salary, Intervention Specialist (210 day contract)	75,000	
	Salary, Technology Specialist (210 day contract)	50,000	
	Salary, After School Tutorial Programs (4 teachers x 3hrs/day x \$26/hr x 3 days/week x 28 weeks)	26,208	
	Salary, Bus Drivers After School Tutorial Program (84 x 5 x \$70)	29,400	
	Salary, Saturday School (4 x 12hrs x \$26/hr)	1,248	
	Salary, Saturday School Bus Drivers (4 x 5 buses x \$70)	1,400	
	Salary, Computer Lab Paraprofessional	12,356	
			Object Total
			\$ 404,128
200 Benefits	FICA, Signing bonuses	73	
	FICA, GaDOE Summer Leadership	142	
	FICA, Effective Teacher Institute	327	
	FICA, Academic Coaches	1,740	
	FICA, Substitute Teachers	479	
	FICA, 9 th Grade Transitional Program Teachers	61	
	FICA, 9 th Grade Transitional Program Bus Drivers	26	
	FICA, Parent Liaison	180	
	FICA, Intervention Specialist	1,087	
	FICA, Technology Specialist	725	
	FICA, After School Tutorial	380	
	FICA, After School Tutorial Bus Drivers	427	

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	FICA, Saturday School	19	
	FICA, Saturday School Bus Drivers	21	
	FICA, Computer Lab Paraprofessional	180	
	Benefits, Academic Coaches	49,662	
	Benefits Intervention Specialist	24,831	
	Benefits Technology Specialist	17,118	
	Benefits Parent Liaison	4,231	Object Total
	Benefits Computer Lab Paraprofessional	4,231	\$ 105,940
300	Purchased Services		
	Parent Liaison Training	2,000	Object Total
	SREB/HSTW	163,152	\$ 165,152
500	Other		
	Reimbursable financial support for advanced degree or additional certification areas	10,000	
	Travel, Academic Coaches (2X \$1,000)	2,000	
	Travel, Leadership Academy (17 x \$122)	2,074	Object Total
	Postage	500	\$ 14,574
600	Supplies		
	PlascoTrac Student Tracking System	22,609	
	Plasco Visitor Management System	2,307	
	Plasco Student ID System	4,652	
	Ipads for Administrators and Academic Coaches (\$765 x 7)	5,355	
	E-Walk software (\$250 x 7 x 3 years)	5,250	
	Desktop Computers for Teachers (30 x \$1,079)	32,370	
	Computer Lab (1) (30X \$1,079)	32,370	
	Wiring for Computer Labs and Printers (45 x \$220)	9,900	
	Data Server	16,000	
	21 st Century Classroom Equipment (30 x \$5830)	174,900	
	Upgrade Wireless	3,606	
	Laser Printers for Labs and Departments (15 x \$2,100)	31,500	
	Color Poster Printer for Data Room	5,000	
	Color Poster printer ink cartridges and paper rolls	1,200	
	Consumable Supplies	2,000	
	Consumable Supplies for 9 th Grade Transitional Program	1,000	
	Fuel for 9 th Grade Transitional Program (\$90 x 5)	450	
	Fuel for After School Programs (\$90 x 84)	7,560	
	Fuel for Saturday School (\$90 x 4)	360	Object Total
	Lexile Level Classroom Libraries	32,763	\$391,152
800	Other Objects		Object Total
	Registration for GaDOE Summer Leadership Academy (10 x \$1,750)	17,500	\$ 17,500
School Total			\$ 1,098,446

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Attachment 4 - Budget Detail

LEA Name: Randolph County Schools

School Served: Randolph-Clay High School

Intervention Model: Transformation Model

Tier Level: **Tier 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 Services (Salaries)	Tiered Reward System (30 x \$1,000)	30,000	
	Signing bonuses	5,000	
	Incentives (\$250 x 58)	14,500	
	Stipend, GaDOE Summer Leadership (13 x \$750)	9,750	
	Stipend, Effective Teacher Institute (30 x \$750)	22,500	
	Stipend, Class Keys training (30 x \$75 x 5)	11,250	
	Salary, Academic Coaches \$60,000 x 2 (210 day contract)	120,000	
	Salary, Substitute Teachers (30 x 15 days x \$55)	24,750	
	Salary, 9 th Grade Transitional Program (8 teachers x 20hrs/week x \$26/hr x 1 week)	4,160	
	Salary, Bus Drivers for 9 th grade Transitional Program (5 x 5 x \$70)	1,750	
	Salary, Parent Liaison	12,356	
	Salary, Intervention Specialist (210 day contract)	75,000	
	Salary, Technology Specialist (210 day contract)	50,000	
	Salary, After School Tutorial Programs (4 teachers x 3hrs/day x \$26/hr x 3 days/week x 28 weeks)	26,208	
	Salary, After School Tutorial Bus Drivers (84 x 5 x \$70)	29,400	
	Salary, Saturday School (4 x 12hrs x \$26/hr)	1,248	
	Salary, Bus Drivers for Saturday School (4 x 5 x \$70)	1,400	
Salary, Computer Lab Paraprofessional	12,356		Object Total
			\$ 451,628
200 Benefits	FICA, Tiered Reward Program	435	
	FICA, Signing bonuses	73	
	FICA, GaDOE Summer Leadership	142	
	FICA, Effective Teacher Institute	327	
	FICA, Academic Coaches	1,740	
	FICA, Substitute Teachers	479	
	FICA, 9 th Grade Transitional Program Teachers	61	
	FICA, 9 th Grade Transitional Program Bus Drivers	26	
	FICA, Parent Liaison	180	
	FICA, Intervention Specialist	1,087	
	FICA, Technology Specialist	725	
	FICA, After School Tutorial	380	
	FICA, After School Tutorial Bus Drivers	427	

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	FICA, Saturday School	19	
	FICA, Saturday School Bus Drivers	21	
	FICA, Computer Lab Paraprofessional	180	
	Benefits, Academic Coaches	49,662	
	Benefits Intervention Specialist	24,831	
	Benefits Technology Specialist	17,118	
	Benefits Parent Liaison	4,231	Object Total
	Benefits Computer Lab Paraprofessional	4,231	\$ 106,136
300	Purchased Services		
	Parent Liaison Training	2,000	Object Total
	SREB/HSTW	101,750	\$ 103,750
500	Other		
	Reimbursable financial support for advanced degree or additional certification areas	10,000	
	Travel, Academic Coaches (2 x \$1,000)	2,000	
	Travel, Leadership Academy (17 X \$122)	2,074	
	Travel, Class Keys Training (30 x 150 miles x \$.51)	2,300	Object Total
	Postage	500	\$ 16,874
600	Supplies		
	Maintenance Contract for Student Tracking System	4,400	
	Maintenance Contract for Visitor Maintenance System	120	
	NetBooks for Students (350 X \$1,110)	388,500	
	NetBooks for Teachers (30 x \$1,110)	33,300	
	I-Pads for Department Chairs (8 x \$765)	6,120	
	E-Walk Software (8 x \$250 x 2 years)	4,000	
	Consumable Supplies	3,500	
	Consumable Supplies for 9 th Grade Transitional Program	1,000	
	Fuel for 9 th Grade Transitional Program (\$90 x 5)	450	
	Fuel for After School Programs (\$90 x 84)	7,560	
	Fuel for Saturday School (\$90 x 4)	360	Object Total
	Lexile Level Classroom Libraries	21,842	\$ 471,152
800	Other		Object Total
	Registration for GaDOE Summer Leadership Academy (12 x \$1,750)	21,000	\$ 21,000
School Total			\$ 1,170,540

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LEA Name: Randolph County Schools

School Served: Randolph-Clay High School

Intervention Model: Transformation Model

Tier Level: **Tier 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.

Item Description		Costs
100	Tiered Reward System (30 x \$1,000)	30,000
	Signing bonuses	5,000
	Incentives (\$250 x 58)	14,500
	Stipend, GaDOE Summer Leadership (13 x \$750)	9,750
	Stipend, Effective Teacher Institute (30 x \$750)	22,500
	Stipend, Class Keys training (30 x \$75 x 5)	11,250
	Salary, Academic Coaches (\$60,000 x 2, 210 day contract)	120,000
	Salary, Substitute Teachers (30 x 10 x \$55)	16,500
	Salary, 9 th Grade Transitional Program (8 teachers x 20hrs/week x \$26/hr x 1 week)	4,160
	Salary, Bus Drivers for 9 th Grade Transitional Program (5 x 5 x \$70)	1,750
	Salary, Parent Liaison	12,356
	Salary, Intervention Specialist (210 day contract)	75,000
	Salary, Technology Specialist (210 day contract)	50,000
	Salary, After School Tutorial Programs (4 teachers x 3hrs/day x \$26/hr x 3 days/week x 28 weeks)	26,208
	Salary, After School Tutorial Bus Drivers (84 x 5 x \$70)	29,400
	Salary, Saturday School (4 x 12hrs x \$26/hr)	1,248
	Salary, Bus Drivers for Saturday School (4 x 5 buses x \$70)	1,400
Salary, Computer Lab Paraprofessional	12,356	Object Total
		\$ 443,378
200	FICA, Tiered Reward Program	435
	FICA, Signing bonuses	73
	FICA, GaDOE Summer Leadership	142
	FICA, Effective Teacher Institute	327
	FICA, 9 th Grade Transitional Program Teachers	61
	FICA, 9 th Grade Transitional Program Bus Drivers	26
	FICA, Academic Coaches	1,740
	FICA, Substitute Teachers	240
	FICA, Parent Liaison	180
	FICA, Intervention Specialist	1,087
	FICA, Technology Specialist	725
	FICA, After School Tutorial	380
	FICA, After School Tutorial Bus Drivers	427
	FICA, Saturday School	19

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	FICA, Saturday School Bus Drivers	21	
	FICA, Computer Lab Paraprofessional	359	
	Benefits, Academic Coaches	49,662	
	Benefits Intervention Specialist	24,831	
	Benefits Technology Specialist	17,118	
	Benefits Parent Liaison	4,231	Object Total
	Benefits Computer Lab Paraprofessional	4,231	\$106,136
300	Parent Liaison Training	2,000	
	SREB/HSTW	81,477	\$ 83,477
500	Reimbursable financial support for advanced degree or additional certification areas	10,000	
	Travel, Leadership Academy (17 X \$122)	2,074	
	Travel, Academic Coaches (2 x \$1,000)	2,000	
	Travel, Class Keys Training (30 x 150 miles x \$.51)	2,300	Object Total
	Postage	500	\$ 16,874
600	Maintenance Contract for Student Tracking System	4,400	
	Maintenance Contract for Visitor Maintenance System	120	
	Consumable Supplies	3,500	
	Consumable Supplies for 9 th Grade Transitional Programs	1,000	
	Fuel for 9 th Grade Transitional Program (\$90 x 5)	450	
	Fuel for After School Programs (\$90 x 84)	7,560	
	Fuel for Saturday School (\$90 x 4)	360	Object Total
	Lexile Level Classroom Libraries	10,921	\$ 28,311
800			Object Total
	Registration for GaDOE Summer Leadership Academy (12 x \$1,750)	21,000	\$ 21,000
School Total			\$699,176

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Attachment 4a - Budget Template

LEA BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Year 1 – Full Implementation			
Randolph Clay High School		1,098,446	1,170,540	699,176	2,968,162
School Name					
School Name					
LEA-level Activities					
Total Budget	1,098,446		1,170,540	699,176	2,968,162

School Improvement Grant 1003(g)

Attachment 5 - Checklist

Section A. SCHOOLS TO BE SERVED

The chart is complete:

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

Section B. DESCRIPTIVE INFORMATION

1. Data Sources and Narrative

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

2. Capacity

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

School Improvement Grant 1003(g)

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. • Aligning funds to continue supporting successful intervention efforts and progress. • Providing continued professional learning opportunities that link to the intervention strategies and annual goals for student achievement. 	<p align="center"><input type="checkbox"/></p> <p align="center"><input type="checkbox"/></p>
<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 align="center"><input type="checkbox"/></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, and Tier III high schools.</p> <p>✓ Annual goals are written for three years.</p> <p>✓ The annual goals are specific, measurable, attainable, results-oriented, and time bound.</p>	<p align="center"><input type="checkbox"/></p> <p align="center"><input type="checkbox"/></p> <p align="center"><input type="checkbox"/></p> <p align="center"><input type="checkbox"/></p>

School Improvement Grant 1003(g)

Attachment 5 - Checklist

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

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

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

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

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

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

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.

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

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.

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

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

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

CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
<p align="center">Implementation</p>			<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.

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

CONCEPT		NOT EVIDENT	NEEDS REVISION	MEETS
Allocation of Funds	<p>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.</p>	<p>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.</p>	<p>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.</p>	
	<p>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.</p>	<p>An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies that positively impact student achievement; however, the plan does not describe the specific actions the LEA will take after the funding period ends.</p>	<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>	
Sustainability				<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.

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

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

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

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

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

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

Summarize your findings here:

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

We can cannot recruit additional turnaround leaders.

Possible turnaround candidates within the LEA:

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

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

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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” and that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; or • 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 and that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; or • 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 and that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; or • 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.

APPENDIX C

TITLE: Principal

REPORTS TO: Superintendent

MIMIMAL QUALIFICATIONS: Master's degree or higher with a major in educational administration; Valid PSC Certification to practice as a school principal; Minimum of three years successful experience as a teacher; Such alternatives to the above qualifications as the Board may find appropriate and acceptable

PRIMARY FUNCTION: To direct and supervise all activities and personnel of the school in order to develop and maintain the best possible program within the policies of the Board of Education and administrative regulations of the Superintendent.

PERFORMANCE RESPONSIBILITIES:

1. Possesses a knowledge base grounded in research.
2. Has knowledge of the components and experience in the implementation of a standards-based classroom.
3. Identifies, collects, and utilizes data to improve student achievement.
4. Performs as an instructional leader.
5. Develops and implements school improvement plans which have resulted in increased student achievement.
6. Implements reform models.
7. Has knowledge and experience implementing School Keys/Class Keys.
8. Implements an instructional framework.
9. Gauges improvements in stages of progress and processes.
10. Motivates, inspires, encourages, and challenges students to reach their fullest potential.
11. Involves stakeholders both within the school and within the community to strategically plan improvement.
12. Critiques performance and provides constructive feedback to personnel.
13. Is willing to take risks to implement strategies to improve student achievement.
14. Plans a well balanced school-wide instructional program within the framework of the school system.
15. Gives leadership to the organization and implementation of the instructional program and supervises instruction within the school.
16. Maintains a systematized and efficient accounting system for all funds within the school in accordance with system and state regulations.
17. Assists in the recruiting, screening, training, hiring, and assigning of school staff.
18. Coordinates school-community relations.
19. Requisitions, distributes, and maintains inventories of all materials, supplies, and equipment used in the school.
20. Makes regular and special reports depicting the status of the school program to the Superintendent.
21. Supervises the school's teaching process.
22. Supervises the guidance program to enhance individual student education and development.
23. Facilitates professional improvement of the instructional staff.
24. Coordinates the full range of extracurricular activities.
25. Maintains a thorough knowledge of the total school program.
26. Assumes other duties and responsibilities as may be assigned.

APPENDIX D

TITLE: Academic Coach

REPORTS TO: Principal

MIMIMAL QUALIFICATIONS: Subject area degree, proper certification in subject at appropriate level, and highly qualified as defined by Professional Standards Commission. Successful classroom experience is required.

PERFORMANCE RESPONSIBILITIES:

1. Assists the Principal in serving as an instructional leader by ensuring adherence to rigorous and relevant academic standards.
2. Assists Principal in planning for professional learning opportunities for teachers by providing them with research based strategies and best practices to met student needs.
3. Provides on-going professional development based on the needs of the school through data analysis and teacher's identified areas of need.
4. Assists Principal by monitoring student achievement and following up on plans to increase student mastery.
5. Assists the principal by attending professional learning community activities.
6. Uses technology as an enhancement to student and staff learning.
7. Motivates and coaches others to achieve personal, professional, building, and system goals.
8. Assists the principal with monthly follow-up on the school improvement plan.
9. Works with specialty area teachers and staff to coordinate and integrate curriculum and instruction.
10. Works with counselors, teachers, students, and parents in preparing learning plans for students.
11. Evaluates student performance through observation, student data analysis and interpretation.
12. Leads discussions with teachers with suggestions for practical strategies for improvement of student performance based on research and data.
13. Provides classroom coaching in appropriate classrooms.
14. Conducts model lessons of best teaching practices, methods, and strategies based on the latest research and data.
15. Acts as a resource for strategies and demonstrations for teachers.
16. Assists with implementation of subject and writing strategies specific to and across curriculum areas.
17. Identifies effective assessment tools and trains teachers on how to use them.
18. Conducts on-going observations and provides support to teachers.
19. Collaborates with teachers.
20. Participates in collaborative planning sessions.
21. Maintains a weekly schedule/log of activities.
22. Assumes other duties and responsibilities as may be assigned.

APPENDIX E

TITLE: Parent Liaison

REPORTS TO: Principal

MIMIMAL QUALIFICATIONS: Minimum Associate degree or equivalent of 2 years of college credit in Social Work, Psychology, Sociology or a related field or Bachelor degree in any field with an aptitude for social work.

PERFORMANCE RESPONSIBILITIES:

1. Surveys parents to gauge satisfaction and support for the school and analyze results.
2. Schedules adult education classes to include adult literacy, behavioral interventions, financial planning, and other parenting skills needed to help families succeed, ie. PLATO Parenting Skills or *Parents Are Teachers, Too*.
3. Invites stakeholder participation in school events and establish committees to involve parents.
4. Partners with community organizations and faith-based groups to promote support for school activities and student achievement.
5. Conducts an orientation session for parents of incoming freshmen.
6. Conducts home visits with parents/guardians to improve communication.
7. Establishes community-based student led projects.
8. Collaborates with system social worker in regards to student attendance.
9. Develops a facilitative mentor relationship with families and the community.
10. Provides family services during both traditional and non-traditional work hours.
11. Acts as a liaison and family advocate between school and community agencies.
12. Maintains records on each family to include family assessment, goal setting data, documented home visits, provision of direct and referred services, and family participation in programs.
13. Develops a broad network of community resources to support students and their families.
14. Assists families in assessing their strengths and needs.
15. Organizes family assistance efforts around preventative strategies which promote the development of empowered families.
16. Assumes other duties and responsibilities as may be assigned.

APPENDIX F

TITLE: SIG Intervention Specialist

REPORTS TO: Principal and Superintendent

MIMIMAL QUALIFICATIONS: Master's degree or higher preferred; Certification in Instructional Supervision or Educational Leadership; Successful experience in the areas of Instructional Supervision, Curriculum Development, or School Improvement; and Successful classroom teaching experience required

PERFORMANCE RESPONSIBILITIES:

1. Coordinates and conducts professional learning activities.
2. Monitors school improvement budget, expenditures, and provides financial reports.
3. Assists with monitoring of instructional strategies.
4. Assists with evaluation of teaching staff.
5. Provides administrative oversight on the School Improvement Grant.
6. Communicates frequently with system administrators.
7. Monitors grade level/content area collaborative meetings.
8. Assists and leads teacher teams with data collection, analysis, and publication.
9. Assists in serving as an instructional leader by ensuring adherence to rigorous and relevant academic standards.
10. Assists in planning for professional learning opportunities for teachers by providing them with research-based strategies and best practices to meet student needs.
11. Provides on-going professional development based on the needs of the school through data analysis and teacher's identified areas of need.
12. Assists Principal by monitoring student achievement and following up on plans to increase student mastery.
13. Uses technology as an enhancement to student and staff learning.
14. Motivates and coaches others to achieve personal, professional, building, and system goals.
15. Assists with monthly follow-up on the school improvement plan.
16. Works with academic coach to coordinate and integrate curriculum and instruction.
17. Evaluates student performance through observation, student data analysis and interpretation.
18. Assists in discussions with teachers by providing suggestions for practical strategies for improvement of student performance based on research and data.
19. Conducts model lessons of best teaching practices, methods, and strategies based on the latest research and data.
20. Acts as a resource for strategies and demonstrations for teachers.
21. Assists in identifying effective assessment tools and trains teachers on how to use them.
22. Conducts on-going observations and provides support to teachers.
23. Participates in collaborative planning sessions.
24. Maintains a weekly schedule/log of activities.
25. Assumes other duties and responsibilities as may be assigned.

APPENDIX G

TITLE: Computer Lab Paraprofessional

REPORTS TO: Principal and Superintendent

MIMIMAL QUALIFICATIONS: Completion of at least 2 years of study at an institution of higher education; or An Associate's (or higher) degree; or Meet a rigorous standard of quality and can demonstrate through formal state or local assessment

PERFORMANCE RESPONSIBILITIES:

1. Assists the teacher or person to whom he/she is assigned
2. Reports to his/her supervisor on time
3. Notifies the teacher when he/she will not report to class
4. Follows the schedule of the teacher unless changes are made through the teacher or an administrator
5. Performs various other duties as designated by the school administration

Proposed SIG Budget for Randolph High School

SCHOOL YEAR ONE BUDGET				
Date/ Task	Services	Days	Explanation	Cost
First Week	HSTW/MMGW Orientation Workshop	1	Trainer travel and fees	\$1,500
First Month	HSTW/MMGW Site Development Workshop	2	Trainer travel and fees	\$3,000
All Months	HSTW/MMGW School Improvement Coach HSTW school improvement coach provides on-site coaching services and attends or conducts training with school teams. Coaching visits are designed to build instructional leadership capacity, teacher teaming, provide training, and support implementation of professional development with fidelity.	30	\$1,250 per day of coaching: 3 days per month on-site at school for 10 months for a total of 30 days. The charge includes travel, office planning and preparation and a follow up coaching report for each coaching visit.	\$37,500
All Months	Targeted Literacy and ELA Teacher Coaching and Job-Embedded Professional Development Focused coaching on literacy/reading achievement improvement in year one. ELA coaching will be in the English/reading teachers' class rooms. Literacy coaching will focus on reading and writing across the curriculum in all classrooms. Both will provide a combination of pull-out training, embedded staff development, modeling of instruction and classroom visits with targeted feedback.	20	\$1,250 per day of coaching: two days per month on-site at school for 10 months for a total of 20 days. The charge includes travel, office planning and preparation and a follow up coaching report for each coaching visit.	\$25,000
All Months	Targeted Numeracy, Mathematics, and Science Teacher Coaching and Job-Embedded Professional Development Focused coaching on mathematics and science achievement improvement in year one. Mathematics and science coaching will be in the mathematics and science teachers' class rooms. Numeracy coaching will focus on mathematics across the curriculum in all classrooms. All will provide a combination of pull-out training, embedded staff development, modeling of instruction and classroom visits with targeted feedback.	20	\$1,250 per day of coaching: two days per month on-site at school for 10 months for a total of 20 days. The charge includes travel, office planning and preparation and a follow up coaching report for each coaching visit.	\$25,000
All Months	Targeted Program of Study (POS) and Career Tech (CT), Teacher Coaching and Job-Embedded Professional Development Focused coaching on CT classes to include a combination of pull-out training, embedded staff development, modeling of instruction and classroom visits with targeted feedback. POS coaching will include working with school leadership and counseling department to establish and sustain a strong advisory program along with an effective transition program for middle-to-high and high-to-postsecondary transitions.	20	\$1,250 per day of coaching: two days per month on-site at school for 10 months for a total of 20 days. The charge includes travel, office planning and preparation and a follow up coaching report for each coaching visit.	\$25,000
First Month	Training for Special Education Inclusion Instruction For school's special education teachers along with core content area teachers who teach special education students in co-taught classrooms. Training focuses on building	4	Trainer Travel and Fees	\$6,000

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	effective co-teaching teams for special education inclusion classes.			
Third Month	Leadership Training For school's leadership team and select district leaders. 3 days of team training with 3 days of follow up training.	6	Trainer Travel and Fees	\$9,000
Seventh Month	HSTW and MMGW Student Assessments Annual Report (Given in even years only: 2012)	N/A	Test administered to 60 students at \$47 per student	\$2,820
Twelfth Month	Registration fees to HSTW Summer Staff Development Conference (travel costs not included). The summer staff development conference is recognized as a national exemplar for staff development. The annual conference brings together recognized leaders and researchers in tandem with local practitioners. Visit www.sreb.org for more information.		Registration for team of 10 from each school to attend the summer conference	\$2,250
All Months	Resources - SREB Publications for workshops, book studies and reference			\$1,250
All Months	Leadership and Management of Project Administrative assistant and project leader support..			\$10,000
Subtotal School Year 1				\$148,320
10% Indirect SREB				\$14,832
TOTAL School Year 1				\$163,152

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SCHOOL YEAR TWO BUDGET				
Date/ Task	Services	Days	Explanation	Cost
All Months	<p>HSTW/MMGW School Improvement Coach</p> <p>HSTW school improvement coach provides on-site coaching services and attends or conducts training with school teams. Coaching visits are designed to build instructional leadership capacity, teacher teaming, provide training, and support implementation of professional development with fidelity.</p>	20	\$1,250 per day of coaching: two days per month on-site at school for 10 months for a total of 20 days. The charge includes travel, office planning and preparation and a follow up coaching report for each coaching visit.	\$25,000
All Months	<p>Targeted Literacy and ELA Teacher Coaching and Job-Embedded Professional Development</p> <p>Focused coaching on literacy/reading achievement improvement in year one. ELA coaching will be in the English/reading teachers' class rooms. Literacy coaching will focus on reading and writing across the curriculum in all classrooms. Both will provide a combination of pull-out training, embedded staff development, modeling of instruction and classroom visits with targeted feedback.</p>	12	\$1,250 per day of coaching: 12 total days over 10 months. The charge includes travel, office planning and preparation and a follow up coaching report for each coaching visit.	\$15,000
All Months	<p>Targeted Numeracy, Mathematics, and Science Teacher Coaching and Job-Embedded Professional Development</p> <p>Focused coaching on mathematics and science achievement improvement in year one.</p> <p>Mathematics and science coaching will be in the mathematics and science teachers' class rooms. Numeracy coaching will focus on mathematics across the curriculum in all classrooms. All will provide a combination of pull-out training, embedded staff development, modeling of instruction and classroom visits with targeted feedback.</p>	12	\$1,250 per day of coaching: 12 total days over 10 months. The charge includes travel, office planning and preparation and a follow up coaching report for each coaching visit.	\$15,000
All Months	<p>Targeted Program of Study (POS) and Career Tech (CT), Teacher Coaching and Job-Embedded Professional Development</p> <p>Focused coaching on CT classes to include a combination of pull-out training, embedded staff development, modeling of instruction and classroom visits with targeted feedback. POS coaching will include working with school leadership and counseling department to establish and sustain a strong advisory program along with an effective transition program for middle-to-high and high-to-postsecondary transitions.</p>	12	\$1,250 per day of coaching: 12 total days over 10 months. The charge includes travel, office planning and preparation and a follow up coaching report for each coaching visit.	\$15,000
Third Month	<p>Leadership Training</p> <p>For school's leadership team and select district leaders. 3 days of team training with 3 days of follow up training.</p>	6	Trainer Travel and Fees	\$9,000

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Twelfth Month	<p>Registration fees to <i>HSTW</i> Summer Staff Development Conference (travel costs not included).</p> <p>The summer staff development conference is recognized as a national exemplar for staff development. The annual conference brings together recognized leaders and researchers in tandem with local practitioners. Visit www.sreb.org for more information.</p>		<p>Registration for team of 10 from each school to attend the summer conference</p>	<p>\$2,250</p>
All Months	<p>Resources - SREB Publications for workshops, book studies and reference</p>			<p>\$1,250</p>
All Months	<p>Leadership and Management of Project</p> <p>Administrative assistant and project leader support.</p>			<p>\$10,000</p>
Subtotal School Year 2				\$92,500
10% Indirect SREB				\$9,250
TOTAL School Year 2				\$101,750

Proposed SIG Budget for Randolph High School

SCHOOL YEAR THREE BUDGET				
Date/ Task	Services	Days	Explanation	Cost
All Months	HSTW/MMGW School Improvement Coach HSTW school improvement coach provides on-site coaching services and attends or conducts training with school teams. Coaching visits are designed to build instructional leadership capacity, teacher teaming, provide training, and support implementation of professional development with fidelity.	12	\$1,250 per day of coaching: 12 total days over 10 months. The charge includes travel, office planning and preparation and a follow up coaching report for each coaching visit.	\$15,000
All Months Tasks 4, 5, 6	Targeted Literacy and ELA Teacher Coaching and Job-Embedded Professional Development Focused coaching on literacy/reading achievement improvement in year one. ELA coaching will be in the English/reading teachers' class rooms. Literacy coaching will focus on reading and writing across the curriculum in all classrooms. Both will provide a combination of pull-out training, embedded staff development, modeling of instruction and classroom visits with targeted feedback.	9	\$1,250 per day of coaching: 9 total days over 10 months. The charge includes travel, office planning and preparation and a follow up coaching report for each coaching visit.	\$11,250
All Months Tasks 4, 5, 6	Targeted Numeracy, Mathematics, and Science Teacher Coaching and Job-Embedded Professional Development Focused coaching on mathematics and science achievement improvement in year one. Mathematics and science coaching will be in the mathematics and science teachers' class rooms. Numeracy coaching will focus on mathematics across the curriculum in all classrooms. All will provide a combination of pull-out training, embedded staff development, modeling of instruction and classroom visits with targeted feedback.	9	\$1,250 per day of coaching: 9 total days over 10 months. The charge includes travel, office planning and preparation and a follow up coaching report for each coaching visit.	\$11,250
All Months Tasks 4, 5, 6	Targeted Program of Study (POS) and Career Tech (CT), Teacher Coaching and Job-Embedded Professional Development Focused coaching on CT classes to include a combination of pull-out training, embedded staff development, modeling of instruction and classroom visits with targeted feedback. POS coaching will include working with school leadership and counseling department to establish and sustain a strong advisory program along with an effective transition program for middle-to-high and high-to-postsecondary transitions.	9	\$1,250 per day of coaching: 9 total days over 10 months. The charge includes travel, office planning and preparation and a follow up coaching report for each coaching visit.	\$11,250
Third Month Task 7	Leadership Training For school's leadership team and select district leaders. 3 days of team training with 3 days of follow up training.	6	Trainer Travel and Fees	\$9,000
Seventh Month Task 8	HSTW and MMGW Student Assessments Annual Report (Given in even years only: 2014)	N/A	Test administered to 60 students at \$47 per student	\$2,820

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Twelfth Month	<p>Registration fees to HSTW Summer Staff Development Conference (travel costs not included).</p> <p>The summer staff development conference is recognized as a national exemplar for staff development. The annual conference brings together recognized leaders and researchers in tandem with local practitioners. Visit www.sreb.org for more information.</p>		<p>Registration for team of 10 from each school to attend the summer conference</p>	<p>\$2,250</p>
All Months	<p>Resources - SREB Publications for workshops, book studies and reference</p>			<p>\$1,250</p>
All Months	<p>Leadership and Management of Project</p> <p>Administrative assistant and project leader support.</p>			<p>\$10,000</p>
Subtotal School Year 3				\$74,070
10% Indirect SREB				\$7,407
TOTAL School Year 3				\$81,477

APPENDIX I

RANDOLPH-CLAY HIGH SCHOOL
BELL SCHEDULE
2010-2011

7:35 - 8:00	Breakfast
8:05 - 8:55	1st Period
8:55 - 9:20	Channel One/Student News
9:25 - 10:20	2nd Period
10:25 - 11:15	3rd Period
11:20 - 12:10	4th Period
12:15 - 1:40	5th Period & Lunch
1:45 - 2:35	6th Period
2:40 - 3:30	7th Period
Lunch	
11:00 - 12:00	1st Lunch (Middle School)
12:15 - 12:45	2nd Lunch (C-Wing, D-Wing and E-Wing)
12:45 - 1:15	3rd Lunch (B-Wing)

APPENDIX J

2011-2012 Bell Schedule

7:50-8:20	"Red-Devils on the Rise"	30 min.
8:20-8:33	Channel One	13 min.
8:34-8:37	Student News	3 min.
8:41- 9:31	1 st Period	50 min.
9:35-10:25	2 nd Period	50 min.
10:29-11:19	3 rd Period	50 min.
11:23-12:13	4 th Period	50 min.
12:17-1:41	5 th Period	(1hr 25 min.)
1:45-2:35	6 th Period	54 min.
2:39-3:30	7 th Period	50 min.

1st Lunch

C-Wing 12:17-12:47

D-Wing

E-Wing

2nd Lunch

B-Wing 12:47-1:17

APPENDIX K

The chart below will show the increases that a teacher must make to be eligible to receive the award on the GSGT, EOCT, Graduation rate, and Attendance percentage as indicated by years.

Test	2010-2011 (Baseline)	+	2011-12	+	2012-13	+	2013-14
GHS GT ELA	81%	6%	86%	9%	88%	12%	91%
GHS GT Math	88%	6%	93%	9%	96	12%	99%
GHS GT Science	87%	6%	92%	9%	95%	12%	97%
GHS GT Social Studies	77%	6%	82%	9%	84%	12%	86%
EOCT	N/A*	5%	N/A*	10%	N/A*	15%	N/A*
Graduation Rate	N/A*	5%	N/A*	10%	N/A*	15%	N/A*
Attendance	N/A*	5%	N/A*	10%	N/A*	15%	N/A*

*EOCT scores/Graduation Rate/Attendance percentage (Students with 15 or more absences) increase will be applied to EOCT scores/Graduation Rate/Attendance (Students with 15 or more absences) once 2010/2011 baseline data is available.