

## **School Improvement 1003 g**

### **Wilcox County High School**

#### **Executive Summary**

Remember the first morning of summer vacation at the beach? You step on the warm sand and feel the cool gentle breeze of the ocean on your face; you hear the crash of waves and smell the salt of the earth. For most of us, a trip to the beach is either an annual vacation or has occurred at least a few times during our lifetime. However, for many students in Wilcox County generational poverty makes trips to the beach and any other locations outside of a twenty-mile radius of our county only a dream. The only similarity families in our area have in comparison is that like the ocean, nothing is static in any area of work or life. Huge waves of change are barreling in every direction. Unemployment rates in Wilcox County are at an all time high of 13.5%, considerably higher than the state average of 10.2%. Child abuse rates are increasing along with births to teen mothers. Although our graduation rate has been on the rise, test scores continue to ebb and flow. Motivation of students shifts as frequently as the currents with undertows, rip tides, and rogue waves wiping some students out of our graduation calculation. As wave heights continue to get bigger with higher annual measureable objectives and come faster with increased graduation rate percentages, we have to learn ways to catch a WAVE.

The Wilcox Academy of Varied Education (WAVE) performance learning center will be the opportunity our students at Wilcox County High School need to stay out in front of the changing currents of life. School improvement funds to employ additional teachers to work with struggling students will allow opportunities for these students to get small group instruction in classes with teacher student ratios of 1:15 and also have additional time to repair and recover credits through online software, Odysseyware, so graduation in four years is a reality. Our instructors for WAVE will require enthusiasm and passion for learning. Our goal is to employ 5 teachers and 2

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

instructional coaches to work with our target group of students. We feel that when you are excited about what you are doing, you will go to all ends to make it happen.

Existing staff will continue working with students on the main campus. All teachers will receive ongoing professional learning to broaden the implementation of the Georgia Performance Standards and standards based classroom practices. A part-time technology specialist will work with teachers to utilize existing technology better in daily instruction. Training on new software and CLASS Keys will be provided to all staff. Vertical alignment across grade levels will occur. Teachers will collaboratively plan and develop pacing guides as they develop units of instruction and differentiated lessons using instructional frameworks.

Our top students will be pushed to their limits in newly created honors classes offered at all grade levels. Just as good surfers must continually try innovative new moves, new equipment, new places and go for bigger waves and longer rides, as educators we must try new approaches, constantly raise expectations of students, and keep students from drifting too far from the goal of graduation in four years. The WAVE performance learning center will be equipped with cutting edge technology and software to enhance and inspire the achievement of target students. Professional learning will offer all teachers opportunities to strengthen their understanding and expand their knowledge of research-based practices that impact student achievement such as Thinking Maps training and formative assessment training to drive instruction. Our goal is to raise the achievement level of all students rather than simply target struggling students by offering new educational opportunities in both the main building and on the WAVE performance learning center campus.

To catch a big wave you have to begin moving well before it arrives. A big wave, like change itself, is moving so fast that if you wait too long it will pass you by, leaving you struggling in the backwash. If you're out in front of the wave you can "own" it before others do, and use its power

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

to propel you forward and keep you out in front of the competition. Our local board is committed to acquiring the mobile units needed to create this unique learning atmosphere, the WAVE performance learning center, for our target students. This “school-within-a-school” will allow us an opportunity to have all support staff readily available to follow up on any student or teacher concerns.

Our desire is to use school improvement funds to propel us into uncharted waters by providing staff and resources never available to this school system or within this county before. Staff includes 5 new teachers, 2 instructional coaches, a school social/parent engagement worker, a part-time technology specialist, and a full-time RTI specialist for the grant. Our team of instructors will focus on family engagement, professional growth, student achievement, school climate, safe and drug free schools, and technology integration. Additional resources afforded through the grant include motivational rewards for staff who improve achievement, ongoing professional development, software, technology, opportunities for distance learning, and field trip opportunities for students and family members.

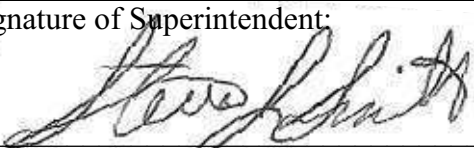
Surfers know that the wave closest to you is already gone and thus they are always looking beyond the current wave to what is rolling in on the horizon. The WAVE performance learning center plans to target 40 students in grade 9, 30 students in grade 10, and 30 students in grade 11. Students in grade 12 will be allowed opportunities for credit repair and recovery during the first year of implementation. Our goal is to provide target students, having failed two or more subjects in 8<sup>th</sup> grade and/or failing to meet promotion standards on the CRCT and students in grades 9 and 10 that are credit deficient at the end of this school term (2010-2011), a structured learning environment with support from numerous instructors and support personnel. Projected enrollment charts are included in the appendices. Although our first year of data may not reflect a strong rise in student achievement, we are looking to the future, preparing for our next wave of graduates because we know our processes will be incremental and measurable.

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

We realize that we are pushing our limits and trying new things. We may have sand kicked in our faces as we transform the culture of learning at Wilcox County High School. But for all of the students we can keep on track to graduate in four years, the occasional wipeouts will be worth it. Our board, administrators, and eager staff believe the future belongs to those who have courage and dare to paddle out to where the big ones are breaking; to those who welcome the challenges of an ever changing world. We are tired of sitting on the beach and waiting for the economic tides to calm. Wilcox County is ready to catch a WAVE.



**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application 2011  
Part II: LEA Application 2011  
Cover Page**

LEA Name: <b>Wilcox County School System</b>	LEA Mailing Address: <b>395 College Street West Abbeville, GA 31001</b>
LEA Contact for the School Improvement Grant  Name: <b>Julie Childers</b>  Position and Office: <b>Assistant Superintendent, Central Office</b>  Contact's Mailing Address: <b>395 College Street West Abbeville, GA 31001</b>  Telephone: <b>229-467-2141 ext. 24 office or 229-457-2387 cell</b>  Fax: <b>229-467-2302</b>  Email Address: <b>childerj@wilcox.k12.ga.us</b>	
Superintendent (Printed Name):  <b>Steve J. Smith</b>	Telephone: <b>229-467-2141 ext. 25 office 478-230-4198 cell</b>
Signature of Superintendent:  X 	Date:  <b>April 15, 2011</b>
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.	

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

LEA Name: **Wilcox County School System**

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

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

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

School Name	NCES ID#	Tier I	Tier II	Tier III	Intervention (Tier I and Tier II Only)			
					Turnaround	Restart	Closure	Transformation
Wilcox County High	130573002232	X						X

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

LEA Name: **Wilcox County School System**

School Name: **Wilcox County High School**

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

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

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

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

**Wilcox County High School is located in Rochelle, GA, a small, rural community in south central Georgia with a population of 8,895 (2009 census). We are one of three schools in Wilcox County, consisting of one elementary (Pre-Kindergarten – 5<sup>th</sup> grade), one middle (6<sup>th</sup> – 8<sup>th</sup> grade), and one high school (9<sup>th</sup> – 12<sup>th</sup> grade). The county serves 1,335 students of whom 73.72% are economically disadvantaged and eligible for free- and reduced-priced meals. The school system employs approximately 100 certified teachers and 30 paraprofessionals. Employment prospects for residents are limited to the local prison and school system, which are the largest employers in the county. Agricultural (farming, forestry, poultry/egg, and livestock) jobs are also a possibility for employment. Approximately 52% of Wilcox County residents work outside of the county. Approximately 37.1% of the population is African-American, 60.4% white, 2.1% Hispanic, and .4% more than one race.**

**Many adults have inadequate education and limited job opportunities resulting in a high number of families living in poverty. The percentage of adults age 25 and above who did not complete high school is 32% which is considerably higher than the state average. Thirty percent of Wilcox County’s children, birth to 17, are currently living below the poverty level (2004 estimate). These families are educationally and environmentally disadvantaged. Lack of community industrial growth, little or no recreational facilities, licensed daycare centers, or programs for school age children outside school and home**

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

contribute to the low socio-economic status of these families.

Wilcox High School currently has 380 students enrolled; 168 African Americans, 202 white, 2 two or more races, 1 Asian, and 7 Hispanic students. There is exactly the same number of females as males as of this FTE count. These students receive instruction from 28 certified teachers, exactly 14 males and 14 females. Three paraprofessionals also assist with instruction of our students with disabilities.

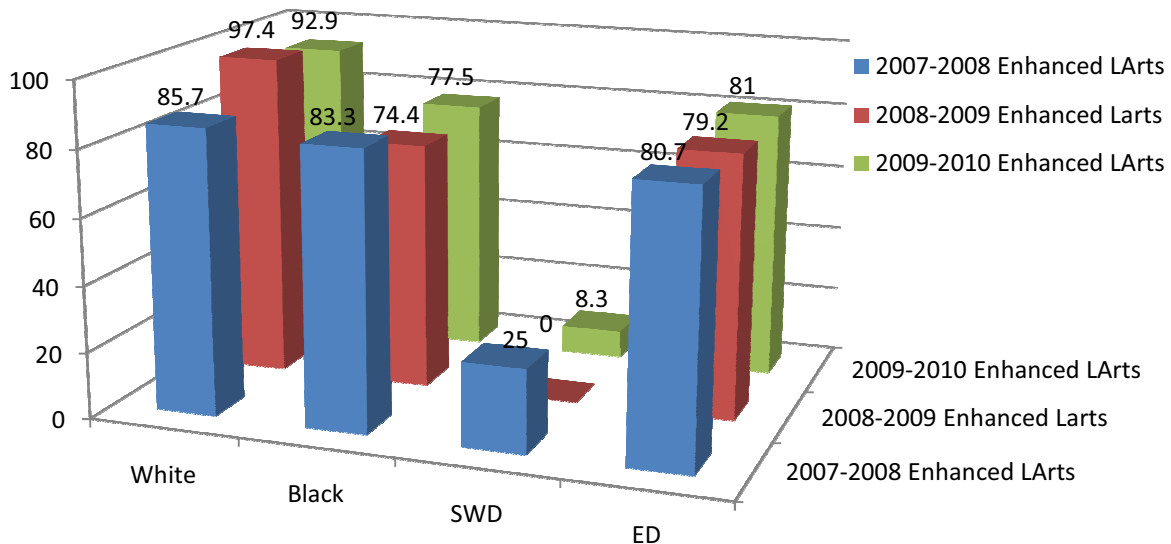
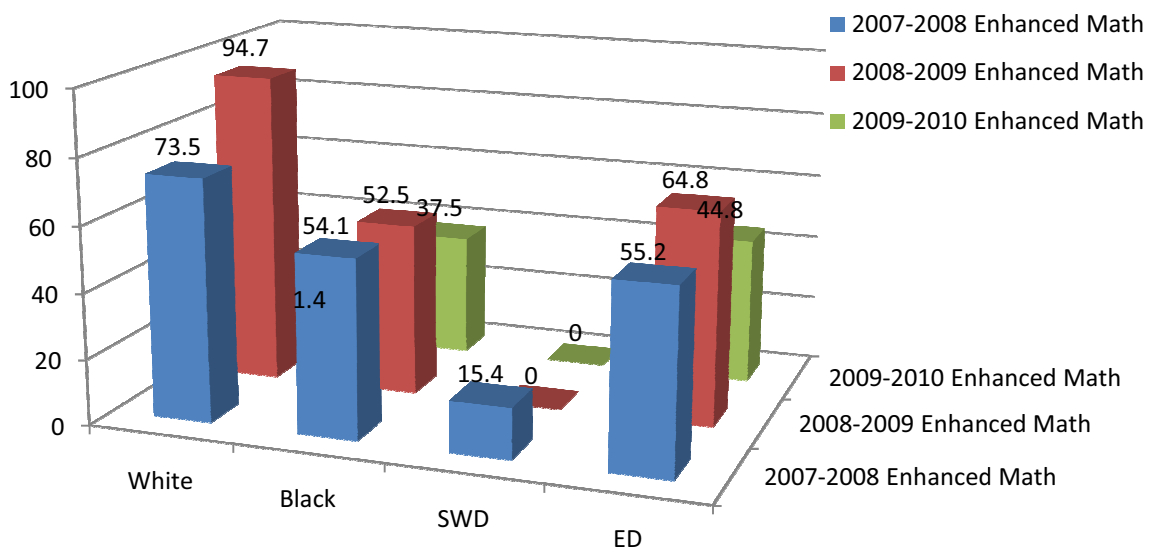
Test data used to determine adequate yearly progress for Wilcox High School is outlined in the table below.

<b>Tests</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
<b>GHS GT Math</b>	<b>64.4%</b>	<b>73.8%</b>	<b>54.8%</b>
<b>% Meeting/Exceeding</b>			
<b>GHS GT Language Arts</b>	<b>83.7%</b>	<b>86.1%</b>	<b>84.5%</b>
<b>% Meeting/Exceeding</b>			
<b>Graduation Rate</b>	<b>80.7%</b>	<b>72.1%</b>	<b>82.8%</b>
<b>AYP Status</b>	<b>DNM AYP</b>	<b>DNM AYP</b>	<b>DNM AYP</b>

As outlined in the chart above, it is easy to see that scores rise and dip. Due to the small number of students enrolled in each grade, approximately 91 per grade, every student's score is critical in making AYP. Our 1<sup>st</sup> time pass percentages are considerably higher than the enhanced percentages needed for adequate yearly progress.

The chart below outlines academic performance for AYP subgroups.

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



Through analyzing this data, the identified areas of greatest need are mathematics and language arts in the high school, with particular emphasis in the area of mathematics. Data also indicates a large achievement gap in subgroup performance on assessments. Specifically black students, students with disabilities, and socio-economically disadvantaged students, which represent approximately 75% of the total students, perform weaker than students in other subgroups.

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

**A voluntary Georgia Assessment of Performance of School Standards (GAPSS) analysis was completed in October 2009 by Heart of Georgia RESA staff. Prioritized next steps are provided in the appendices. In summary, the GAPSS analysis indicated that:**

- **48% of the instructional time was used for whole group delivery in lecture style settings.**
- **Only 3% of responses addressed higher order thinking skills with the majority of students participating in simple recall activities.**
- **Teachers surveyed indicated that no time was allotted to plan together and revise instruction as needed.**
- **Teachers expressed that a safe and orderly teaching environment was provided.**
- **During classroom observations lessons were aligned to the Georgia Performance Standards 91% of the time.**
- **Additional training is needed to implement response to intervention (RTI).**
- **Curriculum maps/pacing guides are needed in all areas.**
- **Parent and community involvement need to strengthen the commitment to short and long term school improvement goals.**

**The Wilcox County School System also recently completed District SACS accreditation. The entire report is included in the appendices. This report commended our system on the following:**

- 1. The Wilcox County School District (WCSD) Board of Education and district leadership have demonstrated an unusually strong commitment and willingness to take necessary actions to improve learning opportunities for students to ensure their success.**
- 2. District personnel have been very effective with the management of resources, particularly during a period of nationwide fiscal exigency.**
- 3. The Wilcox Community evidenced strong support for school and district level personnel.**
- 4. The WCSD has demonstrated a commitment to providing 21st Century technology resources in spite of a reduction in available fiscal resources.**

**Required actions recommended by AdvancEd are:**

- 1. Develop and communicate a process that includes strategies and actions for increasing stakeholder involvement that is aligned with the district's continuous improvement plan.**
- 2. Develop, implement, and promulgate a comprehensive professional learning plan that is based on valid quantitative and qualitative data and information (data driven) and targets, prioritizes and aligns district needs (e. g., increasing graduation rate,**

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

identifying and addressing the needs of student subgroups, increasing stakeholder involvement) with selected professional learning activities and programs. The plan should include an evaluation component and dovetail with the district's continuous improvement plan.

3. **Develop and implement a district improvement plan that focuses on the five goals developed and approved in September 2010 and includes objectives and strategies for achieving goals, creates divisions of labor, identifies required resources, designates appropriate assessment tools, and includes desired, measureable outcomes.**

**Data is also collected from the following sources and is reviewed by leadership team members and faculty: EOCT, 8<sup>th</sup> grade CRCT, 8<sup>th</sup> grade Writing Assessment, Georgia Public Education Report Card, Student Information System (PowerSchool), Georgia Online Assessment System, STAR Reading, SAT scores, ACT scores, Cogat (gifted), classroom pre- and post assessments, teacher and administrative observations, focus walks, leadership team meetings, and survey results.**

- d) **Provide rationale for the intervention model selected.**

**After reviewing each of the four intervention models, the Wilcox High School Leadership Team chose to implement the Transformation Model. This model best meets the needs of Wilcox High School. Our school system is a rural system with one elementary, one middle school, and one high school. Therefore, there are no overlapping grade spans. The School Closure Model is not a viable option because students have no other available high school in which to transfer within the county. The Restart Model also requires the closure of the existing high school and reopening as a charter school. Considering the timeframe for this grant, our leadership team determined that there was not sufficient time to conduct the rigorous review process and solicit the necessary partners to reopen as a charter school. The Turnaround Model was not a viable implementation model because it is our belief that we employ many well qualified staff at our high school. Our school system has no desire to replace 50% of our teaching staff and due to our rural location feel it would be impossible to do so.**

**The Transformation Model provides the school with new leadership and sufficient flexibility to implement reform that is both sustainable and progressive. The principal of Wilcox High School was replaced in July 2010. The school also employed a new assistant principal on this same date. With the appointment of new building level leadership, members of the leadership team were also reassigned. Restructuring the leadership team provides an intervention framework to guide our school improvement initiatives outlined in the transformation model.**

**Communities in Schools research indicates that Performance Learning Centers are academically rigorous and help prepare high school students for college who have not been successful in a traditional high school environment. Through a self-paced curriculum, students who may have fallen behind in credits due to absenteeism, academic struggles or disengagement from school are often able to catch up and graduation on time, prepare for**

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

college, a career and life. Performance Learning Centers create a challenging, business-like environment that emphasizes real world interaction and project based learning, problem solving and communication skills. Team work and independence are balanced with a rigorous high tech/hands-on curriculum that allows each student to progress at their own pace.

**Features of Performance Learning Centers are:**

- **Schools are small, averaging only 75-150 students, which helps to exemplify a positive school climate and provide a low student/teacher ratio increasing one-on-one attention**
- **Strong Student/Adult Relationships are enhanced through small class size, mentoring, team building and job shadowing**
- **Dual Enrollment with technical and two and four-year colleges to encourage successful career/college transitions**
- **Project-based and Service Learning combine knowledge, critical thinking and collaboration with actual hands on activities that strengthen the community**
- **Services Coordinators are available at every site to help students with non-academic issues that could be affecting their ability to reach their full potential.**

**Students admitted to the WAVE PLC will have an opportunity to participate in more opportunities for project based and service learning. Motivational field trips relating to the Georgia Performance Standards and Career Pathways will be scheduled for students. The RTI coordinator and social worker will work with parents and community partners to strengthen relationships critical to student success. Flexibility in scheduling will allow for credit recovery at a faster pace which in turn allows students an opportunity to participate in additional higher order coursework.**

**This model of instruction was chosen because it best meets the needs of our target students. Our data indicates that students in poor socio economic environments perform weaker and poor school attendance is also a concern for this target group of students. A performance learning center will allow us to provide instruction on the Georgia Performance Standards in a smaller setting with more opportunities for project based learning. The WAVE PLC will also encourage strong student/adult relationships with the assistance of a social/parent engagement worker.**

- 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.

**On April 12, 2011, our board unanimously voted to apply for the School Improvement Grant 1003(g) and to invest \$300,000.00 local dollars to fully implement a performance learning center for targeted students in grades 9-12. Their vote and support demonstrates**



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

**their strong level of commitment to transform instruction at Wilcox High School.**

**Faculty and staff are excited about the opportunity to extend the learning opportunities for our most capable students while grant funded staff are providing specialized instruction to our target students attending our WAVE performance learning center.**

**Our local board of education is committed to the success of this initiative. The construction of a new high school has been delayed until results of the WAVE PLC can be analyzed. State revenues are increasing slightly each year and hopefully will improve over the next three years of the grant cycle to assist us locally with sustaining WAVE.**

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.

**Wilcox County School System is applying to serve all Tier I Schools. This section is 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.

**See attached Section 2d: Transformation Model**

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

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.

**See attached Section 2d: Transformation Model**

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.

**See attached Section 2d: Transformation Model**

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

**Wilcox High School is a Tier I school. Sections 6 and 7 are not applicable.**

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.

**Our school superintendent attended a meeting with Georgia Department of Education staff regarding an opportunity to apply for the grant on March 23, 2011. Upon returning to Wilcox County, Supt. Smith met with the high school principal, assistant principal, and leadership team members regarding the grant opportunity. A leadership team meeting was reconvened on March 25, 2011 to discuss intervention models, school improvement plans, and reform strategies. Leadership team members discussed the grant opportunity in departmental meetings the following week to gather additional input from all high school faculty members. Information from school level meetings was compiled, reviewed, and disseminated during a board work session on April 5, 2011. Board members reviewed the implementation plan and voted to apply for funding at the April 12, 2011 regular scheduled meeting. Once board approval was obtained, a press release was provided to the local media.**

**Due to the rural size of our community, our high school principal phoned or visited with school council members regarding the grant opportunity. Input was solicited from these individuals. At the district level, members of the district SACS accreditation steering committee were contacted regarding the grant opportunity. Members provided feedback regarding a desire to offer more honors classes for students at Wilcox High School.**

**Open communication is vital to our organization. Our school system tries to maintain open lines of communication with all stakeholders. On-going opportunities for involvement**

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

**include:**

- 1. Open board meetings that encourage stakeholder attendance and input are held twice a month.**
- 2. Parent meetings such as Title I annual meetings, and School Council meetings are held at each school within our system. Parent input is solicited at each of these meetings.**
- 3. Open house is held at each school twice yearly, once before school begins and again at the beginning of the second semester.**
- 4. Career Day and a Back to School Health Fair are held at Wilcox High School annually.**
- 5. A system-wide technology night was held in order to educate parents on the many aspects of technology within our school system.**
- 6. Numerous surveys are conducted by our Family Connections coordinator as well as by our school system. Some of the system surveys include soliciting input on 4 day school week and dress code. Stakeholder satisfaction surveys and parent involvement surveys are disseminated annually. Data is reviewed with board members and members of the superintendent's cabinet.**
- 7. Our website and Twitter site offer opportunities for stakeholders to be apprised of the many activities and events that are available to students of Wilcox County Schools.**
- 8. Our superintendent is involved in numerous activities within our community. He serves on the local Board of Health and the Extension Office's Leadership Development Series. He was also appointed by Governor Purdue as the Superintendent Representative on the Heart of Georgia Altamaha Regional Commission and serves on the DOE Finance and Business Operations Advisory Board. His presence at local County Commission meetings is frequent. He also represents Wilcox County Schools on the Board of Control for the Heart of Georgia Regional Education Service Agency (RESA). His community messaging includes speaking presentations for numerous civic club meetings and he has hosted three prayer breakfasts which are open to the public.**
- 9. Informal communications regarding the expectations and concerns of stakeholders are quite common in Wilcox County. School leaders encourage parent/teacher meetings. PowerSchool and email are used to inform parents of student progress and teachers regularly speak with parents via telephone. Informal conversations, such as those conducted at grocery stores, churches, the post office and athletic contests, can provide the "pulse" of the community in regards to stakeholders concerns and affirmations. Most system and school leaders call Wilcox County home and are engaged in numerous activities within the community.**
- 10. Our newly implemented 21st Century Community Learning Center (PASS) program provides one parent meeting per month. Through this avenue, parents and other stakeholders are kept up to date on the activities which are designed to address "at risk" students. Typically, parents of our at-risk students have been difficult to involve in their child's education. Our PASS parent programs have increased this involvement significantly since September 2010.**
- 11. Various resources are available on the school system website. Links are provided to parent and student forms, board policies, "The Patriot" newsletter, stakeholder**

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

surveys, and other media to ensure stakeholder satisfaction.

- 12. Parents and students also have access to Power School, our student information system, to check grades, attendance, and class schedules.**
- 13. Our five board members are also always accessible to the general public via email, personal visit, and phone. Each board member has an open door policy and welcomes public input. At monthly board meetings, stakeholders are given an opportunity to address the board by requesting to be placed on the agenda. All board meetings are open to the public.**
- 14. Our superintendent writes a bi-monthly newsletter entitled “The Patriot”, which is located on our district website.**
- 15. High School graduation information, remediation dates, AYP reports and other items of interest to our stakeholders are published in our local newspaper, “The Wilcox Marketer.” Numerous articles regarding Wilcox County Schools are also published in the Cordele Dispatch newspaper.**
- 16. School and system continuous improvement plans are located on the school system website.**
- 17. School councils are also updated during quarterly meetings of student performance.**
- 18. The annual Title I meeting explains each school's AYP status in detail. A written brochure of student performance and additional information is provided to parents and other stakeholders.**
- 19. At the individual school level, information is disseminated via newsletters, calendars, progress reports, report cards, and notes in student agendas, emails and telephone calls.**

**Although we afford many opportunities for both internal and external stakeholders to be involved, we continue to struggle with tangible opportunities to reach all stakeholders who we believe are vital to their child’s education and success. If funded, this grant would employ a family outreach coordinator that could travel into the community and meet with parents regarding their child’s educational progress.**

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

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

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

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

**Hold additional community meetings to review school performance and discuss the school intervention model selected.**

**Recruit and hire the incoming instructional staff and support staff.**

**Evaluate the strengths and needs of the current staff and develop a professional development plan.**

**Continue with plans to fund a technology camp for teachers this summer through school improvement 1003 (b) funds.**

**Disseminate CLASS Keys materials and schedule professional learning,**

**Secure the facilities (modular classrooms), connectivity, and technology for WAVE performance learning center.**

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

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

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

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

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

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

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

The LEA must assure that it will:

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

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

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

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

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

**Attachment 1c - High School Profile**

County School System

County High School

total: 380

ata that is housed at the Georgia Department of Education will be provided in noted areas.  
for any fields for which you do not have data.

SCHOOL DATA							
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
	N	N	N				
	ELA, SI		ELA, SI				
ed	Math	ELA, Math, SI	Math				
	ADEQ-DNM	NI-1	NI -2				
chool year	180	180	180	148			
e school day	423	423	435	490			
e school year	76140	76140	78300	72520			



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

**Attachment 1c - High School Profile**

<b>STUDENT OUTCOME/ACADEMIC PROGRESS DATA</b>							
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
in proficient students proficiency							
	80.7%	72.1%	82.8%				
	3.8%	2.7%	3.2%				
centage)	18.4%	17.9%	30.5%				
ng advanced	NA	NA	NA				
leting advanced	NA	NA	NA				
ng advanced	NA	NA	NA				
leting advanced	NA	NA	NA				
ng advanced (high schools)	NA	NA	NA				
leting advanced (high schools)	NA	NA	NA				

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

**Attachment 1c - High School Profile**

<b>STUDENT OUTCOME/ACADEMIC PROGRESS DATA</b>							
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
ng advanced classes)	17	41	36				
leting advanced classes)	5%	11%	10%				
	46.7%	40.0%	43.9%				
ts coded as 900 as	0	0	0				
			96				
	94%	95%	96%				

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

**Attachment 1c - High School Profile**

<b>Distribution of Certified Staff by Performance Level as Designated on the LEA's Certified Staff Evaluation System</b>							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
	35	29	28	28			
d	32	26	25	25			
<b>Certified Staff Evaluated at Each Performance Level</b>							
	100%	100%	100%	100%			
ory	0	0	0	0			
	0	0	0	0			

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

**Attachment 1c - High School Profile**

**GHS GT Spring First-time 11th Grade Test-Takers English Language Arts**

**Percent of Students Who Met or Exceeded**

N	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
	86	79	84				
	83.3%	74.4%	77.5%				
	85.7%	97.4%	92.9%				
	NA	NA	NA				
	NA	NA	NA				
	NA	NA	NA				
	NA	NA	NA				
	25%	NA	8.3%				
	80.7%	79.2%	81.0%				

**Additional Wilcox High School data charts**

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

**Attachment 1c - High School Profile**

<b>GHS GT Spring First-time 11th Grade Test-Takers English Language Arts Student Participation Rate</b>							
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
	90%	100%	98%				
	100%	100%	100%				
	NA	NA	NA				
	NA	NA	NA				
	NA	NA	NA				
	NA	NA	NA				
	80%	NA	92%				
	93%	100%	98%				

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

**Attachment 1c - High School Profile**

**GHS GT Spring First-time 11th Grade Test-Takers Mathematics**

**Percent of Students Who Met or Exceeded**

N	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
	87	80	84				
	54.1%	52.5%	37.5%				
	73.5%	94.7%	71.4%				
	NA	NA	NA				
	NA	NA	NA				
	NA	NA	NA				
	NA	NA	NA				
	15.4%	NA	0.0%				
	55.2%	64.8%	44.8%				

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

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

**Attachment 1c - High School Profile**

**GHS GT Spring First-time 11<sup>th</sup> Grade Test-Takers Mathematics  
Student Participation Rate**

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
	93%	100%	97.6%				
	100%	100%	100%				
	NA	NA	NA				
	NA	NA	NA				
	NA	NA	NA				
	NA	NA	NA				
	87%	NA	92%				
	95.1%	100%	98.3%				

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

**Attachment 1c - High School Profile**

<b>Mathematics I: Algebra/Geometry/Statistics</b>							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
	NA	NA	NA	97%			
	NA	NA	NA	43%			

<b>Mathematics II: Geometry/Algebra II/Statistics</b>							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
	NA	NA	NA	97%			
	NA	NA	NA	35%			

**be available for Mathematics I and Mathematics II until 2010.**



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

**Attachment 1c - High School Profile**

**English Language Arts: Ninth Grade Literature and Composition**

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
	EDFacts	EDFacts	EDFacts	84%			
	EDFacts	EDFacts	EDFacts	72%			

**English Language Arts: American Literature and Composition**

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
	EDFacts	EDFacts	EDFacts	84%			
	EDFacts	EDFacts	EDFacts	71%			

at 11:50 a.m. on 5/6/2011 regarding Ed Facts data for EOCT. She advised to leave data blank since provided.

**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application 2011**  
**Attachment 2d - Transformation Model**

LEA Name: **Wilcox County School System**

School Name: **Wilcox County High School**

The LEA must:

A1. Replace the principal who led the school prior to commencement of the transformation model.		
<b>Actions:</b> <b>A new principal was assigned to Wilcox County High School on July 1, 2010. Previously, he served as the assistant principal in this building. The data which led to qualification for this grant occurred during the previous principal's tenure.</b>	<b>Timeline:</b> <b>July 1, 2010</b>	<b>Budget:</b> <b>No funds required</b>
<b>A new assistant principal was also employed July 1, 2010.</b>	<b>July 1, 2010</b>	<b>No funds required</b>
<b>Recruit new leadership team members</b>	<b>July 1, 2010</b>	<b>No funds required</b>

A2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that (2) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and  (2) Are designed and developed with teacher and principal involvement.		
<b>Actions:</b> <b>Administrators and key teaching staff will receive overview training on Class Keys provided by Lois Landy at HGRESA</b>	<b>Timeline:</b> <b>July 1, 2010 – June 30, 2011</b>	<b>Budget:</b> <b>Funded through Title II-A</b>
<b>Administrators will receive overview training on Leader Keys provided by Lois Landy at HGRESA</b>	<b>July 1, 2010 – June 30, 2011</b>	<b>Funded through Title II-A</b>

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

<b>Teachers will receive a copy of Class Keys Standards provided by GADOE</b>	<b>July 1, 2010 – June 30, 2011</b>	<b>GADOE provided documentation</b>
<b>Train all teachers on revised Class Keys evaluation system</b>	<b>July 1, 2011 – December 31, 2011</b>	<b>\$22,500</b>
<b>During the interim, teachers will be evaluated using the Georgia Teacher Observation Instrument.</b>	<b>July 1, 2011 – June 30, 2012</b>	<b>No SIG funds required</b>
<b>Continuous monitoring of teachers through informal and formal (peer observations/focus walks) and formal observations (GTOI/Class Keys).</b>	<b>July 1, 2011 – Develop yearly schedule</b>	<b>No SIG funds required</b>
<b>Implement Class Keys with all teachers.</b>	<b>January 1, 2012 – Monthly implementation first year and then ongoing</b>	<b>No SIG funds required</b>
<b>Provide hand held data collection technology (E-Walk) for Wilcox County High School administrators.</b>	<b>July 1, 2011 – October 2011</b>	<b>No SIG funds required</b>
<b>Professional learning will be provided to administrators on using and implementing E-Walk.</b>	<b>July 1, 2011- Ongoing</b>	<b>No SIG funds required</b>
<b>Plan weekly on-going professional development with teachers using instructional coaches</b>	<b>September 1, 2011 – On Going</b>	<b>\$ 346,776</b>

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.

<b>Actions:</b>	<b>Timeline:</b>	<b>Budget:</b>
<b>Provide needs based professional learning and improve instructional strategies through academic coaching.</b>	<b>July 2011- Ongoing</b>	<b>No funds required</b>

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

<b>Design and implement a growth model to identify teachers who increase student achievement and high school graduation rates.</b>	<b>July 2011 – September 2011</b>	<b>\$3,000</b>
<b>Implement a reward system based on the growth model. See reward system Appendix E</b>	<b>July 2012- June 2014</b>	<b>\$120,000</b>

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.

<b>Actions:</b>	<b>Timeline:</b>	<b>Budget:</b>
<b>Analyze professional learning needs utilizing Title II-A surveys and student achievement data.</b>	<b>May 2011- July 2011</b>	<b>No funds required</b>
<b>Prioritize professional learning needs as indicated by data collected.</b>	<b>July 2011</b>	<b>No funds required</b>
<b>Create a schedule for monthly leadership team meetings.</b>	<b>July 2011- August 2011</b>	<b>No funds required</b>
<b>Create a schedule for weekly collaborative team meetings.</b>	<b>July 2011- August 2011</b>	<b>No funds required</b>
<b>Consult with professional learning consultants or agencies specific to performance learning centers</b>	<b>July 2011 – Ongoing</b>	<b>\$225,000</b>
<b>Instructional coaches will organize and guide embedded professional learning within collaborative teams and the leadership team as indicated by the collected data.</b>	<b>August 2011 – Ongoing monthly</b>	<b>\$6000</b>

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

<b>Contract with teachers for professional learning stipends or hourly wages for extra hours worked.</b>	<b>July 2011 – June 2014</b>	<b>\$80,000</b>
<b>Provide school-wide activities to build capacity within staff and maintain positive school climate</b>	<b>July 2011 monthly through June 2014</b>	<b>\$3,600</b>
<b>Leadership team members attend Summer Leadership Academy at Callaway Gardens</b>	<b>July 12 2011- July 16, 2011</b>	<b>\$17,500</b>
<b>Leadership team members attend winter team building retreat.</b>	<b>January 2012</b>	<b>\$7,500</b>
<b>Employ an instructional math coach to work directly with math teachers in the main building and WAVE to improve math achievement. See Appendix F</b>	<b>July 2011 June 2014</b>	<b>\$173,388</b>
<b>Employ an instructional coach to work directly with teachers in the main building and WAVE to improve student achievement. See Appendix F</b>	<b>July 2011 – June 2014</b>	<b>\$173,388</b>
<b>School improvement specialists from HGRESA will provide ongoing support during the implementation period and throughout the duration of the grant.</b>	<b>April 1, 2011- Ongoing</b>	<b>No funds required</b>
<b>Continue focus walks and peer observations once monthly</b>	<b>July 1, 2011 – June 2014</b>	<b>No SIG funds required</b>
<b>Continue collaborative planning once weekly</b>	<b>July 1, 2011 – June 2014</b>	<b>No SIG funds required</b>
<b>Study revised CLASS Keys</b>	<b>September 2011</b>	<b>\$1800</b>
<b>Continue monthly leadership team meetings</b>	<b>July 1, 2011 – June 2014</b>	<b>No SIG funds required</b>
<b>Schedule weekly RTI meetings with WAVE staff and students</b>	<b>July 1, 2011 – June 2014</b>	<b>No SIG funds required</b>

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

<b>Attend training on Common Core GPS May 2011</b>	<b>September 2011- Ongoing</b>	<b>No SIG funds required</b>
--------------------------------------------------------	------------------------------------	----------------------------------

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.

<b>Actions:</b>	<b>Timeline:</b>	<b>Budget:</b>
<b>Provide bonuses for degreed highly qualified personnel in critical needs fields.</b>	<b>July 2011- Upon hiring</b>	<b>\$12,000</b>
<b>Feature teachers in monthly newsletter to parents/community members.</b>	<b>July 2011- Ongoing</b>	<b>\$3,600</b>
<b>Provide stipends for leadership team members.</b>	<b>July 2011- Ongoing</b>	<b>\$24,000</b>
<b>Hold open house to showcase WAVE.</b>	<b>August 2011</b>	<b>\$400</b>
<b>Implement Reward System Appendix E</b>	<b>July 2012-June 2014</b>	<b>\$120,000</b>

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.

<b>Actions:</b>	<b>Timeline:</b>	<b>Budget:</b>
<b>Teachers will use diagnostic and prescriptive testing to guide instruction.</b> <ul style="list-style-type: none"> <li><b>USA Test Prep diagnostic and/or Study Island prescriptive software to pre/post test with 80% required for mastery for targeted students</b></li> <li><b>Teachers will create unit benchmark assessments</b></li> </ul>	<b>Monthly Content Reports</b>	<b>\$45,000</b>

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

<ul style="list-style-type: none"> <li>• STAR testing pre and post testing utilized</li> <li>• STAR testing used to diagnose reading comprehension problems</li> <li>• All academic teachers will use pre and post tests to drive instruction</li> </ul>	<p>Three times annually</p> <p>August, December January, May</p>	
Continue utilizing the standards based classroom instructional model that is aligned from one grade level to the next	July 2011- Ongoing	No funds required
Use benchmark assessments to adjust pacing guides and differentiate instruction	July 2011 – Ongoing	No Funds required
Conduct periodic focus walks to following professional learning to ensure that the new skills are being implemented in the classroom.	January 2012- Ongoing	No funds required
Update data wall in conference room as soon as achievement data is provided	July 2011- Ongoing	No funds required
Use data to recruit students to enroll in advanced placement, honors, and dual enrollment courses.	July 2011 – Ongoing	No funds required
Use data to assign target students to WAVE for the duration of one academic year to obtain course work, credit recovery, and credit repair as needed	July 2011- Ongoing	No funds required
Employ a full-time RTI coordinator to use formative assessment data to determine student understanding and assist with differentiated instruction.	July 2011 – June 2014	\$250934
<p>Currently, staff members at Wilcox High School use the RTI process to meet the academic needs of individual students. Our goal is to improve this process during the summer leadership academy. We plan to employ a RTI coordinator to work with staff at the WAVE PLC and with staff in the traditional high school setting to ensure each child's individual needs are addressed. A school wide RTI process is in place at Wilcox High School. However, we can strengthen this process by employing a RTI coordinator to work on a daily basis with teachers and parents to best meet the needs of students. The staff of the WAVE PLC will form a RTI team within this setting and meet weekly to review the academic needs of students. Progress monitoring will occur and data results will be documented. Leadership</p>		

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

team members will identify students eligible for admission to WAVE this summer once grades and test results have been posted. Parents will be notified of their eligibility to attend WAVE.

Students admitted to the WAVE PLC will have an opportunity to participate in more opportunities for project based and service learning. Motivational field trips relating to the Georgia Performance Standards and Career Pathways will be scheduled for students. The RTI coordinator and social worker will work with parents and community partners to strengthen relationships critical to student success. Flexibility in scheduling will allow for credit recovery at a faster pace which in turn allows students an opportunity to participate in additional higher order coursework.

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.

<b>Actions:</b>	<b>Timeline:</b>	<b>Budget:</b>
<b>Teacher professional learning for developing and using Formative Assessments provided through Georgia DOE.</b>	<b>July 2011 – March 2012</b>	<b>\$9,000</b>
<b>Teacher professional learning for continued use of Classroom Response Systems for formative assessment data collection and instructional adjustment including the determination for differentiated grouping for individual student needs.</b>	<b>July 2011- March 2012</b>	<b>\$9,000</b>
<b>Departmental collaborative planning to develop student self analysis for understanding of standard(s)/element(s) during the learning cycle.</b>	<b>July 2011 – Ongoing</b>	<b>No funds required</b>
<b>Professional Learning for teachers to develop leveled performance tasks for GPS standards within units to determine specific understandings for mastering the GPS.</b>	<b>July 2011 – March 2012</b>	<b>\$9,000</b>
<b>Provide Longitudinal Data System</b>	<b>September 2011 –</b>	<b>No funds required</b>



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

reports to teachers once monthly	Ongoing	
<p><b>Collaborative teams are typically two or more people working together toward a common goal. At Wilcox High School, the common goal is to improve student achievement. Through collaborative teaming, the educational programs and supports for individual students are planned and implemented. The collaborative teams at Wilcox High School:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Work together to achieve a common goal</b></li> <li><input type="checkbox"/> <b>Believe that all team members have unique and needed expertise</b></li> <li><input type="checkbox"/> <b>Demonstrate parity by participating as teacher and learner, consultant and consultee</b></li> <li><input type="checkbox"/> <b>Distribute leadership function among all members of the group</b></li> <li><input type="checkbox"/> <b>Embrace ownership and commitment to a common goal</b></li> <li><input type="checkbox"/> <b>Implement plans collaboratively to be more successful</b></li> <li><input type="checkbox"/> <b>Share knowledge and expertise with each other</b></li> <li><input type="checkbox"/> <b>Generate new ideas through group interaction that may not be generated through their work</b></li> </ul> <p><b>Central office staff and regional school improvement staff work closely with teachers at Wilcox High School to promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</b></p>		

A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).		
Actions:	Timeline:	Budget:
Continue to offer the Patriot Academy for School Success (PASS) to at risk students for credit recovery and home work help	August 2011 – June 2013	No SIG funds required
Provide credit recovery to target students in the WAVE performance learning center via Odysseyware	August 2011 – Ongoing	\$170,000
7 <sup>th</sup> period each day will offer students additional opportunities for credit	August 2011 and ongoing	No funds required

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

recovery and student choice for electives.		
<p><b>Content Class Intervention Sessions - Utilize designated time for Student Academic Intervention Program that teachers will mentor, guide, remediate, accelerate and facilitate instruction for all students.</b></p> <p><b>Teachers will determine instructional needs for students as indicated by test scores, teacher observations, benchmark scores, and report card grades. Sessions will remediate and accelerate according to needs of students.</b></p>	<p><b>August 2011 – May 2014</b></p>	<p><b>\$ 18,000</b></p>
<p><b>Honors classes will be developed and offered in all grade levels. Stipends will be paid to teachers obtaining a gifted endorsement.</b></p>	<p><b>July 2011 – Ongoing</b></p>	<p><b>\$12,000</b></p>
<p><b>Dual enrollment – College courses are offered through Wiregrass Technical College for high school juniors and seniors.</b></p>	<p><b>August 2011 - Ongoing</b></p>	<p><b>No funds required</b></p>
<p><b>Increase instructional days for FY12 school term</b></p>	<p><b>August 2011</b></p>	<p><b>No funds required</b></p>
<p><b>Criteria for admittance into the WAVE performance learning center will be as follows:</b></p> <p><b>Students enrolling in 9<sup>th</sup> grade will be admitted to WAVE if they fail two or more sections of the CRCT. Students enrolling in grades ten and eleven will be admitted to WAVE if they are credit deficient, therefore, all retained students would qualify to participate in WAVE.</b></p> <p><b>Students enrolling in grade twelve will be admitted to WAVE for credit recovery. Students attending the WAVE performance learning center will be admitted based on academic needs and discipline will not be criteria for admission. No specific subgroups of students have been targeted. The main focus for WAVE is to improve the academic achievement of our targeted group of students and admission criteria encompass all students.</b></p> <p><b>The student teacher ratio in WAVE will be one teacher for every fifteen students. If class sizes increase due to additional students meeting the eligibility criteria for WAVE, additional support will be provided when eighteen or more students are enrolled in a class.</b></p>		

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

**Students targeted to attend WAVE will be allowed to participate in field trips aligned with the curriculum. The field trips will support the career pathways students have chosen. Student recognition programs will be scheduled to celebrate the accomplishments of students in WAVE. Parents will be invited to attend these programs to share in the celebration of their child's success. Additional funds for field trips have been allocated for students in the main building to support career pathways.**

**A9. Provide ongoing mechanisms for family and community engagement.**

<b>Actions:</b>	<b>Timeline:</b>	<b>Budget:</b>
<b>Employ a social/parent engagement worker to strengthen home school communication with students and parents at Wilcox High School.</b>	<b>July 2011- June 2014</b>	<b>\$182,250</b>
<b>Provide travel reimbursement for the social worker to make home visits to families.</b>	<b>July 2011 – June 2014</b>	<b>\$5,300</b>
<b>Publish school activities via local media, the school website, a quarterly newsletter, and the mass communication system.</b>	<b>September 2011 – Ongoing</b>	<b>No funds required</b>
<b>Schedule monthly parent involvement activities to increase capacity among parents and community members including field trips for families.</b>	<b>September 2011 – June 2014</b>	<b>\$120,000</b>
<b>Establish a close working relationship with the Wilcox County Family Connection Collaborative.</b>	<b>July 2011- Ongoing</b>	<b>No funds required</b>

**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.**

<b>Actions:</b>	<b>Timeline:</b>	<b>Budget:</b>
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**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application 2011**

<b>Employ 5 teachers to provide engaging instruction in each classroom in the WAVE performance learning center</b>	<b>July 2011- June 2014</b>	<b>\$825,000</b>
<b>Purchase PolyCom to allow digital video feed to enhance instruction and provide virtual field trips</b>	<b>August 2011</b>	<b>\$5,500</b>
<b>Install a Moodle server so teachers can provide video recordings via the web of daily lessons</b>	<b>August 2011</b>	<b>\$5,500</b>
<b>Purchase Genealogic Vision software so teachers can monitor students working on multiple websites simultaneously</b>	<b>July 2011</b>	<b>\$67,500</b>
<b>Provide SmartBoards, response systems, computers, printers, cabling, phone service, fax machine, and fire alarm for WAVE performance learning center</b>	<b>July 2011- Ongoing</b>	<b>\$338,600</b>
<b>Provide classroom supplies in addition to those already purchased with local funds to teachers working with students in WAVE performance learning center</b>	<b>July 2011- June 2014</b>	<b>\$76,050</b>
<b>Extended learning time will be provided to students eligible for WAVE at the end of the instructional day. Students may also receive extended learning time by attending the Wilcox Alternative Learning Center at night. Due to design of the WAVE performance learning center, students will be allowed the flexibility to repair credits and obtain credit based on mastery of curriculum. Students in the traditional high school setting will also be allowed to participate in credit repair and recovery at the conclusion of the instructional day.</b>		

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

<b>Actions:</b>  <b>Existing central office staff will continue to provide support to Wilcox County High School staff.</b> <ul style="list-style-type: none"> <li>• <b>Coordinate system-wide</b></li> </ul>	<b>Timeline:</b>  <b>July 2011- June 2014</b>	<b>Budget:</b>  <b>No funds required</b>
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**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application 2011**

<p>professional learning to support indicated school needs.</p> <ul style="list-style-type: none"> <li>• Assist with organization and administration of high-stakes testing by the system testing coordinator.</li> <li>• System representative will participate in the leadership team meetings.</li> </ul>		
<p><b>Heart of Georgia RESA support: Wilcox County High School will continue to utilize content and technology consultants provided through Heart of Georgia RESA to support professional learning, instructional resources, and technology needs for administrators, teachers and staff.</b></p> <ul style="list-style-type: none"> <li>• <b>HGRESA Math Consultant will continue to work with math teachers to strengthen math content and improve standards-based math instruction.</b></li> <li>• <b>HGRESA Technology Instruction will continue to assist teachers with training using SMART Boards and Classroom Response Systems and the development of lesson plans that incorporate the use of technology within the instructional framework.</b></li> </ul>	<p><b>July 2011- June 2014</b></p>	<p><b>No funds required</b></p>
<p><b>GaDOE support: Leadership team members will attend professional learning organized and structured by GaDOE. Training will include the Leadership Academy, formative assessment training, and Think Maps training.</b></p>	<p><b>July 2011- June 2014</b></p>	<p><b>Funds designated in Professional Learning</b></p>
<p><b>GaDOE support: Math Coach will participate year-long Instructional Coach Training to provide explicit instruction, modeling of instructional practices,</b></p>	<p><b>July 2011- June 2014</b></p>	<p><b>Funds designated in Professional Learning.</b></p>

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

<b>facilitation of collaborative learning and planning teams, provide teacher observations with feedback and assist teachers with analyzing student work.</b>		
<b>GLRS will provide training and resources which include IEP training and STEEP Program which is a year-long training for special education and regular education co-teachers to maximize instructional strategies and provide differentiated instruction to meet the needs of students using the six models of instruction.</b>	<b>July 2011- June 2014</b>	<b>Monies allocated in other funding</b>
<b>WAVE staff will attend a week long training regarding effective performance learning centers</b>	<b>July 2011</b>	<b>\$ 5,400</b>

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

<b>Actions:</b> <b>The Wilcox County School System does not plan to select an external provider.</b>	<b>Timeline:</b> <b>Not Applicable</b>	<b>Budget:</b> <b>No funds required</b>
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**B-1. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.**

<b>Actions:</b>	<b>Timeline:</b>	<b>Budget:</b>
<b>Hold additional community meetings to review school performance and discuss the school intervention model selected</b>	<b>April 13, 2011 – June 30, 2011</b>	<b>No funds required</b>
<b>Recruit and hire the incoming instructional staff and support staff.</b>	<b>May 13, 2011 – June 30, 2011</b>	<b>No funds required</b>
<b>Evaluate the strengths and needs of the current staff.</b>	<b>April 1, 2011- June 30, 2011</b>	<b>No funds required</b>

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

<b>Continue with plans to fund a technology camp for teachers this summer through school improvement 1003 (b) funds.</b>	<b>June 1, 2011- June 30, 2011</b>	<b>1003 (b) SIG funds utilized \$12000.00</b>
<b>Disseminate CLASS Keys materials and schedule professional learning,</b>	<b>May 1, 2011 – May 26, 2011</b>	<b>No funds required</b>
<b>Purchase mobile classrooms for the WAVE performance learning center</b>	<b>June 2011</b>	<b>\$300,000 local funds</b>

**C. Align additional resources with the interventions.**

<b>Actions:</b>	<b>Timeline:</b>	<b>Budget: NON SIG</b>
<b>Local funds will be used to secure and set up modular classrooms for WAVE performance learning center</b>	<b>June 2011</b>	<b>\$300,000</b>
<b>Title VI-B Funds will be used to purchase assistive technology for students with disabilities.</b>	<b>July 2011- Ongoing</b>	<b>\$ 15,000</b>
<b>Administrative salaries and benefits will be paid from QBE and local funds</b>	<b>July 1, 2011 – Ongoing</b>	<b>\$450,000</b>
<b>N-Tec Crisis Communication License is provided with Title I funds</b>	<b>July 1, 2011 – Ongoing</b>	<b>\$3900</b>
<b>Technology purchases are made annually with Title VI-B Rural and Low Wealth funds</b>	<b>July 1, 2011 – Ongoing</b>	<b>\$108,000</b>
<b>Title II-A funds are used to reimburse non Hi-Q teachers for GACE registration fees</b>	<b>July 1, 2011 – Ongoing</b>	<b>\$1200</b>
<b>Title I funds are used to provide summer remediation prior to the retake of the GSGT</b>	<b>July 1, 2011 – Ongoing</b>	<b>\$7200</b>

**D. Modify practices or policies, if necessary, to enable the school to implement the interventions**

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

fully and effectively.		
Actions:	Timeline:	Budget:
<b>The LEA has reviewed current practices/policies and has found none that would interfere with the implementation of the Transformation Model.</b>	<b>2011-2014</b>	<b>No funds required</b>

E. Sustain the reform after the funding period ends.		
Actions:	Timeline:	Budget:
<b>Allocate and protect time for planning and professional learning to expand the capacity of all personnel.</b>	<b>2014-ongoing</b>	<b>No funds required</b>
<b>Continuously monitor teachers to ensure the fidelity of implementation of improvement initiatives.</b>	<b>2014-ongoing</b>	<b>No funds required</b>
<b>Research alternative funding sources to continue providing additional services for families and students.</b>	<b>2014-ongoing</b>	<b>No funds required</b>
<b>Apply for additional grants to sustain services.</b>	<b>2014-ongoing</b>	<b>No funds required</b>
<p><b>We believe the learning of all students at Wilcox High School will be transformed through the School Improvement Grant application because this grant allows us an opportunity to begin a performance learning center, a school within a school, to support the academic needs of our target student group. The Wilcox Academy of Varied Education (WAVE) allows students opportunities to participate in project based and service based learning, receive more individualized instruction to meet specific needs, repair credits through extended learning time, and participate in field trips that have not been a possibility before. All students at Wilcox High School will benefit from the grant because instruction in the main building is being redesigned to accelerate their knowledge and improve their readiness for college through the implementation of honors classes. The additional support staff afforded by the grant will improve our RTI process and our parent involvement activities at Wilcox High School.</b></p>		



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

**Our local board of education is committed to the success of this initiative. The construction of a new high school has been delayed until results of the WAVE PLC can be analyzed. State revenues are increasing slightly each year and hopefully will improve over the next three years of the grant cycle to assist us locally with sustaining WAVE.**

**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application 2011**  
**Attachment 2d - Transformation Model**

LEA Name: **Wilcox County School System** \_\_\_\_\_

School Name: **Wilcox County High School** \_\_\_\_\_

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

**Reading/English Language Arts**

2011-2012 School Year ( Baseline 2009-2010 year is 84.5% met/exceeded)

The results of the 2012 Georgia High School Graduation Test (GHS GT) will show an increase from 87.7% to 90.8% of all students meeting and exceeding in language arts.

2012-2013 School Year

The results of the 2013 Georgia High School Graduation Test (GHS GT) will show an increase from 90.8% to 92.8% of all students meeting and exceeding in language arts.

2013-2014 School Year

The results of the 2014 Georgia High School Graduation Test (GHS GT) will show an increase from 92.8% to 94.8% % of all students meeting and exceeding in language arts.

**Mathematics**

2011-2012 School Year (Baseline 2009-2010 year is 54.8% met/exceeded)

The results of the 2012 Georgia High School Graduation Test (GHS GT) will show an increase from 59.3% to 62% of all students meeting and exceeding in mathematics.

2012-2013 School Year

The results of the 2013 Georgia High School Graduation Test (GHS GT) will show an increase from 62% to 65% of all students meeting and exceeding in mathematics.

2013-2014 School Year

The results of the 2014 Georgia High School Graduation Test (GHS GT) will show an increase from 65% to 70% of all students meeting and exceeding in mathematics.

**Graduation Rate**

2011-2012 School Year

Graduation rate will increase from 85% to 87% for the 2011-2012 school year.

2012-2013 School Year

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

Graduation rate will increase from 87% to 89% for the 2012-2013 school year.
2013-2014 School Year Graduation rate will increase from 89% to 92% for the 2013-2014 school year.

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

**Attachment 4 - Budget Detail**

LEA Name: Wilcox County Schools

School Served: Wilcox County High School

Intervention Model: Transformation

Tier Level: I

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

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

Object Class		Item Description	Costs	
<b>100</b>	<b>Personal Services</b>	Teachers (5)	275,000	
		2 Instr. Coaches, Social Worker, ½ Technology Specialist, RTI Specialist	242,500	<b>Object Total</b>
		Professional Development Stipends	65,000	\$ 582,500
<b>200</b>	<b>Benefits</b>	State Health Insurance, Medicare, TRS, and Workmen Compensation	203,875	
				\$ 203,875
<b>300</b>	<b>Purchased Professional &amp; Technical</b>			
		Instructional Technology Services (Biweekly)	8,125	
		Professional Development Instruction	70,000	
				\$ 78,125
<b>500</b>	<b>Other Purchased</b>	Professional Development Travel - Employees	30,000	
		Employee Motivation Rewards	40,000	
				\$ 70,000
<b>600</b>	<b>Supplies</b>	Software	90,000	
		SMARTBoards (5) & SRS (16 sets)	70,200	
		Computers (104)	88,400	<b>Object Total</b>
		Supplies, Connecting Cameras, Fire Alarm, etc.	33,000	\$ 281,600
<b>700</b>	<b>Property (Capitalized Equipment)</b>	Moodle Server	5,500	
		PolyCom Unit for Distance Learning and Virtual Field Trips	5,500	
				<b>Object Total</b>
				\$ 11,000

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

<b>800</b>	<b>Other Objects</b>	Field Trip Fees	60,000	
				<b>Object Total</b>
				\$ 60,000
<b>900</b>	<b>Other Uses</b>			
				<b>Object Total</b>
				\$ -
<b>School Total</b>				<u>\$ 1,287,100</u>

**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application 2011**  
**Attachment 4 - Budget Detail**

LEA Name: Wilcox County Schools  
 School Served: Wilcox County High School

Intervention Model: Transformation Tier Level: I

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

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

Object Class		Item Description	Costs	
100	Personal Services  (Salaries)	Teachers (5)	288,750	
		2 Instr. Coaches, Social Worker, ¼ Technology Specialist, RTI Specialist	245,438	<b>Object Total</b>
		Professional Development Stipends	45,000	\$ 579,188
200	Benefits	State Health Insurance, Medicare, TRS, and Workmen Compensation	202,716	
				\$ 202,716
300	Purchased Professional & Technical			
		Instructional Technology Services (Biweekly)	8,531	
		Professional Development Instruction	60,000	
				\$ 68,531
500	Other Purchased	Professional Development Travel - Employees	30,000	
		Employee Motivation Rewards	40,000	
				\$ 70,000
600	Supplies	Software	90,000	
		Supplies	21,000	<b>Object Total</b>
				\$ 111,000
700	Property (Capitalized Equipment)			
				<b>Object Total</b>
				\$ -

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

<b>800</b>	<b>Other Objects</b>	Field Trip Fees	60,000	
				<b>Object Total</b>
				\$ 60,000
<b>900</b>	<b>Other Uses</b>			
				<b>Object Total</b>
				\$ -
<b>School Total</b>				<u>\$ 1,091,435</u>

**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application 2011**  
**Attachment 4 - Budget Detail**

LEA Name: Wilcox County Schools  
 School Served: Wilcox County High School

Intervention Model: Transformation Tier Level: I

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

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

Object Class		Item Description	Costs	
<b>100</b>	<b>Personal Services (Salaries)</b>	Teachers (5)	303,190	
		2 Instr. Coaches, Social Worker, RTI Specialist	248,064	<b>Object Total</b>
		Professional Development Stipends	45,000	\$ 596,254
<b>200</b>	<b>Benefits</b>	State Health Insurance, Medicare, TRS, and Workmen Compensation	208,689	
				\$ 208,689
<b>300</b>	<b>Purchased Professional &amp; Technical</b>			
		Instructional Technology Services (Biweekly)	8,958	
		Professional Development Instruction	60,000	
				\$ 68,958
<b>500</b>	<b>Other Purchased</b>	Professional Development Travel - Employees	30,000	
		Employee Motivation Rewards	40,000	
				\$ 70,000
<b>600</b>	<b>Supplies</b>	Software	90,000	
		Supplies	22,050	<b>Object Total</b>
				\$ 112,050
<b>700</b>	<b>Property (Capitalized Equipment)</b>			
				<b>Object Total</b>
				\$



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

<b>800</b>	<b>Other Objects</b>	Field Trip Fees	60,000	
				<b>Object Total</b>
				\$ 60,000
<b>900</b>	<b>Other Uses</b>			
				<b>Object Total</b>
				\$ -
<b>School Total</b>				<u>\$ 1,115,951</u>

**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application 2011**  
**Attachment 4 – Budget Detail – Supplemental Detail Schedule**

Wilcox County High School						
SIG Grant Projections - FY12, FY13 & FY14						
				5%	5%	
Teachers and Instructional Staff:						
		Base				
		Salary	% Working	Year 1	Year 2	Year 3
<b>Teachers, Paras &amp; Stipends</b>						
HS Math	WAVE	55,000	100%	55,000	57,750	60,638
HS Science	WAVE	55,000	100%	55,000	57,750	60,638
HS ELA/Reading	WAVE	55,000	100%	55,000	57,750	60,638
HS Social Studies	WAVE	55,000	100%	55,000	57,750	60,638
HS Math/Science	1/2 WALC	55,000	50%	27,500	28,875	30,319
HS ELA/Social Studies	1/2 WALC	55,000	50%	27,500	28,875	30,319
Professional Development: Stipends				65,000	45,000	45,000
				340,000	333,750	348,190
<b>Other Employees</b>						
Instructional/Academic Coach	WCHS & WAVE	55,000	100%	55,000	57,750	60,638
Instructional/Academic Coach	WCHS & WAVE	55,000	100%	55,000	57,750	60,638
RTI Coordinator	WCHS	70,000	100%	70,000	73,500	77,175
Family Outreach/Social Worker	WCHS & WAVE	45,000	100%	45,000	47,250	49,613
Technology Specialist	½ WAVE Yr 1, ¼ Yr 2	35,000	50%	17,500	9,188	-
Total Other Salaries				242,500	245,438	248,064
Total Salaries				582,500	579,188	596,254
Total Benefits at 35%				203,875	202,716	208,689
Total Salaries and Benefits				786,375	781,904	804,943
<b>Contract Services</b>						
Instructional Technology	Bi-Weekly	65,000	12.5%	8,125	8,531	8,958
Professional Development: Instruction				70,000	60,000	60,000
Total Contracted Services				78,125	68,531	68,958
<b>Other Purchased</b>						
Professional Development: Travel				30,000	30,000	30,000
Motivation				40,000	40,000	40,000
				70,000	70,000	70,000
<b>Classroom Supplies and Software</b>						
SMART Boards	5	3,800		19,000		
SMART Response Systems	16	3,200		51,200		
Desktop/Laptop Computers	104	850		88,400		
Printers	6	250		1,500		
Cabling	1	3,500		3,500		
Fire Alarm/Intercom/Cameras/Phones	1	8,000		8,000		
Instructional/Office Supplies	1	20,000		20,000	21,000	22,050
Odysseyware				67,500	67,500	67,500
Genealogic Vision --						
Classroom/Lab Mgt Software	150	150		22,500	22,500	22,500
				281,600	111,000	112,050
<b>Capital Items</b>						
PolyComm	1	5,500		5,500	-	-
Moodle / Moodle Server	1	5,500		5,500	-	-
				11,000	-	-
<b>Other</b>						
Enrichment/Field Trips	8	7,500		60,000	60,000	60,000
				-	-	-
Total Other Costs				60,000	60,000	60,000
<b>Total</b>				<b>1,287,100</b>	<b>1,091,435</b>	<b>1,115,951</b>
Legend: WCHS = Wilcox County High School; WALC = Wilcox Alternative Learning Center; WAVE = Wilcox Academy of Varied Education.						

**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application 2011**  
**Attachment 4a - Budget Template**

<b>LEA FY 2012- FY 2014 BUDGET</b>					
	<b>Year 1 Budget</b>		<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Three-Year Total</b>
	<b>Pre- Implementation</b>	<b>Year 1 – Full Implementation</b>			
<b>Wilcox County High School</b>	0	1,287,100	1,091,435	1,115,951	3,494,486
<b>School Name</b>					
<b>School Name</b>					
<b>LEA-level Activities</b>					
<b>Total Budget</b>	<b>1,287,100</b>		<b>1,091,435</b>	<b>1,115,951</b>	<b>3,494,486</b>

**Attachment 5 - Checklist**

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

**Section A. SCHOOLS TO BE SERVED**

The chart is complete:

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

  
  
**NA**  
**NA**

**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.

  
**NA**  
**NA**  
**NA**

**Attachment 5 – Checklist**

**Georgia Department of Education**

## School Improvement Grant 1003(g) - LEA Application 2011

- To ensure that the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively, the SEA will look for specific examples of the following actions for:
  - Reviewing local board policies which would restrict a school's ability to implement requirements of the intervention models for Tier I and Tier II schools.
  - Ensuring that the LEA's central office staff will support successful implementation of the interventions and school improvement strategies.
  - Demonstrating flexibility in removing barriers that will interfere with the intervention models selected.



### 3. Description

- ✓ The appropriate portion of Attachment 2 (2a: Turnaround Model, 2b: School Closure Model, 2c: Restart Model, 2d: Transformation Model) is complete and provides specific examples of actions that the LEA has taken or will take to implement the selected model for each Tier I and Tier II school applying for this grant.
- To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for:
  - Developing a written policy and procedure for selecting external providers and utilizing the process.
  - Demonstrating that it has used a rigorous selection process to choose contract school providers, which will include:
    - A Public Notice of Intent process.
    - An assessment of the applicant provider's knowledge of, skill with, and success rate related to the intervention model selected.
    - A thorough review of each applicant's administrative, organizational structure, legal, and financial perspectives.
    - Documentation that references have been contacted to verify prior successful implementation of the selected intervention model.
  - Ensuring that the providers know how to choose and manage school leaders who have the competencies to work effectively in a reform environment.
  - Clarifying the roles for the school provider and LEA that will be a part of the contract.
  - Defining a process for cancelling the contract and restructuring when a contract provider is not successful.
  - Including stakeholders such as parents and community groups throughout the entire process.
  - Establishing clear goals and closely monitoring school performance.
  - Establishing a clear timeframe for measuring gains in student achievement.



NA

## Attachment 5 - Checklist

**Georgia Department of Education**

## School Improvement Grant 1003(g) - LEA Application 2011



- To ensure alignment of other resources with the interventions, the SEA will look for specific examples of actions the LEA has taken or will take for:
  - Developing a plan complete with strategies that focus on the individual school's student achievement needs.
  - Ensuring Title I schoolwide schools are consolidating ESEA funds to upgrade the entire educational system of the school.
  - Providing job-embedded professional learning for teachers.
  - Ensuring that each school has developed the intervention model that aligns all funding available to the school to implement specific strategies.
- To ensure that reforms are sustained after the funding period ends, the SEA will review the LEA process for:
  - Developing a plan with a timeline for continued implementation of the intervention strategies.
  - Measuring progress and adjusting strategies that have not proven to be effective.
  - Aligning funds to continue supporting successful intervention efforts and progress.
  - Providing continued professional learning opportunities that link to the intervention strategies and annual goals for student achievement.

4. Timeline
  - ✓ Found in Attachment 2 (2a: Turnaround Model, 2b: School Closure Model, 2c: Restart Model, 2d: Transformation Model), the timeline addresses implementation of the basic elements of the selected intervention model and ensures that the basic elements of the intervention model will be initiated by the beginning of the 2010-2011 school year. The timeline provides a clear picture of implementation of the intervention model throughout the duration of the grant.


5. Annual Goals
  - ✓ Annual goals are written for student achievement on the State's assessments in Reading/English Language Arts and Mathematics for Tier I, Tier II, and Tier III schools. (LEAs applying for Tier I and Tier II schools have completed the portion of Attachment 2 that pertains to annual goals and LEAs applying for Tier III schools have completed Attachment 3.)
  - ✓ Annual goals are written for the graduation rate for Tier I, Tier II, and Tier III high schools.
  - ✓ Annual goals are written for three years.
  - ✓ The annual goals are specific, measurable, attainable, results-oriented, and time bound.

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

**Attachment 5 - Checklist**

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


**B-1. Pre-Implementation Activities and Budget**

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


**Section C. DEVELOP A BUDGET**

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

✓ The superintendent agrees to the assurances for the School Improvement Grant.	
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**Section E. WAIVERS**

✓ The superintendent agrees to the waivers included in the School Improvement Grant.	
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APPENDIX A  
GAPSS REPORT



## Prioritized Top Ten Next Steps

### Leadership

Establish PLCs (Professional Learning Communities) that meet on a consistent basis with an emphasis on RTI/POI implementation.

### Planning and Organization

Review and update comprehensive school improvement plan at least quarterly. (Plan should be ongoing, authentic, and guide your efforts. The plan should be developed with stakeholder involvement, inclusive of a comprehensive needs assessment process. Review comprehensive school improvement processes and follow the suggested steps.)

### Curriculum

Align curriculum maps, unit plans, and assessments to the GPS.

### Curriculum

Monitor and revise curriculum based on student data. Teachers may use data from six weeks tests as a guide for revision of curriculum.

### Instruction

Implement true differentiation to include adjusting content, process, product, and learning environment.

### Professional Learning

Devise a plan to secure the time to collaborate within departments or across the curriculum to provide a learning community.

### Professional Learning

Utilize learning teams to develop lessons plans, examine student work, and monitor student progress.

### School Culture

Provide a collaborative time for professional growth of adults in the building to encourage more staff interaction, collaboration, or shared inquiry and decision making.

### Curriculum

Create curriculum maps/pacing guides in all areas.

### School, Family, Community

Implement additional parent and community two-way communication in supporting short and long range school improvement plan goals.

### Leadership

Provide training for RTI (Response to Intervention) and POI (Pyramids of Intervention) coordination into the SIP (School Improvement Plan) [surveys, interviews, provided data, benchmarks]

## Next Steps by Strands

### Professional Learning

1. PL 1 Devise a plan to secure the time to collaborate within departments or across the curriculum to provide a learning community.
2. PL 1 Utilize learning teams to develop lessons plans, examine student work, and monitor student progress.
3. PL 1 Develop protocol, agenda, action plan, and next step for learning communities.
4. PL 1 Be creative in providing common Learning Community planning time such as meeting during lunch.
5. PL 2 Collect and utilize relevant data to make instructional improvements.
6. PL 2 Develop and implement a comprehensive plan for conducting ongoing evaluation of the impact of professional development on teacher practices and student learning.
7. PL 2 Develop long-term professional learning designed to implement new classroom practices such as analyzing student work and collaborative lesson designs.
8. PL 3 Group students according to a plan not just for convenience.
9. PL 3 Create work schedules to support professional development focused on content, pedagogy, and assessment.
10. PL 3 Plan to work toward developing and distributing more electronic school information.

### Assessment

1. A1 Implement a cohesive and comprehensive system to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement.
2. A1 Plan collaboratively to design assessments aligned to the GPS/QCC.
3. A1 Align instruction to GPS to adjust and meet the student needs by providing more consistency and opportunities to collaborate.
  - a. Based on the instructional observations, written commentary that is aligned to the GPS standard(s), (not just good job or great work) was observed 22% of the time.
  - b. Be sure that posting of student work follows guidelines provided by exemplary or non-exemplary student work.
  - c. Based on the certified staff survey, only 46% of the staff feel that they collaborate on data analysis guides and inform grade-level and school wide decision making.
  - d. Based on interview data, teachers do not have a common planning time to analyze data. Again, a common planning time may be utilized to ensure that teachers have the opportunity to analyze the data to make well-informed, data-driven decisions.

- e. There is evidence that some teachers are using journals, performance tasks and projects as assessment tools to provide a balanced, comprehensive approach. However, this process is not used on a regular basis by most teachers.
  - f. Based on the certified staff survey, only 23% of the staff feel they plan collaboratively to design assessments aligned to the GPS/QCC.
  - g. Based on interview data, teachers do not collaborate when planning assessments and it is done independently. Teachers could be offered a collaborative planning session before, during, or after school. One example may be offering an incentive for staying late one day a week (reward by leaving a few minutes early on another day).
  - h. Teachers are using assessment data on an individual basis to monitor student achievement. However, this is not implemented consistently in a collaborative manner with administrators and instructional personnel. If teachers are provided with a comprehensive data notebook on the students, a check and balance system may be utilized to ensure that they are using the data for decision making and given time to collaboratively analyze the data. "If you expect it, you must inspect it."
4. A2 Analyze data to guide and inform grade level and school-wide decision making.
  5. A2 Use a range of diagnostic, formative, and summative assessments to ensure a balanced approach to assessment.
  6. A2 Increase written commentary that is aligned to the GPS standard(s) and elements of the GCC content Standard.
  7. A2 Provide training in appropriate postings of FERPA. Involve the special education department in posting work completed by students with disabilities. Do not post anything that may embarrass students or create motivational barriers.
  8. A3 Create a comprehensive school-wide process to monitor and adjust instruction to ensure continuous improvement of individual learners, subgroups of learners, or overall organizational achievement of school-wide goals.
    - a. The counselor and the graduation coach are involved in identifying the "bubble" students. The graduation coach stated that they have a comprehensive data notebook. They do communicate with teachers and students about the data, but there does not appear to be any follow-up as to how the data is used for individual learners or subgroups of learners.
  9. A3 Create a benchmark system for monitoring and maximizing achievement in all learning domains.
    - a. A common assessment system among departments may be beneficial in assessing the progress of students throughout the year. (A predictor test may be used for 10<sup>th</sup> graders to identify those who may be at risk in not passing any part of the GHSGT.)

## School Culture

1. SC 1 Create a standard advisement process for all students.
2. SC 1 Enroll all certified staff, including administrators in training on graduation requirements and advisement responsibilities in order to fully participate in the advisement process.
3. SC 1 Provide career advisement on a consistent basis to all students.
4. SC 1 Address social and growth and development by disaggregating data to identify students who may benefit from explicit coaching and support in developing social skills, self-management skills, and conflict resolution skills.
5. SC 1 Provide a collaborative time for professional growth of adults in the building to encourage more staff interaction, collaboration, or shared inquiry and decision making.
  - a. Academic advisement currently is meeting 3 to 4 times per year based on interviews. Advisement meetings may need to occur bi-monthly at a minimum to ensure students are on track.
  - b. There are student/teacher assignments; however, based on interviews, this assignment process is not beneficial due to lack of training in graduation requirements.
  - c. If ALL certified staff, including administrators are trained in the advisement process each person may only have 12-15 students per staff member to track. Time should be allowed school-wide for this to occur. Counselors may review advisement sheets completed by certified staff to ensure completion.
  - d. Students need to participate in career or interest inventories to explore post-secondary or career options available.
  - e. Consider involving the mental health community and/or apply for grants related to providing mental health counseling in the school.
  - f. Although the certified staff survey indicated 85% of staff believes the school supports and enhances the social/emotional growth and development of all learners, evidence of this was not observed on a consistent basis. There is evidence based on interviews that students are rewarded for positive behavior. However, there are no programs to address students who are having difficulty. Consider observing discipline data to see trends among groups of students. Identify school-wide problem behaviors based on what types of behaviors occur, when the behaviors occur, where they occur, how often they occur and what teachers are involved in the office referrals. When students are in ISS, consider providing support in developing social skills, self-management skills and conflict-resolution skills. Mentors or role models may be provided for students who are frequently in trouble.
6. SC 2 Support a climate of inclusion, by offering more clubs, advisories, or mentoring program to foster inclusion or celebrate diversity.

7. SC 2 Invite stakeholders to be a part of school decisions on a consistent basis.
  - a. Students and parents indicated through interviews that they would benefit from having more non-sports related clubs and activities.
  - b. Students also voiced that they wanted a student council organization and would like to have an opportunity to speak in decision making processes. Certified staff survey showed that 46% of staff feels that school culture reflects an atmosphere of trust and openness among all stakeholders.

### **Curriculum**

1. C 1 Create curriculum maps/pacing guides in all areas.
2. C 1 Align curriculum maps, unit plans, and assessments to the GPS.
3. C 2 Collaborate with middle school content area teachers on prerequisite skills needed for growing levels of standards mastery.
4. C 2 Implement a time for collaborative planning for each department.
5. C 3 Monitor and revise curriculum based on student data. Teachers may use data from 6 weeks tests as a guide for revision of curriculum.
6. C 3 Give copy of sheets to students to inform them of what classes need to be passed for graduation.
7. C 3 Consider an implementation of an Honors/AP program.

### **Instruction**

1. I 1 Align standards, instruction, and assessment across in all areas. Determine and prioritize greatest areas of need and then plan collaboratively how all departments/areas could support the targeted areas.
2. I 1 Teachers and students should continue to increase the use LOTS (Language of the Standards)
3. I 2 After establishing an active Professional Learning Community, focus on research-based best practices.
4. I 2 Stress higher order thinking skills when creating learning opportunities including compare, contrast, classify, problem solving, and decision making. Reference Bloom's Revised Taxonomy or Depth of Knowledge Charts.
5. I 2 Use data to determine flexible student grouping. (formative assessment)
6. Group students based on learning styles, changing readiness levels, and interest based upon diagnosis of student data through formative assessments.
7. I 2 Implement true differentiation to include adjusting content, process, product, and learning environment.
8. I 2 Complete and display student work that reflects student achievement of GPS as well as evidence of higher order thinking skills.

9. I 2 Increase student use of technology. Create a computer lab for high school student use.
10. I 3 Allow student input on goal-setting, rubrics, scoring guides, and checklist.
11. I 3 Continuously work on helping students develop a sense of efficacy, thus helping students develop into independent learners.

### **Student, Family, and Community Support**

1. SFC 1 Provide frequent parent/teacher communication that will produce significant changes in student behavior, motivation, and achievement. While Power School is utilized, consider other means of communication for all parents.
2. SFC 1 Implement additional parent and community two-way communication in supporting short and long range school improvement plan goals.
3. SFC 2 Collect and analyze data from stakeholders (students, parents, teachers, community) to produce more participation in school operations, organizational performance, and student achievement.
4. SFC 3 Collaborate and expand partnerships to increase student performance such as Save Our Kids, Family Connections, and Patriot Pal Mentoring.

### **Leadership**

1. L 1.1 Utilize curriculum understanding to flesh out SIP in order to accommodate RTI and Pyramids of Intervention with input from all stakeholders.
2. L 1.1 Implement consistent and on-going data analysis by teachers in collaboration with administration.
3. L 1.2 Give greater emphasis to the shared instructional role between teachers and administration [surveys, interviews, provided data]
4. L 1.2 Provide training for RTI (Response to Intervention) and POI (Pyramids of Intervention) coordination into the SIP (School Improvement Plan) [surveys, interviews, provided data, benchmarks]
5. L 1.3 Establish PLCs (Professional Learning Communities) that meet on a consistent basis with an emphasis on RTI/POI implementation.
6. L 1.3 Formally articulate specific short-term and long-term goals based upon data (i. e. benchmarks) that address achievement targets and learning barriers.
7. L 1.4 Implement consistent curriculum assessment-focused of academic achievement and diverse instructional strategies.



8. L 1.4 Conference with teachers on a regular basis to address academic differentiation.
9. L 2.1 Develop sustainable and consistent policies, practices, and procedures related to POI/RTI and oversight of these practices and procedures.
10. L 2.2 Consistently align resources with well-articulated learning and organizational goals evident in the SIP.
11. L 3.1 Continue to develop leadership team to share in decision-making and problem-solving to ensure achievement for all students with a focus on SIP goals.
12. L 3.2 Implement mentoring and professional development opportunities for all staff and faculty members.
13. L 3.3 Utilize support resources (RESA, GLRS, etc.) to strengthen the SIP in terms of RTI/POI and differentiation.
14. L 4.1 Continue to develop leadership team's capacity for collaborative decision making and problem-solving to enhance staff and student achievement through clearly delineated objectives, goals, and accountability measures that can be documented (log book of meetings)
15. L 4.2 Continue to develop leadership team to provide documentation of shared decision-making and problem-solving related to student needs, staff productivity issues, and organization performance.
16. L 4.3 Continue to develop leadership team's capacity for analysis of various data.
17. L 4.3 Utilize data analysis to enhance instructional planning and assessments continually.

### **Planning and Organization**

1. PO 1.1 Revisit school vision and mission on an annual basis and update as necessary with input from all groups.
2. PO 2.1 Review and update school improvement plan at least quarterly. Focus on a process that is comprehensive, ongoing, involves all stakeholders, etc. (Examples: GLISI, School Effectiveness, Title I, GDOE School Improvement Process, etc.)
3. PO 2.1 Continue to make use of GHSGT, EOCT, and other relevant data (e.g. benchmarks) to update SIP and implementation RTI.
4. PO 2.2 Develop separate, measurable objectives to reach separate goals for math and language arts.
5. PO 2.2 Relate the SIP to the Pyramid of Intervention for RTI implementation.

6. PO 2.3 Develop an active PLC (Professional Learning Community) which will enhance close monitoring of the School Improvement Plan by both administration and school leadership team.
7. PO 3.1 Collaboratively develop a process to address needs and resource allocation that reflects the focus of the School Improvement Plan.
8. PO 3.2 Ensure technology and appropriate resources are properly available and utilized in all course offerings.
9. PO 4.1 Post safety rules in appropriate locations and technology rules, as well as classroom procedures.
10. PO 4.2 Fully Operational
11. PO 4.3 Update technology in those areas that are currently lacking technology.
12. PO 4.3 Ensure that student movement is safe across campus in all weather.



## APPENDIX B

## SACS REPORT

**Report of the  
Quality Assurance Review Team  
for  
Wilcox County School System**

395 College St W  
Abbeville, Georgia, United States 31001-4231

**Mr. Steve J. Smith, Superintendent**  
**Mrs. Jill McDuffie, Chair, Wilcox County**  
**Dr. Mike Griffin, Chair, Quality Assurance Review Team**

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**Review Dates: 01/30/2011 - 02/02/2011**



*North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and the Commission on International and Trans-Regional Accreditation (CITA) are accreditation divisions of AdvancED.*

# Quality Assurance Review Report

## Contents

About AdvancED and NCA CASI/SACS CASI .....	3
Introduction to the Quality Assurance Review .....	4
Summary of Findings .....	5
Commendations .....	6
Required Actions .....	7
Next Steps .....	8
Standards for Accreditation .....	10
Standard 1. Vision & Purpose .....	10
Standard 2. Governance & Leadership .....	11
Standard 3. Teaching & Learning .....	12
Standard 4. Documenting & Using Results .....	14
Standard 5. Resource & Support Systems .....	15
Standard 6. Stakeholder Communications & Relationships .....	16
Standard 7. Commitment to Continuous Improvement .....	17
Quality Assurance Findings .....	19
Schools Visited .....	20
Conclusion .....	21
Appendix .....	22
Quality Assurance Review Team Members .....	22
AdvancED Standards for Quality School Systems .....	22

## About AdvancED and NCA CASI/SACS CASI

**Background.** Founded in 1895, the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and Schools (SACS CASI) accredit public and private schools and districts in 30 states, the Navajo Nation, Latin America, and the Department of Defense Schools worldwide.

In 2006, NCA CASI, SACS CASI, and the research and development arm of the accrediting associations, the National Study of School Evaluation, unified to form AdvancED. Dedicated to advancing excellence in education, AdvancED provides accreditation, research, and professional services to 23,000 schools in 65 countries, serving 15 million students.

NCA CASI and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI and SACS CASI have defined shared, research-based accreditation standards that cross state, regional, and national boundaries. Accompanying these standards is a unified accreditation process designed to help schools, school districts, and educational service agencies continuously improve.

**The Accreditation Process.** To earn and maintain accreditation from NCA CASI or SACS CASI, school districts and their schools must:

**1) Meet the AdvancED Standards and Policies for Quality School Systems.** School districts demonstrate adherence to the seven AdvancED standards and policies which describe the quality practices and conditions that research and best practice indicate are necessary for school districts to achieve quality student performance and organizational effectiveness.

**2) Engage in continuous improvement.** School districts and their schools implement a continuous improvement process that articulates the vision and purpose that the school district is pursuing (vision); maintains a rich and current description of students, their performance, school and district effectiveness, and the school community (profile); employs goals and interventions to improve student performance (plan); and documents and uses the results to inform what happens next (results).

**3) Demonstrate quality assurance through internal and external review.** School districts and schools engage in a planned process of ongoing internal review and self-assessment. In addition, school districts host an external quality assurance review team once every five years. The team evaluates the school district's adherence to the AdvancED quality standards, assesses the efficacy of the school district's improvement process and methods for quality assurance, and provides commendations and required actions to help the school district improve. The team provides an oral exit report to the school district and a written report detailing the team's required actions. The school district acts on the team's required actions and submits a progress report two years following the review.

NCA CASI and SACS CASI accreditation engages the entire school district community in a continuous process of self-evaluation and improvement. The overall aim is to help school districts and their schools maximize student success and improve organizational effectiveness

# Introduction to the Quality Assurance Review

**Purpose.** The purpose of the Quality Assurance Review is to:

1. Evaluate the school district's adherence to the AdvancED quality standards and policies.
2. Assess the efficacy of the district's improvement process and methods for quality assurance.
3. Identify commendations and required actions to improve the district and its schools.
4. Make an accreditation recommendation for review by the national AdvancED Accreditation Commission.

A key aim of the Quality Assurance Review is to verify that the school district is operating with institutional integrity - that it is fulfilling its vision and mission for its students.

**School District Preparation.** To prepare for the Quality Assurance Review, the school district and the community complete the AdvancED Standards Assessment Report. The report engages the district in an in-depth self assessment of each of the seven AdvancED standards. The school district identifies and describes the evidence that demonstrates that it is meeting each standard. Through this internal review, the school district examines how its systems and processes contribute to student performance and school district effectiveness.

**Summary of Team Activities.** The Quality Assurance Review Team is led by an AdvancED certified District Lead Evaluator and comprised of professionals from outside the school district. The team reviews the findings of the school district's internal self-assessment, conducts interviews with representative groups of stakeholders, reviews student performance data and other documentation provided by the school district, and observes practices and daily operations. The team engages in professional deliberations to reach consensus on the school district's adherence to the standards for accreditation. The team provides an oral exit report and prepares a written Quality Assurance Review Team Report designed to help the school district and its schools improve.

**The Quality Assurance Review Team Report.** Following the visit, the review team completes the Quality Assurance Review report. After review by a nationally-trained reader, the report is submitted to the district. The report contains commendations and required actions for improvement.

**Using the Report - Responding to the Required Actions.** The school district uses the report to guide its improvement efforts. The school district is held accountable for addressing the required actions identified in the report. The AdvancED State Office is available to assist the school district in addressing the required actions. Following the Quality Assurance Review Team visit, the school district must submit a progress report detailing the actions and progress it has made on the team's required actions. The report is reviewed at the state and national level to ensure the school district is addressing the required actions.

**Accreditation Recommendation.** The Quality Assurance Review team uses the findings from the onsite visit to make an accreditation recommendation that is reviewed by the AdvancED Accreditation Commission. Accreditation is granted by the AdvancED Accreditation Commission and communicated to the school district following action from the commission.

## Summary of Findings

A Quality Assurance Review Team representing the SACS CASI Georgia State Office (SACS-CASI-GA), a division of AdvancED, visited Wilcox County School System on 01/30/2011 - 02/02/2011.

During the visit, members of the Quality Assurance Review Team interviewed 17 administrators, 39 teachers, 3 support staff, 18 parents and business partners, 27 students, and 5 Board of Education members for a total of 109 stakeholders. In addition to meeting with district personnel and stakeholders, the team visited 3 schools within the school district. During the school visits, team members interviewed school stakeholders, observed classrooms, and reviewed relevant school artifacts. The team also reviewed documents, student performance data, and other artifacts provided by the district. Specifically, the team examined the district's systems and processes in relation to the seven AdvancED standards:

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resource and Support Systems
6. Stakeholder Communications and Relationships
7. Commitment to Continuous Improvement

The AdvancED standards focus on systems with a school district and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school district, looking not only for adherence to individual standards, but also for how the school district and its schools function as a whole and embody the practices and characteristics of a quality school district.

Through its examination of the school district's adherence to the standards, the Quality Assurance Review Team prepared reports on each standard, highlighting strengths and suggestions for improvement specific to each standard. These reports can be found following this summary.

The Quality Assurance Review Team also examined the effectiveness of the district's methods for quality assurance. The team reviewed the district's practices and methods to monitor and document improvement, provide meaningful feedback and support across the district, ensure that AdvancED standards are met and strengthened, and regularly collect, use, and communicate results. The team's findings in this area can be found following the standard reports.

The team used the standard reports and quality assurance findings to identify common themes, significant accomplishments, and pressing needs facing the district. These became the basis for the overall commendations and required actions that are provided below. The commendations and required actions should serve as the focus for the district as it acts on the team's findings. They represent the areas that the team believes will have the greatest impact in helping the district further its improvement efforts. The standard reports and quality assurance findings can be used to help reinforce and enrich the district's understanding of the commendations and required actions.

## Commendations

The Quality Assurance Review Team commends the Wilcox County School System for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **The Wilcox County School District (WCSD) Board of Education and district leadership have demonstrated an unusually strong commitment and willingness to take necessary actions to improve learning opportunities for students to ensure their success.**

Based on a recommendation from district level administrators, the WCSD approved a four-day school week as a cost-cutting measure. In addition the board and administration have provided support for the creation and implementation of programs that target marginal students (Patriot Academy for School Success) (PASS), students with special needs, and continuing support for professional development.

The QAR Team believes that these actions demonstrate a willingness on the part of the WCSD Board of Education and administration to take the actions that are essential to the learning needs and well-being of students, in a small, rural, close-knit community where decisions to the contrary or no decisions would be a much easier course of action.

- **District personnel have been very effective with the management of resources, particularly during a period of nationwide fiscal exigency.**

Over the last 3-4 years WCSD has lost \$4.2 million in state funding out of a total budget of \$16 million. In reality this represents a 25% funding reduction. According to district personnel the district's fund balance was less than \$100,000.00 with no contingency in place. Currently the district carries a fund balance and a \$2 million+ contingency that has been accomplished largely through personnel cost savings resulting from retirements and the use of effective business practices. This has occurred over a two year time period.

The school district was nearing a fiscal exigency condition caused by a significant decline in state funding, a statutory millage cap imposed by the state and taxpayers concerned about the possibility of tax increases during a "strapped" economic period. In spite of these conditions WCSD appears to be on the road to stronger fiscal stability and health. The result of this, according to district personnel, is more effective planning can take place to address the learning needs of students in the Wilcox County Schools.

- **The Wilcox Community evidenced strong support for school and district level personnel.**

During stakeholder interviews a strength noted frequently was the quality of personnel employed by the school district. Students, parents, business partners, and others indicated that communications were open and frequent, that they believed student progress was good, and that teachers, administrators, and others kept the best interest of all students in the forefront when making decisions.

It is obvious that for any organization, especially a school district, to be successful and garner public support, constituents must believe that its governing board, administration, and personnel are performing at a high level and leading in a direction that produces desired and continuous positive results. Based on stakeholder interviews there appears to be a shared opinion on the part of many that this is the situation.

- **The WCSD has demonstrated a commitment to providing 21st Century technology resources in spite**



**of a reduction in available fiscal resources.**

Written documentation produced by district personnel and a walk-through of the central office facility and each of the three school facilities produced proof that computer labs and other forms of technology, including Smart Boards, are available in most classrooms throughout the district. Wireless networks are also in place that connect all portable computers with internal devices as well as the World Wide Web. The central office facility is also equipped with technology on a basis equal to that found in each of the schools.

Students in the Wilcox County School District have access to technology on a basis that is equal to more fiscally capable school districts. The Board of Education and administration decided that this should become a priority in order to provide depth and breadth to learning opportunities available to students.

## Required Actions

In addition to the commendations, the Quality Assurance Review Team identified the following required actions for improvement. The team focused its required actions on those areas that, if addressed, will have the greatest impact on improving student performance and overall effectiveness of the school district. The Wilcox County School System will be held accountable for making progress on each of the required actions noted in this section. Following this review, the school district will be asked to submit a progress report on these required actions. The district should refer to the detail provided in the standard reports for guidance and greater depth on the required actions.

- **Develop and communicate a process that includes strategies and actions for increasing stakeholder involvement that is aligned with the district's continuous improvement plan.**

District and school-based documentation provided sufficient evidence supporting the district's position that many opportunities are made available for both internal and external stakeholders to be involved in many aspects of district and school decision making. All of these activities and opportunities appeared to be well-intended but did not appear to be organized in a cohesive, focused approach toward increasing the involvement of all stakeholders in the critical work of the district.

A more concerted effort to increase the involvement of all stakeholders would pay rich dividends for the district and ensure full, effective, on-going compliance with AdvancED's Standard 6.

- **Develop, implement, and promulgate a comprehensive professional development plan that is based on valid quantitative and qualitative data and information (data driven) and targets, prioritizes and aligns district needs (e. g., increasing graduation rate, identifying and addressing the needs of student subgroups, increasing stakeholder involvement) with selected professional development activities and programs. The plan should include an evaluation component and dovetail with the district's continuous improvement plan.**

Evidence gathered by the QAR Team supported the existence and use of a plan for professional development that is supported by the district board and administration. In addition, the board and administration appear responsive to requests for professional development (e. g., conference and workshop attendance, in-house activities that focus on some district-wide needs, etc.). What was not in evidence was how the district addressed the needs of teaching and support staff that were revealed through the personnel evaluation process and how those broader needs related to graduation rate, focusing on the needs of student population subgroups, and involving stakeholder groups in some of the substantive work of the district



that were prioritized and supported for continuous improvement.

The development and implementation of a professional plan that addresses some of the most pressing needs identified by the WCSD Board of Education can be more effectively addressed and more efficient use can be made of scarce resources by developing such a plan and aligning it with the district's comprehensive continuous improvement plan.

- **Develop and implement a district improvement plan that focuses on the five goals developed and approved in September 2010 and includes objectives and strategies for achieving goals, creates divisions of labor, identifies required resources, designates appropriate assessment tools, and includes desired, measureable outcomes.**

Evidence gathered through a review of district documentation and interviews with district stakeholders revealed the existence of several planning documents that focused on different aspects of district-wide improvement, most not containing benchmark data and information or a basis for measuring intended or expected outcomes.

The amalgamation of all planning documents into a single continuous improvement plan that contains all relevant information (e. g. goals, objectives, strategies, personnel responsible, resources required, timelines, measurement/assessment tools and measurable outcomes) should result in a more focused use of available resources.

**Review of AdvancED Standards for Quality Schools:** The team reviewed the district's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

## Next Steps

The school district should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school district.
3. Develop action plans to address the required actions made by the team. Include methods for monitoring progress toward the required actions.
4. Use the report to guide and strengthen the school district's efforts to improve student performance and district effectiveness.
5. Two years following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the required actions. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the required actions. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

## Resources

AdvancED offers a range of resources to support your school district as it acts on the findings in this report. The AdvancED Resource Network, available at [www.advanc-ed.org/resourcecnetwork](http://www.advanc-ed.org/resourcecnetwork), provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help school districts and their schools with continuous improvement.

### **Celebrating Accreditation**

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for review and action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school district. Upon receiving its accreditation, the school district should celebrate its achievement with the community. Flags, door decals, diploma seals, and other related items can be ordered from the website to help you share your accomplishment with your community.

### **Summary**

The accreditation process engages the school district, its schools, and community in an ongoing journey of continuous improvement. The next steps in this journey are to build on the commendations and address the required actions noted in this report. Doing so will enable the school district to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

## Standards for Accreditation

The primary requirement for accreditation is that the district demonstrates that it meets the seven standards for accreditation. The findings of the Quality Assurance Review Team regarding the standards for accreditation are summarized on the following pages.

The Quality Assurance Review Team divided into standard teams to review each standard and prepare a standards report summarizing the team's findings. These standard reports, along with the quality assurance findings that follow these reports, provided the basis for the team's identification of over-arching commendations and required actions presented earlier in this report. The reports submitted by each team are provided on the following pages for the district's review and use. Each report reflects its respective team's unique voice, perspective, and deliberations. The reports can be used to help enrich and deepen the district's understanding of the overall commendations and required actions.

### Standard 1. Vision & Purpose

**Standard:** The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.

**Description:**

The Wilcox County School District conducted a thorough review of its vision and mission in preparation for district-wide accreditation. The review was conducted by a broad-based group of stakeholders that included district and school-based administrators, teachers from each of the schools, staff members, parents and community business partners. Much of the review focused on existing vision and mission statements for the district and each of its schools and how those statements could be merged into one vision and one mission statement that would represent the Wilcox County School District. During scheduled interviews, many stakeholders confirmed to QAR Team members that they either participated in or were aware of this process. Following a thorough review that included input and feedback from the community, the committee presented revised vision and mission statements to the superintendent and board of education for approval. The WCSD vision is "WILCOX Where all educators, staff, and parents Inspire students to Learn and master Curriculum that allows Opportunities for all graduates to eXcel academically, socially, and professionally." The mission adopted is "Educating and Challenging Today's Students to Be Tomorrow's Leaders." The vision and mission are posted conspicuously throughout the central office facility and in each of the schools. In addition, they are included in most district and school-based publications. QAR Team members reviewed documentation related to community demographics that included information and data on population, education, and socio-economic characteristics of Wilcox County residents. In addition documentation related to the demographic characteristics of the WCSD, including its student population, was also reviewed. These data and information sources, together with the district's vision and mission, appear to be the basis for development and approval of five major goal statements that will guide the district during the next five year period. A review of district documents and information, derived from stakeholder interviews in general and instructional staff members in particular, confirmed that the district's vision and mission are at the heart of the teaching and learning process. Faculty members interviewed in each of the schools could articulate how the vision and mission are used in curriculum decision making to guide the selection of curriculum and instructional strategies to serve the needs of students up and down the learning continuum. The superintendent has formed a leadership team that is comprised of central office staff members and school-based administrators. Documentation

reviewed by the QAR Team and evidence obtained through stakeholder interviews provides evidence of an intent to review the vision and mission on an annual basis to ensure that they remain current and relevant to the needs of the district's student population.

**Strengths - The team noted the following successful practices deserving of recognition:**

Stakeholders who were interviewed appeared to embrace the new vision and mission statement and believe they will have a positive impact on the teaching and learning process.

**Opportunities - The team offers the following opportunities for improvement in this standard area:**

Review the mission statement to ensure that its intent is clear and its outcomes can be measured over time.

**Finding:** Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the Wilcox County School System has met the accreditation requirements for the "Vision & Purpose" standard.

## **Standard 2. Governance & Leadership**

**Standard:** The system provides governance and leadership that promote student performance and system effectiveness.

**Description:**

The Wilcox County School System is governed by a five-member board of education. The superintendent who is appointed by the Wilcox County Board of Education has the responsibility of administering established school board policies and procedures. District staff, parents, and community members seem appreciative of the superintendent's willingness to accept feedback from internal and external stakeholders. The superintendent has worked diligently to secure public support and resources to advance the goals of the district. This is evidenced by the district's resourcefulness with extremely limited funding. Artifacts of board minutes, board policies, staff handbooks, and student handbooks provide evidence that the board has established and communicated district and school level policies and procedures. In addition, the district chose to forgo individual school mission, vision, and motto statements to create single statements that reflect the entire district and the unity they support. Board of education members expressed a verbal comprehension of the role of the board as a policy making body and the role of the superintendent as having the responsibility for administering policies as adopted by the board. Board members receive support by participating in training retreats twice a year. Interviews with administrative and support staff, teachers, parents, and community stakeholders indicate overwhelming public support for the board and superintendent in relation to providing adequate support and resources (when available) to the schools. When taking the aforementioned items into consideration, it is evident that they recognize and preserve the executive, administrative, and leadership authority of the district. Documentation of state and federal compliances and assurances demonstrate understanding and compliance with local, state and federal laws. Student and staff handbooks contain information about legal requirements and obligations. Information is also provided on access to legal counsel. On a school level, observations and interviews provided evidence that the staff possesses knowledge and successfully implements curriculum standards in the teaching and learning process. Though funding has been significantly reduced, the Wilcox County School System is still able to secure many resources. It is obvious that careful consideration is taken when

determining the greatest need. Even with major budget constraints, cutting-edge technology is abundant throughout the district. Ethical business practices and fiscal planning are evident when examining artifacts (i.e. documentation of adherence to ethical business practices). Therefore, clear direction, assistance, and support is seen throughout the process. Even though funding is limited concerns are heard from staff and stakeholders and are addressed in a timely manner. A firm understanding of insurance policies and procedures is evident throughout the district. The district has demonstrated a continued commitment to "transparency" in its processes and engages stakeholder groups, parents, and the community at large in addressing policy issues. Examples of this include stakeholder survey data, accreditation team members representative of staff, students, and stakeholders, and stakeholder committee members. Records of student performance and data analysis are evident throughout the district and individual schools. Oral confirmation has been provided of useful facts gained from data analysis. In addition, board members and stakeholders are informed of available data. AYP and the graduation rate appear to be the driving force of student performance analysis. In addition, stakeholders are kept in the loop through technological systems in place by the school (i.e. Power School, and website). An evaluation system is in place for professional growth of personnel. However, much of this data seems to be given orally or unsystematically. Individual professional plans for each employee of the school was not evident. There was no obvious goal setting, ownership, or self-reflecting system in place for quality assurance throughout the district.

**Strengths - The team noted the following successful practices deserving of recognition:**

- The community exhibits deep respect for and support of the board and district leadership.
- The district display resourcefulness in the use of limited resources.
- The district invests in cutting-edge technology.

**Opportunities - The team offers the following opportunities for improvement in this standard area:**

- Construct a written evaluation system that provides for professional growth, self-reflection, and goal consideration of all personnel.

**Finding:** Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the Wilcox County School System has met the accreditation requirements for the "Governance & Leadership" standard.

## Standard 3. Teaching & Learning

**Standard:** The system provides research-based curriculum and instructional methods that facilitate achievement for all students.

**Description:**

Evidence reviewed by the QAR Team provided support for the conclusion that the Wilcox County School District provides a curriculum that is aligned with its vision for student learning and is adequate to meet the unique needs of the students serviced by the schools. The expectations for student learning are clearly defined based upon the Georgia Performance Standards, curriculum guides, course syllabi, and intended learning outcomes. Research-based best practices in education are incorporated to promote the active involvement of students in the learning process. Strategies are in place that may provide additional remediation or enrichment to the students identified in those categories. The faculty of the Wilcox County School District is provided the opportunity to receive adequate staff development in areas identified as



innovative approaches to learning or as areas that will benefit student performance. Differentiated instruction is provided to students with various needs. The district gathers, analyzes and uses data and research in making curricular and instructional choices. Innovative programs such as the Patriot Academy for School Success (PASS), Study Island, pull out for remediation and gifted, and opportunities provided to the students via the installation of SMART boards and SMART response student clickers have promoted student engagement. The Wilcox County School District allocates and protects instructional time to support student learning. After much research and data collection from community stakeholders, the Wilcox County School District implemented a four-day school week. The district has thus far made effective use of instructional time during the four-day school week by implementing additional programs to support student learning via the PASS and 7th period connections. The district has plans to monitor the effectiveness of the revised calendar through various forms of data collection. There is evidence of articulation and alignment between the elementary, middle, and high schools, particularly at the transitional grade levels. Additionally, through benchmarking the district ensures that students have the requisite skills to be successful at their next grade level. Interventions for all learners with identified needs are provided. Various instructional opportunities are provided for students with different levels of ability, development, and learning styles. The media services provided by the district are comprehensive and support the curricular and instructional program offered at each of the schools. Staff and students have access to and incorporate the use of instructional technology on a daily basis. Various instructional opportunities are provided for students with different levels of ability, development, and learning styles. The district monitors school climate through various surveys and takes the steps to ensure that school climate is conducive to student learning.

**Strengths - The team noted the following successful practices deserving of recognition:**

- There is evidence of extensive use of instructional technology at each grade level in every content area.
- The district has made adequate use of the four-day school week and used the situation to incorporate programs such as PASS that are beneficial to student performance.

**Opportunities - The team offers the following opportunities for improvement in this standard area:**

- Develop and implement curriculum pacing guides that are consistent throughout every content area and grade level.
- Identify additional opportunities to develop and implement curricula that reflect a commitment to diversity and will meet the needs of all learners by adding more challenging and diverse courses, particularly at the high school level. This situation may be improved via the future implementation of the Wilcox alternative Virtual Education (WAVE) program.
- Further develop the process of vertical alignment between transitional grades as well as in content areas at various grade levels.

**Finding:** Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the Wilcox County School System has met the accreditation requirements for the "Teaching & Learning" standard.

## Standard 4. Documenting & Using Results

**Standard:** The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and system effectiveness.

**Description:**

The QAR team was provided evidence that the Wilcox County School District establishes performance measures for student learning by using various sources of assessment data necessary for improving instruction and state assessment scores. The information yielded is reliable, valid, and bias free. The data collection system is comprehensive as various and numerous instruments are employed. This is evident as there is a district driven and school wide focus on assessment and an ongoing data use and analysis to drive instruction and student performance. The Wilcox County School District analyzes and incorporates the data derived from, but not limited to, the Georgia Assessment of Performance on Student Standards (GAPSS) analysis team from Heart of Georgia Regional Education Service Area (HRESA), Criterion Referenced Competency Test (CRCT) scores, Annual Yearly progress (AYP) results and goals, and benchmark tests. Data collected from state mandated standardized test scores as well as various set benchmarks are used to measure the progress in student achievement. Additionally, the district incorporates data analysis yielded via end of Year Course Test (EOCT), Georgia High School Graduation Test (GHSGT), Georgia High School Writing Test (GHSWT), Georgia Alternate Assessment (GAA) and Online Assessment System (OAS). The system collects, disaggregates, and reviews data from the various state assessments to evaluate student learning for all grade levels. System and school administrators utilize both formative and summative assessment data to guide instructional decisions. Once received, data is immediately shared with all grade level and departmental teams. Data is used for planning and goal setting in the Wilcox County School District. Additionally, data drives school improvement efforts and professional development in the district. Specific goals for improvement are derived from the analysis of student performance. Staff development programs and activities, which are selected and implemented in the district, are determined by teacher interest surveys, identified areas of weakness for students, and the need for training in new programs. Data used from the GAPSS and analysis and results from various surveys are used to provide a systemic analysis of instructional and organizational effectiveness. The results of all data yielded are shared with the Wilcox County Community and stakeholders through school council meetings, The Cordele Dispatch, The Patriot, and The Wilcox Marketer. The elementary, middle, and high schools provide opportunities for parents and community leaders to provide data and serve on teams responsible for assessing standards and developing the local school improvement plans. Longitudinal and trend data documenting school effectiveness and demonstrating verifiable growth in student performance are comprehensive and available to all stakeholders of the Wilcox County District. The Power School Program will enable a continuance of more precise longitudinal data for individual students. Additionally, the program assures that Wilcox County Schools maintain a secure, accurate, and complete student record system that is maintained in accordance with state and federal regulations through Powers School.

**Strengths - The team noted the following successful practices deserving of recognition:**

- The Wilcox County School District's staff uses numerous assessment techniques to individualize the assessment of students.
- The data collected has been used to identify students in need of remediation and enrichment and are used to target students through the PASS program and Study Island.
- The student record control system is highly effective and in compliance with state and federal regulations.
- The addition of the Power School feature to track longitudinal data will enable more accurate

identification of both gaps and significant improvement in student performance and achievement.

**Opportunities - The team offers the following opportunities for improvement in this standard area:**

- The leadership team should conduct a review of district planning documents to ensure consistency with the individual school improvement plans.

**Finding:** Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the Wilcox County School System has met the accreditation requirements for the "Documenting & Using Results" standard.

## **Standard 5. Resource & Support Systems**

**Standard:** The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

**Description:**

The Wilcox County School System has worked to ensure that sufficient human, physical, and material resources fulfill the purpose of its mission & vision. An examination of the Standards Assessment Report by the Quality Assurance Review team, school visits, teacher, staff, and stakeholder interviews document that the Wilcox County School District employs, retains, and mentors qualified professional and support staff based on system needs. In speaking with teachers there was also evidence that these professional and support staff members are provided opportunities for professional development, however, there is a need for individual professional development plans that targets district needs based on the evaluation of data gathered on students. Interviews and a review of artifacts provided additional evidence that the district provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students. These needs are met through the creation and implementation of the Alternative Learning Center, the PASS Program, 7th Period, and the use of paraprofessionals and special education teachers. However, during an interview with parent stakeholders several parents expressed the desire for teachers that were qualified to teach honors courses or develop AP programs and to teach students with autism.

As the QAR Team visited the schools within the district and spoke to stakeholders it was evident that there were processes and plans for maintaining and improving sites, facilities, and equipment. This is evidenced through the quality and maintenance of the buildings. The gym floor for Wilcox County High has been beautifully maintained for such an old building. The bleachers within the football stadium had been replaced and the district has purchased land in order to build a new high school when the budget allows. There is also an up-to-date and sufficient technology infrastructure as evidenced through all core classrooms having and utilizing smart boards and the use of computer labs within the district. This is all done in spite of major budgetary cuts faced by the district. This also speaks to the district engaging in long-range budgetary planning to support its educational programs.

**Strengths - The team noted the following successful practices deserving of recognition:**

- Creation and utilization of the Alternative Learning Center and the PASS Program to meet the needs of students with special learning requirements.
- Even through WCSD has experienced tremendous budget cuts, the purchase and use of technology



as a major learning tool within the school system is evident.

- Stakeholders consistently stated the teachers and staff of the Wilcox County School District are its greatest strength.

**Opportunities - The team offers the following opportunities for improvement in this standard area:**

- Create and implement individual professional development plans based on data relevant to district needs.
- Provide more opportunities for specific training for teachers based on the needs of students with learning disabilities and those students that are higher achievers.
- Research and implement curriculum to meet the needs of higher achieving students.

**Finding:** Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the Wilcox County School System has met the accreditation requirements for the "Resource & Support Systems" standard.

## **Standard 6. Stakeholder Communications & Relationships**

**Standard:** The system fosters effective communications and relationships with and among its stakeholders.

**Description:**

Wilcox County School District provides numerous opportunities to foster effective collaboration with community stakeholders as evidenced from interviews with stakeholders and a review of artifacts. In interviews by the QAR team, stakeholders shared that they have been afforded numerous opportunities to share their knowledge and skills by participating in the decision making processes within the Wilcox County School District. A specific example of this that was given was the opportunity for stakeholders to participate in the decision to move from a 5-day school week to a 4-day school week. Stakeholders also communicated that they were solicited to serve on various committees during the review of the AdvancED Standards. A particularly compelling example of this came from an interview with the Rochelle Chief of Police. He stated that he was able to spearhead the effort to create the safety protocol policy that is now used by the Wilcox County School District.

The use of parent surveys, the Wilcox County Family Connection Newsletter, The Patriot Newsletter, Power School, the Wilcox Marketer, open houses and community meetings further speaks to the Wilcox County School District using system-wide strategies to acquire information and to communicate with stakeholders. Stakeholders communicated that the results from the use of these tools provided meaningful and useful information to them. Several parents spoke to the use of the district's website and the Power School portal as being excellent sources to receive information about their school district as well as information about their children.

Although teachers communicated their desire to have more involvement from parent stakeholders it is apparent through the publication of student handbooks, the use of open houses, parent-teacher conferences and technology night that the Wilcox County School District communicates the expectations for student learning and goals for improvement.

**Strengths - The team noted the following successful practices deserving of recognition:**

- Representation from all stakeholders consistently referred to opportunities given them to be involved in the decision making processes of the district.
- The Wilcox County School District provides many opportunities for open communication with stakeholders to keep them abreast of what is happening within the district.
- The Superintendent, Central Office and School Board are readily and easily accessible to all stakeholders.

**Opportunities - The team offers the following opportunities for improvement in this standard area:**

- Establish creative and consistent plans and processes to have more stakeholder involvement in school district decision making.

**Finding:** Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the Wilcox County School System has met the accreditation requirements for the "Stakeholder Communications & Relationships" standard.

## **Standard 7. Commitment to Continuous Improvement**

**Standard:** The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

**Description:**

The Wilcox County School District understands and engages in the continuous process of improvement. They are driven by AYP and graduation data. Furthermore, they are well aware of their mission and vision. However, it is unclear how achievement of their mission will be determined and goals met. The district has launched several programs (PASS, Wilcox Alternative Learning Center (WALC)) designed to meet the needs and interests of the student population. The QAR team found that the district has not formally established a mechanism by which such programs can be monitored and evaluated to determine the impact on student success. Program evaluation is a necessary component for schools and districts. Without the ability to evaluate the impact and success of new or existing programs, the district is unable to make an informed decision with supporting evidence to identify programs that are working, programs needing revision, and programs that should be discontinued. A notable commitment to continuous improvement process was articulated by stakeholders. However, additional, concrete stakeholder involvement should be considered at all levels of the continuous improvement process. Furthermore, a goal-oriented, data driven continuous improvement plan mapped out through the district improvement plan or the school improvement plans would also be advantageous. The district recognizes and responds (budget permitting) to challenges within their district. This is evident with the implementation of the PASS program, the WALC, and consideration of the WAVE program. One major challenge identified through interviews and the superintendent's presentation was the graduation rate. Interviews, observations, and artifacts supported the district's response to these challenges through its focus on credit recovery, sports involvement of at risk students, and the WALC program. However, it is unclear how the progress will be monitored and success tracked. Through written evidence and oral confirmation, the Wilcox County district supports continuous improvement efforts through committee meetings, district wide collaboration, and professional development of staff and stakeholders. Heart of Georgia Regional Education Service Agency (RESA) is utilized to ensure the district is making use of all available resources.

**Strengths - The team noted the following successful practices deserving of recognition:**

- Requests for professional development are considered and, in most all cases, provided (funds permitting).
- Unity is clearly evident throughout the district and includes board members, teachers, students and community stakeholders.

**Opportunities - The team offers the following opportunities for improvement in this standard area:**

- Expand stakeholder involvement in the process of continuous improvement.
- Communicate more effectively the results of improvement efforts to stakeholders.
- Develop ways to monitor and evaluate existing programs (PASS, WALC).
- Develop clearly defined goals that demonstrate alignment to the district vision and expectations for continuous student learning.
- Define concise school improvement plans with goal areas that include specific objectives, implementation strategies and interventions, monitoring processes, evaluation methods, timelines, persons responsible, and necessary resources.

**Finding:** Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the Wilcox County School System has met the accreditation requirements for the "Commitment to Continuous Improvement" standard.

## Quality Assurance Findings

The Quality Assurance Review Team examined the effectiveness of the district's methods for quality assurance. The team reviewed the district's practices and methods to monitor and document improvement, provide meaningful feedback and support across the district, ensure that AdvancED standards are met and strengthened, and regularly collect, use, and communicate results. The team provides the following findings in this area.

### Description

District and school-based personnel indicated that all decisions are data driven. Written evidence to support this practice was provided in the form of quantitative data posted on data walls in the WCSD Board of Education meeting room at the central office facility and in meeting room locations in the district's schools. Several decisions impacting curriculum and finance were made using these data and included adopting the PASS program to address the needs of academically marginal students and moving to a four-day school week. It was evident to members of the QAR Team that a process was in place to address the quality assurance needs of the district. What was not in evidence was how the district used these data and information sources and established methods to ensure that the schools within the district complied with the seven standards of AdvancED.

### Strengths

The district appears to have an effective data management system that is used for decision making related to curriculum, resource allocation, and, to a lesser degree, the professional development needs of instructional and support staff.

### Opportunities

A component should be added to the district's quality assurance process that distinctly identifies the AdvancED Standards and explains exactly how compliance will be monitored both at the district and school levels.

## Schools Visited

The Quality Assurance Review team visited the following schools during the visit to the Wilcox County School System on 01/30/2011 - 02/02/2011.

Wilcox County Elementary School	104 Gordon St	Rochelle	Georgia	31079-2948
Wilcox County Middle School	217 7th Ave	Rochelle	Georgia	31079-2854
Wilcox County High School	186 7th Ave	Rochelle	Georgia	31079-2846

## Conclusion

The commendations and required actions in this report are designed to focus the school district on those areas that will have the greatest impact on student performance and system effectiveness. While powerful in potential, the commendations and required actions only have meaning when acted upon by the school district and its schools. The strength of this report lies in the school district's commitment to using the findings to continuously improve. The key is action. The school district is encouraged to use the report as a call to action, a tool to sustain momentum in the ongoing process of continuous improvement.

The team identified required actions for improvement that the school district will need to address. Following this review, the school district will be required to submit a progress report summarizing its progress toward addressing the team's required actions.

The Quality Assurance Review Team expresses appreciation to the district leadership, members of the professional staff, students, parents and other community representatives for hosting the review team. The team wishes the district and its students much success in the quest for excellence through SACS-CASI-GA accreditation with AdvancED.

## Appendix

### Quality Assurance Review Team Members

- Dr. Mike Griffin, Chair/Lead Evaluator
- Ms. Brandi Purser, Vice Chair (Laurens Primary School)
- Mr. Joseph Redding, Team Member (Atlanta Preparatory Academy)
- Dr. Christina Tucker, Team Member (Eagle's Landing Christian Academy)

### AdvancED Standards for Quality School Systems

The AdvancED Standards for Quality School Systems are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for school districts to achieve quality student performance and organizational effectiveness. As school districts reach higher levels of implementation of the standards, they will have a greater capacity to support ever-increasing student performance and organizational effectiveness. Each of the seven standards listed below has corresponding indicators and impact statements which can be accessed at [www.advanc-ed.org](http://www.advanc-ed.org).

#### **Vision and Purpose**

The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.

#### **Governance and Leadership**

The system provides governance and leadership that promote student performance and system effectiveness.

#### **Teaching and Learning**

The system provides research-based curriculum and instructional methods that facilitate achievement for all students.

#### **Documenting and Using Results**

The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and system effectiveness.

#### **Resource and Support Systems**

The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

#### **Stakeholder Communications and Relationships**

The system fosters effective communications and relationships with and among its stakeholders.

#### **Commitment to Continuous Improvement**

The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

APPENDIX C

CONSULTATION WITH STAKEHOLDERS



[illegible]

# Wilcox County High School Leadership Team Agenda

Date: March 23, 2011

Next Meeting: March 25, 2011

Persons in Attendance: Ms. Franks, Ms. Carter, Mr. Daniels, Ms. Lavender, Ms. Greene, Ms. Owens, Mr. Davis, and Mr. Smith

Key(s)	Action Step	Timeline	Person(s) Responsible	Action Taken/Artifacts/Evidence
Leadership	<p>Mr. Smith's Announcements</p> <ul style="list-style-type: none"> <li>School Improvement meeting in Albany today with DOE.</li> <li>School Improvement Grant is available: How do you spend it?</li> <li>Strings—GAPPS analysis in fall and the following year.</li> <li>July 12-15 go to Callaway and work on Summer Leadership Academy with follow up meeting in September.</li> <li>Only one amendment added to this grant as of the third year.</li> <li>CLASS Keys must be implemented.</li> </ul>		LT members	<ul style="list-style-type: none"> <li>Honor's Program could be funded.</li> <li>Wave school could be possibly funded.</li> <li>Attendance Data Clerk could be possibly funded.</li> <li>After hours instruction can be funded as well as Saturday school.</li> <li>Ninth Grade academy could be an option.</li> <li>Community projects</li> <li>Resource Officer</li> </ul>
	<ul style="list-style-type: none"> <li>Goals come up with ways to implement this grant.</li> </ul>			<ul style="list-style-type: none"> <li>We will meet Friday, March 25 to brainstorm ideas for this Grant</li> </ul>

Leadership	Agenda—for next meeting			o LT will discuss SIG grant
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**Wilcox County High School  
Leadership Team Meeting  
March 25, 2011**

Name	Role	Signature
Chad Davis	Principal	<i>Chad Davis</i>
Kenneth Daniels	Assistant Principal	<i>Kenneth Daniels</i>
Steve Smith	System Superintendent	<i>Steve Smith</i>
Julie Childers	Assistant Superintendent	<i>Julie Childers</i>
Kay Cornell	Graduation Coach	<i>Kay Cornell</i>
Nathan Gibbs	School Counselor	<i>Nathan Gibbs</i>
Jennifer Greene	English Department Chair	<i>Jennifer Greene</i>
Josh Owens	Social Studies Department Chair	<i>Josh Owens</i>
Denise Carter	Math Department Chair	<i>Denise Carter</i>
Diane Owens	Science Department Chair	<i>Diane Owens</i>
Sharon Lavender	CTAE Department Chair	<i>Sharon Lavender</i>
Melinda Dennis	WALC/P.A.S.S. Director	<i>Melinda Dennis</i>
Deborah Franks	HGRESA School Improvement	<i>Deborah Franks</i>

# Wilcox County High School Leadership Team Agenda

Date: March 25, 2011

Persons in Attendance: Ms. Carter, Mr. Daniels, Ms. Lavender, Ms. Greene, Ms. Owens, Mr. Davis, Dr. Dennis, Julie Childers, Kay Cornell, Nathan Gibbs, Mr. Owens, and Mr. Smith

Key(s)	Action Step	Timeline	Person(s) Responsible	Action Taken/Artifacts/Evidence
Leadership	<ul style="list-style-type: none"> <li>SIG Grant Ideas</li> <li>WAVE school within a school. This school will give the at risk population the opportunity to have the best facility and faculty members to boost academic performance and foster credit recovery.</li> <li>WAVE school will also decrease class sizes in the regular building and provide funding for an Honor's program as well.</li> </ul>		LT members	<ul style="list-style-type: none"> <li>We will rent a modular building with at least 8 rooms.</li> <li>We will hire: <ul style="list-style-type: none"> <li>5 certified teachers</li> <li>5 para pros</li> <li>1 resource officer</li> <li>1 social worker</li> <li>1 school improvement specialist</li> <li>Few office workers</li> </ul> </li> <li>Students who are behind credit as well as the new ninth graders will be placed in WAVE.</li> <li>WAVE will also have software and technology to foster learning.</li> <li>SIG will result in the following monetary amounts for three years <ul style="list-style-type: none"> <li>1.6 million for year one</li> <li>1.3 million for year two</li> <li>1.3 million for year three</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Our ultimate goal will be to improve academic performance as well as attendance for ALL students.</li> <li>All students parents will be contacted regularly to include parental involvement in the educational process.</li> </ul>			

Leadership	Agenda—for next meeting			<ul style="list-style-type: none"> <li>o LT will discuss SIG grant findings with the Board</li> </ul>
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# Faculty Meeting

4/13/2011

Del. Stone

Deborah Ann

Denise Cates

Jennifer Sweeney

Bob McBlamoy

Wade J. Burnett

Carrie Bowers

Celia W. Lee

Michele S. Lees

Josh Owen

Chris Blodgett

Diane Oles

Pat A. Carr

Kathleen Peebles

Carla Clark

Kenneth Daniels

Kurt Olsen

Donnie Clack

Rosa Cury

Betty Aider

Pat McWhorter

in both months

Wendy Bohannon

Glenn Daniels

Mark Leight

Phil McKie

James C. Valley

John D. McCall

256 Billy Ford

Sharon Lavender

Betty McClure

Stacy McDuffie

Kay Cornell

Nathan Gibbs

*Wilcox County High School  
186 Seventh Avenue  
Rochelle, Ga. 31079  
Chad Davis, Principal*

4/13/11

Mrs. Childers,

Today I contacted members of the school council to inform them of the grant the high school is trying to receive. The comments I received from the members were very positive. The school council recommends that we go ahead and apply for this grant for the betterment of our school and community.

Sincerely,

A handwritten signature in black ink, appearing to read 'Chad Davis', with a stylized flourish at the end.

Chad Davis

Principal WCHS



# Wilcox County Board of Education

JILL McDUFFIE, CHAIRPERSON  
ABBEVILLE, GEORGIA

WILLIAM DOZIER, VICE-CHAIRMAN  
ABBEVILLE, GEORGIA

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ROCHELLE, GEORGIA

395 College Street West  
Abbeville, Georgia 31001

STEVE J. SMITH, SUPERINTENDENT  
JULIE CHILDERS, ASSISTANT SUPERINTENDENT  
(229) 467-2141  
(229) 467-2131  
FAX (229) 467-2302  
[www.wilcox.k12.ga.us](http://www.wilcox.k12.ga.us)

*Educating and Challenging Today's Students to  
be Tomorrow's Leaders*

The Vision of Wilcox County Schools is to  
provide a learning community:  
Where all educators, staff, and parents  
Inspire students to  
Learn and master  
Curriculum that allows  
Opportunities for all graduates  
eXcel academically, socially, and professionally

## PRESS RELEASE – FOR IMMEDIATE RELEASE

April 12, 2011

ABBEVILLE, GA – The Wilcox County Board of Education approved a recommendation by Superintendent Steve J. Smith to apply for a federal School Improvement Grant through the Georgia Department of Education. The purpose of the grant is to improve test scores and student achievement at Wilcox County High School.

After meeting with state Department of Education officials, meetings were conducted with the Wilcox County High School Leadership Team, comprised of teachers and administrators of the school. After considering a number of proposals, the Team recommended a modified version of the original concept that was to lead to a new charter school within the school district. The grant application will include the following:

- A “learning center within a school” will be created using modular/mobile classrooms on the front lawn of the high school.
- In each classroom in the new learning center, a teacher and a paraprofessional will ensure students stay on task and provide engaging instruction.
- Each classroom in the new learning center will be equipped with the latest technology to give students and teachers access to the latest learning tools.
- Class sizes in the new learning center will range 15-20 per class, and approximately 100 students will attend the new learning center.
- Any student NOT on grade level or students who should be retained in the 8<sup>th</sup> grade but are “placed” in the 9<sup>th</sup> grade will attend the new learning center for at least one year, and students must earn their way back to the main school building.
- A strict code of conduct will be introduced for all students, regardless of location.
- Any student attending WCHS who is failing more than one class at Progress Report and Report Card dates shall be ruled ineligible to participate in extracurricular activities.
- A Resource Officer, who will be a full-time police officer, will serve the school during school hours, solely dedicated to Wilcox County High School.
- Additional parental support will be provided for those who currently cannot or will not be involved in their children’s education. A social worker will be hired to travel to student homes, parents’ place of work, and wherever necessary to insure parental involvement.
- Parents will be called daily when a student is not present when school takes in.
- In the main building, a new honors track will be introduced.
- The Wilcox Alternative Learning Center (Alternative School) currently houses both middle and high school students in the evenings. This grant will allow a dedicated classroom for middle school students to receive Alternative School instruction during normal school hours.

The grant will cover all technology and personnel costs. Locally, the school system will be responsible for the lease cost of the modular/mobile classrooms and all maintenance and operation costs associated with the classrooms.

Smith stated, "While we are not thrilled with the idea of having mobile classrooms on the front lawn of the school, logistically this was the best location, and we do not have the space in the main building. We are thrilled with the opportunities that this new learning center offers. I cannot imagine why anyone would want to send their children to a private school when we will have all of our motivated students concentrated in the main school building. We see this program as a win-win, because students needing additional help and motivation can get those in the new learning center, and students already motivated will not be distracted by students who do not care."

The grant will run for three years, and Wilcox County Schools is applying for \$1.6 million in year one and \$1.3 million in years two and three. Locally, the school system anticipates one-time costs and yearly expenditures of approximately \$120,000 in year one and \$90,000 in years two and three. Smith added, "We had planned on adding another math teacher at the high school next year due to the number of math classes required under the Georgia Performance Standards, so this grant will pay for that new teacher. Therefore, our net additional costs are about half of the amounts stated above. I see this as a great return on our investment, not just in dollars, but in changed lives and a transformed school."

Chad Davis, principal of Wilcox County High School, added, "I see this grant completely changing our school, and I am excited about what we can accomplish under this plan."

The grant application will be reviewed by the Georgia Department of Education in May and recommendations made to the State Board of Education in June. The school system plans to go ahead and advertise for the new employees, conduct interviews, and make recommendations to the Wilcox Board of Education no later than the June board meeting and possibly at the May board meeting.

Contact:

Steve J. Smith, Superintendent  
229-467-2141, [smiths@wilcox.k12.ga.us](mailto:smiths@wilcox.k12.ga.us)

Chad Davis, Principal, WCHS  
229-365-7231, [davisc@wilcox.k12.ga.us](mailto:davisc@wilcox.k12.ga.us)



April 14, 2011

## **Wilcox plans to add learning center** **(<http://cordeledispatch.com/local/x1278097539/Wilcox-plans-to-add-learning-center>)**

**Peggy King**

**Cordele Dispatch (<http://cordeledispatch.com>)**

Abbeville — Agreeing that student learning is their number one priority and that they need to improve learning, the Wilcox County Board of Education (BOE) authorized Superintendent Steve Smith Tuesday to apply for a federal School Improvement Grant through the Georgia Department of Education.

The purpose of the grant, Smith says, is to "improve test scores and student achievement" at the high school level.

Teachers and administrators at the high school have been involved in the grant application process, and this team recommended a modified version of the original concept that was to lead to a new charter school for the county.

Smith says the grant application will have the following features:

- A learning center within the school using modular/mobile classrooms on the front lawn of the high school.
- A teacher and paraprofessional to provide engaging instruction in each classroom in the learning center thus ensuring that students stay on task.
- The latest technology in each classroom in the learning center to give students and teachers access to the latest learning tools.
- Class sizes ranging from 15 to 20 students and a total of approximately 100 young people in the learning center.
- Any student NOT on grade level or students who should be retained in 8th grade, but are "placed" in 9th will attend the learning center at least one year. Students will have to earn their way back to the main building, Smith says.
- A strict code of conduct throughout the school.
- A fulltime resource officer at the high school.



- A social worker to travel to student homes, parents' place of work and wherever else necessary to insure parental involvement.
- A system for calling parents when a student is absent from school.
- A new honors track for students who are achieving at or above grade level.
- A dedicated classroom during the regular school day for middle school students who are enrolled in the Wilcox Alternative Learning Center. Currently, these students are attending classes in the evening.

Furthermore, the plans stipulates that any high school student who is failing more than one course at progress report and report card times will be ineligible to participate in any extracurricular activities.

If approved, the grant will provide three years of funding, \$1.6 million the first year and \$1.3 million for years two and three. Local funding will total about \$120,000 during the first year and \$90,000 during the other two years, Smith says.

"We had planned on adding another math teacher at the high school next year due to the number of math classes required under the Georgia Performance Standards," Smith said, "so this grant will pay for that new teacher. That means our net additional costs will be about half of the amounts stated above.

"I see this as a great return on our investment, not just in dollars, but in changed lives and a transformed school," Smith says.

Referring to the new learning center that will be created, Smith added, "we are thrilled with the opportunities that this learning center offers. I cannot imagine why anyone would want to send their children to a private school when we will have all of our motivated students concentrated in the main school building.

"We see this program as a win-win, because those needing additional help and motivation can get them in the learning center while those already motivated will not be distracted by students who do not care."

Wilcox High School Principal Chad Davis concurs, "I see this grant completely changing our school, and I am excited about what we can accomplish under this plan."

Smith anticipates that the state BOE will award grants by June. "We plan to go ahead and advertise for new employees, conduct interviews and make recommendations to the local board no later than the June monthly meeting," he says.



---

Cordele Dispatch, Cordele, GA 306 13th Avenue West Cordele, GA 31015

have been little complications since Advanced Disposal service. The most typical problem, he said, has been people being missed due to miscommunication.

By PEGGY KING  
peggy.king@galnews.com

R-RT LDT\*\*C-001 000001  
WILCOX CD BOARD OF EDUCA 16-43  
395 COLLEGE ST W  
ABBEVILLE GA 31001-4231

# CORDELE DISPATCH

"It is better to light one small candle than to sit and curse the darkness."

www.cordeledispatch.com

THURSDAY, APRIL 14, 2011

50 CENTS

## Wilcox plans to add learning center

By PEGGY KING  
with STAFF REPORTS

ABBEVILLE - Agreeing that student learning is their number one priority and that they need to improve learning, the Wilcox County Board of Education (BOE) authorized Superintendent Steve Smith Tuesday to apply for

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The purpose of the grant, Smith says, is to "improve test scores and student achievement" at the high school level.

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- The latest technology in each classroom in the learning center

to give students and teachers access to the latest learning tools.

- Class sizes ranging from 15 to 20 students and a total of approximately 100 young people in the learning center.

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Please see Wilcox on Page 2A



Continued from Page 1A

## Wilcox

retained in 8th grade, but are "placed" in 9th will attend the learning center at least one year. Students will have to earn their way back to the main building,



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Races**

**April 16, 2011 • 10am**

day for middle school students who are enrolled in the Wilcox Alternative Learning Center. Currently, these students are attending classes in the evening.

Furthermore, the plans stipulates that any high school student who is failing more than one course at progress report and report card times will be ineligible to participate in any extracurricular activities.

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"We see this program as a win-win, because those needing additional help and motivation can get them in the learning center while those already motivated will not be distracted by students who do not care."

Wilcox High School Principal Chad Davis concurs, "I see this grant completely changing our school, and I am excited about what we can accomplish under this plan."

Smith anticipates that the state BOE will award

both of Sparks, Ly Cordele; and a god Cordele.

He was preceded in death by Charles Reynolds, Louise Fernan, Jerome Ciecmiero and Ramona Leo.

Arrangements: Rainey Family Funeral Home. A line register is available at raineyfuneral.com.

### Susan D. C

CORDELE — Susan D. Cordele passed away Monday, April 11, 2011, at Crisp Regional Hospital.

Funeral arrangements will be announced by Williams Funeral Home, Vienna.

### Debi G. Day

SYLVESTER — Debi G. Day, 56, of Sylvester died at Phoebe Putney Memorial Hospital.

A funeral service will be held on Thursday, April 14, 2011, at 11 a.m. in the Memorial United Methodist Church, Vienna, to follow interment in the Ashburn Cemetery.

The family will receive friends Wednesday from 6 p.m. to 8 p.m. at the Funeral Home.

Continued from Page 1A

## Wreck

by going up the bankment rather than following the bus to the concrete pillars beneath the bridge, Peavy said. Still, when the bus came to a stop, it was precariously tilted toward the roadway and very close to the edge. It could have turned over.

"Students were instructed to remain as close to the edge as possible in an effort to keep the bus from tipping over," Peavy said. "Amazingly, they did everything they were told in spite of the trauma they were experiencing."

Peavy said parents from Gwinnett County soon began arriving to check on their children following the 3 p.m. accident, but the last one didn't leave until about 5 p.m.

Soon after the accident and their chaperones transported to the Learning Center, Peavy said staff discovered the mother of a child who

APPENDIX D

BOARD MINUTES



309

June 8, 2010

The Wilcox Board of Education met in regular session with all members present. Others attending the meeting were Julie Childers and Peggy King with the Cordele Dispatch.

Board chair, Jill McDuffie, presented the agenda. Berry Collier made a motion to approve the agenda as presented; Ken Arant seconded and motion carried with unanimous approval.

Minutes from previous meetings were read silently. Ken Arant made a motion to approve the minutes as presented; William Dozier seconded and approval was unanimous.

William Dozier made a motion to enter executive session; Berry Collier seconded and motion carried with unanimous approval.

Raymond Johnson made a motion to exit executive session; Berry Collier seconded and motion carried with unanimous approval.

The superintendent recommended accepting Dr. Allen Ellicott's resignation. Berry Collier made a motion to approve; Ken Arant seconded and approval was unanimous.

The superintendent recommended accepting Arney Bryant's resignation effective 6/30/2010 and also recommended releasing him from his FY11 contract. William Dozier made a motion to accept the recommendation; Berry Collier seconded and approval carried unanimously.

The superintendent recommended that Lorraine Ivey be employed as a teacher at Wilcox Elementary School. Berry Collier made a motion to approve; Raymond Johnson seconded and vote carried with unanimous approval.

Superintendent Smith recommended that Ed Futch be allowed to carry over vacation days from FY10. William Dozier made a motion to approve; Raymond Johnson seconded and approval was unanimous.

The superintendent recommended that Shelley Kelley's pay be increased to a certified pay scale in equal installments over a three year time frame. William Dozier made a motion to approve; Berry Collier seconded and motion carried unanimously.

William Dozier made a motion to approve the superintendent's contract as presented. Motion carried 4-1 with Berry Collier dissenting.

Jill McDuffie opened sealed bids grass cutting. Bids are as follows:

Curtis Brown \$745.00 per cutting

Scotty Owens \$625.00 per cutting

Provision Lawn Care \$ 650.00 per cutting

The superintendent recommended checking references and making a recommendation at the next called meeting. Board members agreed to his recommendation.

The superintendent reviewed progress of WCHS bleachers and WCMS HVAC projects.

STATE OF GEORGIA

COUNTY OF Wilcox

AFFIDAVIT RE: CLOSURE OF  
OPEN MEETINGS

Personally appeared before the undersigned officer, duly authorized under the laws of the State of Georgia to administer oaths, Jill McDuffie [Insert name of person signing affidavit], who in is/her capacity as Chairperson or the person presiding over a [meeting/committee meeting] of the Wilcox Co. Board of Education [Insert name of governmental agency] ("Agency"), and after being first duly sworn, certifies under oath and states to the best of his or her knowledge and belief the following:

At its meeting held on June 8, 2010 [Insert date], the Agency's Board of Educ [Insert Board or name of committee] voted to go into closed session and exclude the public from all or a portion of its meeting. The legal exceptions applicable to the exempt matters addressed during such closed meeting are as follows:

(Check or initial as appropriate)

- ☒ Discussing or deliberating upon the appointment, employment, compensation, hiring, disciplinary action, dismissal, periodic evaluation or rating of a government officer or employee. [O.C.G.A. § 50-14-3(6)].
- ☐ Privileged consultation with legal counsel pertaining to pending or threatened litigation, claims, administrative proceedings or settlements. [O.C.G.A. § 50-14-2].
- ☐ Discussing the future acquisition of real estate. [O.C.G.A. § 50-14-3(4)].
- ☐ Staff meetings for investigative purposes under duties or responsibilities imposed by law. [O.C.G.A. § 50-14-3(1)].
- ☐ Tax matters made confidential by state law. [O.C.G.A. § 50-14-2].
- ☐ Inspection of physical facilities under the jurisdiction of the Agency. [O.C.G.A. § 50-14-1(a)(2)].
- ☐ Meeting with a governing body, officer, agent or employee of another agency at a location outside the geographical jurisdiction of the Agency or such other agency and at which no final action is taken. [O.C.G.A. § 50-14-1(a)(2)].
- ☐ Other. (Explanation and citation to statutory authority required):

I certify that the subject matter of the closed meeting or the closed portion of this meeting was devoted to matters of official business or policy within the exceptions provided by law as set forth above.

Sworn to and subscribed  
before me this 8<sup>th</sup> day of  
June, 2010.

Jana N. Blanks  
Notary Public, County of  
Wilcox, State of Georgia

My Commission Expires:

11/20/2011

Jill McDuffie  
Chairperson or Person Presiding  
Over Meeting

June 29, 2010

The Wilcox County Board of Education met in called session with all members present. Others attending the meeting were Julie Childers, Kenneth and Linda Daniels, and Melinda Dennis.

William Dozier gave the invocation.

Jill McDuffie reviewed the agenda. William Dozier made a motion to approve the agenda as presented. Raymond Johnson seconded and motion carried with unanimous approval.

Supt. Smith discussed waiver requests submitted to the Georgia Department of Education. A calendar adjustment is necessary to meet the Carnegie unit requirement of 150 hours for students in grades 9-12. Based upon the superintendent's recommendation, William Dozier made a motion to amend the 2010-2011 school calendar; Raymond Johnson seconded and approval carried 5-0.

Raymond Johnson made a motion to enter executive session; Berry Collier seconded and motion carried with unanimous approval.

Berry Collier made a motion to exit executive session; Raymond Johnson seconded and motion carried with unanimous approval.

Superintendent Smith recommended the following personnel assignments:

Chad Davis for the WCHS principal position- William Dozier made a motion to approve; Raymond Johnson seconded and approval was unanimous.

Kenneth Daniels for the WCHS assistant principal position pending certificate renewal and satisfactory criminal background check- Raymond Johnson made a motion to approve; Berry Collier seconded and motion carried unanimously.

Melinda Dennis for the 21<sup>st</sup> CCLC Program Director and the Wilcox Alternative Learning Center Principal- Berry Collier made a motion to approve; William Dozier seconded and approval was unanimous.

Brenda Davis for the Wilcox Alternative Learning Center paraprofessional- William Dozier made a motion to approve; Raymond Johnson seconded and approval carried unanimously.

With no further business to claim their attention, the meeting was adjourned.



\_\_\_\_\_, Board Chair



\_\_\_\_\_, Superintendent

[Type text]

## **Appendix E Reward System**

### **Reward System for Wilcox County High School Staff**

Teachers:

Teacher salary consists of a base pay determined by the Georgia Department of Education pay scale

In addition, with SIG funds teachers will be allowed to earn:

1. ☐ Knowledge based pay – staff adding gifted endorsement, math certification, science certification, special education certification, or ESOL certification during the three year grant cycle will receive a one-time bonus of \$2500.00 paid at the completion of the critical needs certification. Teachers selected to obtain these additional endorsements/certifications will be chosen based on their commitment to providing rigorous lessons that differentiate instruction to meet the needs of the students at Wilcox High School. Teachers selected must also meet all GAPSC requirements to obtain the added endorsement/certificate.
2. ☐ Performance-based pay measured on results – Staff employed the entire school term in which the school meets the goals outlined in the grant will earn a performance bonus of \$1200.00 for each year school improvement goals are met.
3. ☐ Outstanding teacher awards – Teachers employed the entire school term in the WAVE performance learning center will be awarded an additional bonus of \$1200.00 for each year school improvement goals are met.

Administrators:

1. ☐ Site based responsibility pay – The principal and assistant principal will receive an annual bonus of \$2400.00 for each school year school improvement goals are met.

**WILCOX COUNTY SCHOOL SYSTEM**

**Position:** Instructional Coach/Wilcox County High School

**Supervisor:** Principal

**General Job Description:** Assist the principal in promoting the educational development of each student by the use of leadership, supervisory, and administrative skills.

**Essential Duties and Responsibilities:**

1. Demonstrate foresight, examine issues and takes initiatives to improve the quality of education in the community.
2. Embrace and encourage the acceptance of diversity.
3. Use effective people skills to communicate.
4. Provide and maintain an environment where optimal student growth can take place.
5. Demonstrate instructional leadership.
6. Demonstrate an understanding of the dynamics of the educational organization.
7. Effectively manage the resources for which he/she is responsible including personnel, finances, facilities, programs and time.
8. Use supervision, staff development and performance evaluation to improve the educational program.
9. Maintain a familiarity with current educational issues through a process of ongoing personal development.
10. Use supervision, staff development and performance evaluation to improve the instructional process of the school. To do this, the administrative intern follows procedures consistent with the state and local Teacher Performance Evaluation Plan.
11. Become familiar with and comply with all School Board policies and administrative regulations.

**Additional Duties and Responsibilities:**

1. Facilitate conversations among teachers that result in a common understanding of performance standards and benchmarks.
2. Ensure the development and implementation of common short-cycle assessments in the core content areas of math, English, science, and social studies.
3. Provide guidance to teachers in the use of data to inform instruction. These data include the analysis of GHSGT, EOCT, GHSWT, SAT, ACT, PSAT, and benchmark assessments.
4. Ensure alignment exists among instruction and assessment in the classroom. The teacher's interpretation of ongoing data should result in identified growth areas and be directly reflected in lesson planning and delivery.
5. Design ongoing professional development opportunities that equip staff members with the knowledge and understanding needed to implement effective instruction.
6. Ensure a differentiated approach to learning is evident in the delivery of instruction and the assessment of student learning.
7. Assist educators in the implementation of effective research-based strategies

**Appendix F**  
**Job Description**  
**Instructional Coach**

aimed at teaching students to read and write across the curriculum.

8. Develop the teacher's ability to create and pose questions that require higher order thinking.

9. Assist teachers in the curriculum design and implementation process.

10. Attend meetings to stay abreast of current issues affecting secondary education.

11. Continue to cultivate the transition to higher education through dual credit, Technical Career Center, and vocational-technical pathway opportunities..

12. Perform any other duties assigned by the Principal.

**Qualifications:**

1. A master's degree preferably in secondary education

2. Georgia certification in secondary education preferably math and/or language arts

3. Three (3) years of experience in public school administration and supervision and/or teaching.

4. Such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

**Equipment/Material Handled:**

Must know how to properly operate or be willing to learn to operate all multi-media equipment including current technology.

**Terms of Employment:**

Salary and work year to be established by the Board.

# School Improvement Grant 1003(g) LEA Application 2011

Attachment 1  
School Profile  
High Schools Only

District Name: Wilcox County  
School Name: Wilcox County High School  
Grades: 09, 10, 11, 12  
School Enrollment Total: 423

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									
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014		
AYP status	N	N	N						
AYP targets the school met	ELA, SI		ELA, SI						
AYP targets the school missed	Math	ELA, Math, SI	Math						
School improvement status	ADEQ_DNM	NI-1	NI-2						
Number of days within the school year									
Number of minutes within the school day									
Number of minutes within the school year									

Math - Mathematics; ELA - English Learning Arts; SI - Second Indicator; NI - Needs Improvement; NI\_AYP - Needs Improvement Made AYP  
ADEQ - Adequate; ADEQ\_DNM - Adequate Did Not Meet



**School Improvement Grant 1003(g)  
LEA Application 2011**

**Wilcox County  
Wilcox County High School**

**Attachment 1  
School Profile  
High Schools Only**

<b>STUDENT OUTCOME / ACADEMIC PROGRESS DATA</b>							
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Percentage of limited English proficient students who attain English language proficiency							
Graduation rate (percentage)	80.7	72.1	82.8				
Dropout rate (percentage)	3.8	2.7	3.2				
Student Absent Over 15 Days Rate (percentage)	18.4	17.9	30.5				
Number of students completing advanced coursework (AP)							
Percentage of students completing advanced coursework (AP)							
Number of students completing advanced coursework (IB)							
Percentage of students completing advanced coursework (IB)							





**School Improvement Grant 1003(g)  
LEA Application 2011**

**Wilcox County**

**Wilcox County High School**

**Attachment 1  
School Profile  
High Schools Only**

Subgroups		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
		Percent of Students who Met or Exceeded		Percent of Students who Met or Exceeded		Percent of Students who Met or Exceeded		Percent of Students who Met or Exceeded		Percent of Students who Met or Exceeded		Percent of Students who Met or Exceeded		Percent of Students who Met or Exceeded	
		N	D	%	N	D	%	N	D	%	N	D	%	N	D
Black															
White															
Hispanic															
Asian															
American Indian															
Multiracial															
Students with Disabilities															
Economically Disadvantaged															

N - Numerator (Students who Met or Exceeded the standard)

D - Denominator (FAY Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

**School Improvement Grant 1003(g)  
LEA Application 2011**

**Wilcox County**

**Wilcox County High School**

**Attachment 1  
School Profile  
High Schools Only**

Subgroups		Grade 10 GHSGT Mathematics											
		Percent of Students who Met or Exceeded											
		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
		N	D	%	N	D	%	N	D	%	N	D	%
Black													
White													
Hispanic													
Asian													
American Indian													
Multiracial													
Students with Disabilities													
Economically Disadvantaged													

N - Numerator (Students who Met or Exceeded the standard)

D - Denominator (FAY Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

Georgia Department of Education

Dr. John D. Barge, State School Superintendent

Tuesday, April 26, 2011 \* Page 5 of 9

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**School Improvement Grant 1003(g)  
LEA Application 2011**

Attachment 1  
School Profile  
High Schools Only

Wilcox County  
Wilcox County High School

Subgroups		2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013			2013-2014		
		N		%	N		%	N		%	N		%	N		%	N		%	N		%
		D			D			D			D			D			D			D		
Black		30	36	83.3	29	39	74.4	31	40	77.5												
White		42	49	85.7	37	38	97.4	37	39	94.9												
Hispanic																						
Asian																						
American Indian																						
Multiracial																						
Students with Disabilities		3	12	25				1	11	9.1												
Economically Disadvantaged		46	57	80.7	42	53	79.2	45	55	81.8												

N - Numerator (Students who Met or Exceeded the standard)

D - Denominator (FAY Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

**School Improvement Grant 1003(g)  
LEA Application 2011**

**Wilcox County  
Wilcox County High School**

**Attachment 1  
School Profile  
High Schools Only**

Subgroups		2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013			2013-2014		
		N		%	N		%	N		%	N		%	N		%	N		%	N		%
		D			D			D			D			D			D			D		
Black		36	40	90	39	39	100	41	42	97.6												
White		49	49	100	38	38	100	42	42	100												
Hispanic																						
Asian																						
American Indian																						
Multiracial																						
Students with Disabilities		12	15	80				11	12	91.7												
Economically Disadvantaged		57	61	93.4	53	53	100	57	58	98.3												

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

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

% - Percentage (Participation Rate in percent)

**School Improvement Grant 1003(g)  
LEA Application 2011**

**Wilcox County**

**Wilcox County High School**

**Attachment 1  
School Profile  
High Schools Only**

Subgroups		2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013			2013-2014		
		N		D	N		D	N		D	N		D	N		D	N		D	N		D
			%			%			%			%			%			%			%	
Black		20	54.1	37	21	40	52.5	15	40	37.5												
White		36	73.5	49	36	38	94.7	29	39	74.4												
Hispanic																						
Asian																						
American Indian																						
Multiracial																						
Students with Disabilities		2	15.4	13				0	11	0												
Economically Disadvantaged		32	55.2	58	35	54	64.8	25	55	45.5												

N - Numerator (Students who Met or Exceeded the standard)

D - Denominator (FAY Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

# School Improvement Grant 1003(g) LEA Application 2011

Wilcox County  
Wilcox County High School

Attachment 1  
School Profile  
High Schools Only

## Grade 11 GHSGT Mathematics Percent of Students who Participated

Subgroups	2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013			2013-2014		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Black	37	40	92.5	40	40	100	41	42	97.6												
White	49	49	100	38	38	100	42	42	100												
Hispanic																					
Asian																					
American Indian																					
Multiracial																					
Students with Disabilities	13	15	86.7				11	12	91.7												
Economically Disadvantaged	58	61	95.1	54	54	100	57	58	98.3												

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

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

% - Percentage (Participation Rate in percent)





## **School Improvement Grant (SIG) Feedback**

**Wilcox County  
Wilcox County High School  
Student Enrollment: 380**

**Tier I or II: Tier I  
Selected Model: Transformation**

### **Revisions required:**

1. What will be the criteria for admittance into the WAVE performance learning center? Please be specific.  
Criteria for admittance into the WAVE performance learning center will be as follows:  
A. Students enrolling in 9<sup>th</sup> grade will be admitted to WAVE if they fail two or more sections of the CRCT.  
B. Students enrolling in grades ten and eleven will be admitted to WAVE if they are credit deficient, therefore, all retained students would qualify to participate in WAVE.  
C. Students enrolling in grade twelve will be admitted to WAVE for credit recovery.  
Students admitted to the WAVE performance learning center will be admitted based on academic needs and discipline will not be criteria for admission. No specific subgroups of students have been targeted. The main focus for WAVE is to improve the academic achievement of our targeted group of students and admission criteria encompass all students.
2. What criteria will be used in the selection of new teachers for WAVE?  
Teachers selected to work in the WAVE performance learning center will be selected on effectiveness. Our goal is to employ teachers that are GPS trained and have a proven track record where students achieve standards when enrolled in their class. Teachers must also be highly qualified and come highly recommended if currently employed in another system. Experience working with students from poverty will also be considered when determining which teachers will be selected for WAVE. The leadership team will complete interviews, contact references, and then make a recommendation of staff for WAVE who are energetic, strong in knowledge of curriculum, and committed to improving student achievement.
3. Explain how paraprofessionals will support the transformation as described in SIG. (Site the research on the use of paraprofessionals to increase student achievement.)  
We have revised our grant request and reduced the number of paraprofessionals from seven to two. These paraprofessionals will be utilized in the WAVE performance learning center to support teachers with more than eighteen students enrolled in class. We have also revised our budget to request one additional instructional coach to provide ongoing professional learning and instructional support to staff.
4. Reducing class size (student: teacher ratio) is not allowed under SIG Guidance.  
The student teacher ratio in WAVE will be one teacher for every fifteen students. If class sizes increase due to additional students meeting the eligibility criteria for WAVE, additional support will be provided when eighteen or more students are enrolled in a class. Additional part-time staff will be employed for our Wilcox Alternative Learning Center (WALC) to meet the academic needs of students assigned to this program. Students ineligible for WAVE but in need of credit recovery will be provided an opportunity to receive these services after the school day ends at 4:10 p.m.
5. Student motivation has been identified as a need for the WAVE. How will this be addressed?





## **School Improvement Grant (SIG) Feedback**

Students targeted to attend WAVE will be allowed to participate in field trips aligned with the curriculum. The field trips will support the career pathways students have chosen. Student recognition programs will be scheduled at the end of each nine weeks to celebrate the accomplishments of students in WAVE. Parents will be invited to attend these programs to share in the celebration of their child's success.

6. What is the plan to prepare teachers for small group instruction?  
Staff have received training from Suzy Pepper on differentiated instruction. Two additional days were added to next year's school calendar for professional development. The employment of a RTI coordinator and two instructional coaches will also provide ongoing professional development on small group instruction.
7. Goals must be written based on most recent year's baseline data. Due to the urgency, set goals that indicate a significant impact/progress from the interventions described in the grant. Profile data and goals have been revised to reflect significant progress.
8. The grant includes a reward system. Clarify who is getting the rewards and the requirements for receiving the rewards. See attached plan for financial incentives and rewards.
9. Consider the timeframe that is necessary for the preparation of teachers in order to successfully design and implement the WAVE. Is there time to train teachers? Should full implementation be in Year 2 of the plan? The goal of the WAVE performance learning center is to improve achievement of students as quickly as possible. We are aware that much work must occur this summer in order to have a smooth implementation of WAVE but we are committed to the challenge. Two week-long professional development opportunities for existing high school staff are scheduled for June utilizing alternative funding sources. The leadership team at Wilcox High School is scheduled to attend the summer leadership academy at Callaway Gardens in July 2011. Staff employed specifically for the WAVE performance learning center will attend week long training with consultants trained in operating a performance learning center. Stipends will be provided to staff to compensate their time commitment.
10. What are the short term outcomes in teaching practices that are expected as a result of the professional learning by the instructional math coach? Short term outcomes will be determined at the summer leadership academy in July 2011 when school improvement plans are revised.
11. What criteria will be used for teachers selected to obtain gifted certification? Teachers selected to obtain gifted endorsements will be chosen based on their commitment to providing rigorous lessons that differentiate instruction to meet the needs of the gifted students at Wilcox High School. Teachers selected must also meet gifted endorsement requirements.
12. Explain how the data was used to identify and design the instructional model chosen for the WAVE. How is the instructional model research-based and aligned to GPS?  
Communities in Schools research indicates that Performance Learning Centers are academically rigorous and help prepare high school students for college who have not been successful in a traditional high school environment. Through a self-paced curriculum, students who may have fallen behind in credits due to absenteeism, academic struggles or disengagement from school are often able to catch up and graduate on time, prepare for college, a career and life. Performance Learning Centers create a challenging, business-like environment that emphasizes real world interaction and project based learning, problem solving and communication skills. Team work and independence are balanced with a rigorous high tech/hands-on curriculum that allows each student to progress at their own pace.



## School Improvement Grant (SIG) Feedback

### Features of Performance Learning Centers are:

- **Schools are small**, averaging only 75-150 students, which helps to exemplify a positive school climate and provide a low student/teacher ratio increasing one-on-one attention
- **Strong Student/Adult Relationships** are enhanced through small class size, mentoring, team building and job shadowing
- **Dual Enrollment** with technical and two and four-year colleges to encourage successful career/college transitions
- **Project-based and Service Learning** combine knowledge, critical thinking and collaboration with actual hands on activities that strengthen the community
- **Services Coordinators** are available at every site to help students with non-academic issues that could be affecting their ability to reach their full potential.

This model of instruction was chosen because it best meets the needs of our target students. Our data indicates that students in poor socio economic environments perform weaker and poor school attendance is also a concern for this target group of students. A performance learning center will allow us to provide instruction on the Georgia Performance Standards in a smaller setting with more opportunities for project based learning. The WAVE PLC will also encourage strong student/adult relationships with the assistance of a social worker.

13. How will the continuous use of student data (formative, interim, and summative assessments) be used to inform and differentiate instruction to meet the academic needs of individual students? Currently, staff at Wilcox High School use the RTI process to meet the academic needs of individual students. Our goal is to improve this process during the summer leadership academy. We plan to employ a RTI coordinator to work with staff at the WAVE PLC and with staff in the traditional high school setting to ensure each child's individual needs are addressed.
14. How will the smaller learning community designed by the WAVE lead to ensuring that low achieving students can take advantage of more rigorous programs and coursework such as dual enrollment, honors, or AP courses? Students admitted to the WAVE PLC will have an opportunity to participate in more opportunities for project based and service learning. Motivational field trips relating to the Georgia Performance Standards and Career Pathways will be scheduled for students. The RTI coordinator and social worker will work with parents and community partners to strengthen relationships critical to student success. Flexibility in scheduling will allow for credit recovery at a faster pace which in turn allows students an opportunity to participate in additional higher order coursework.
15. How does the implementation of the WAVE ensure that a school-wide RTI model is followed? A schedule for implementation of RTI that includes weekly meeting dates, times and persons who will attend must be included. An administrator/support staff, including the Department of Education – SIS, must be present at the RTI meetings. A school wide RTI process is in place at Wilcox High School. However, our goal is to strengthen this process by employing a RTI coordinator to work on a daily basis with teachers and parents to best meet the needs of students. The staff of the WAVE PLC will form a RTI team within this setting and meet weekly to review



## School Improvement Grant (SIG) Feedback

the academic needs of students. Progress monitoring will occur and data results will be documented. Leadership team members will identify students eligible for admission to WAVE this summer once grades and test results have been posted. Parents will be notified of their eligibility to attend WAVE.

16. Expand on identification of professional learning needs and how the professional learning plan will be developed to meet the identified needs of the staff. Each spring a needs assessment is distributed to administrators, teachers, and paraprofessionals to gather input regarding professional learning needs. Data from the surveys are reviewed and professional learning opportunities are scheduled. Test data is also disaggregated and individualized professional development is provided to teachers as scores dictate. Within the last two years, staff have completed training in the following areas: Differentiated Instruction, Standards Based Classrooms, Math Initiatives, CLASS Keys, Leader Keys, and Data Driven Achievement. To successfully implement the WAVE performance learning center, our professional learning is planned as follows:

Year One 2011-2012	Year Two 2012-2013	Year Three 2013-2014
Attend Summer Leadership Academy in July 2011	Attend Summer Leadership Academy in July 2012	Attend Summer Leadership Academy in July 2013
Conduct training on effective Performance Learning Centers July 2011 (one week)		
Continue professional development of math staff utilizing Heart of Georgia RESA staff once monthly	Continue professional development of math staff utilizing Heart of Georgia RESA staff once monthly	Continue professional development of math staff utilizing Heart of Georgia RESA staff once monthly
Continue focus walks and peer observations once monthly	Continue focus walks and peer observations once monthly	Continue focus walks and peer observations once monthly
Continue collaborative planning once weekly	Continue collaborative planning once weekly	Continue collaborative planning once weekly
Study revised CLASS Keys	Implement CLASS Keys	Continue CLASS Keys
Continue monthly leadership team meetings	Continue monthly leadership team meetings	Continue monthly leadership team meetings
Schedule weekly RTI meetings with WAVE staff and students	Schedule weekly RTI meetings with WAVE staff and students	Schedule weekly RTI meetings with WAVE staff and students
Attend training on Common Core GPS May 2011	Continue training on Common Core GPS	Continue training on Common Core GPS

17. How is the technology going to be used to improve teaching? When will the professional learning on technology take place?

Our students in the Wilcox Alternative Learning Center have completed coursework on Odysseyware. This software will be upgraded this summer to the latest version and additional licenses will be purchased for students attending WAVE. Staff employed in WAVE will receive training on Odysseyware two weeks prior to school beginning. A week long technology camp is scheduled for June 2011 utilizing other fund sources to provide additional training to staff on the use of Senteo response systems, SMART document cameras, and integrating SMART lessons



## **School Improvement Grant (SIG) Feedback**

- into instruction. In addition a part-time instructional technology specialist will be employed with School Improvement Grant funds to provide on-going professional learning on technology.
18. What are the additional supports and professional development to teachers and principals to ensure that students are served in the least restrictive environment?  
Over eighty five percent of our students with disabilities are served in the least restrictive environment, the regular classroom, for instruction. Co-teachers are provided based on needs outlined in each student's individualized education plan (IEP) and additional support services are also outlined in the IEP. On-going professional development is provided through the special education director and East Central GLRS. Co-teaching checklists are utilized by administration to ensure that both teachers are engaging students in instruction.
19. How will the changes in instructional practice resulting from the professional learning be measured? School administration monitors the classroom implementation of professional learning strategies. Differentiated instruction is documented in lesson plans and in IEP's of students with disabilities. Central office administration monitors the professional development plans at each school. Peer observations, focus walks, lesson plan review, and classroom observations provide constant feedback on effective or ineffective practices. School improvement plans are developed by the leadership team and shared with all staff during a faculty meeting. Plans are monitored continuously and reviewed every 45 days. Professional learning will be measured utilizing improvement of student achievement.
20. Clarify the academic coach positions in the grant. Provide a job description for the instructional coaches in the plan. (Page 30) A job description is provided in the appendices.
21. What are the outcomes expected from the collaborative team meetings? Collaborative teams are typically two or more people working together toward a common goal. At Wilcox High School, the common goal is to improve student achievement. Through collaborative teaming, the educational programs and supports for individual students are planned and implemented. The collaborative teams at Wilcox High School:
- ☐ Work together to achieve a common goal
  - ☐ Believe that all team members have unique and needed expertise
  - ☐ Demonstrate parity by participating as teacher and learner, consultant and consultee
  - ☐ Distribute leadership function among all members of the group
  - ☐ Embrace ownership and commitment to a common goal
  - ☐ Implement plans collaboratively to be more successful
  - ☐ Share knowledge and expertise with each other
  - ☐ Generate new ideas through group interaction that may not be generated through their work
22. How will the plan described in the SIG application transform the learning for all students?  
We believe the learning of all students at Wilcox High School will be transformed through the School Improvement Grant application because this grant allows us an opportunity to begin a performance learning center, a school within a school, to support the academic needs of our target student group. The Wilcox Academy of Varied Education (WAVE) allows students opportunities to participate in project based and service based learning, receive more individualized instruction to meet specific needs, repair credits through extended learning time, and participate in field trips that have not been a possibility before. All students at Wilcox High School will benefit from the grant because instruction in the main building is being redesigned to accelerate their knowledge and improve their readiness for college through the implementation of honors classes. The additional support staff afforded by the grant will improve our RTI process and our parent involvement activities at Wilcox High School.



## School Improvement Grant (SIG) Feedback

23. It is unclear in A-8 how the actions listed are related to extended learning time for all students as described in SIG Guidance. Extended learning time will be provided to students eligible for WAVE at the end of the instructional day. Students may also receive extended learning time by attending the Wilcox Alternative Learning Center at night. Due to design of the WAVE performance learning center, students will be allowed the flexibility to repair credits and obtain credit based on mastery of curriculum.
24. The Stanford Achievement Test does not monitor the GPS. (Utilization of EOCT, GHSGT, GHSWT, and any other system benchmark data available) Multiple test data is analyzed to monitor the academic progress of students. The Stanford Achievement Test is another progress monitoring tool we plan to implement at Wilcox High School.
25. What are the plans for sustaining the Wilcox Academy of Varied Education (WAVE) after the grant period? Our local board of education is committed to the success of this initiative. The construction of a new high school has been delayed until results of the WAVE PLC can be analyzed. State revenues are increasing slightly each year and hopefully will improve over the next three years of the grant cycle to assist us locally with sustaining WAVE.
26. How will you monitor the effectiveness of PL based on needs? Show a clear connection between needs, data, PL, activities or programs, monitoring and results. PL should be reasonable and achievable within your stated timelines. See chart in question 16
27. Provide a description of the RTI process and the individuals that will be involved. Include in Section A6 of the application. A RTI process is currently in place at Wilcox High School. This process is currently a four tier process with documentation requirements in place to advance to additional tiers of intervention. During the summer leadership academy in July 2011, this process will be reviewed and revisions will occur if needed. Student test data and grades will be reviewed during the summer by the leadership team to determine eligibility for the WAVE performance learning center.
28. All financial incentives and rewards need to be itemized and clarified with specific information including who, how much, which target goals will be met. See attached plan for financial incentives and rewards.
29. Proofread for errors, readability, and clarity.
30. Make sure that the costs involved are reasonable and necessary.
31. Please see attached memo regarding CLASS/LEADER KEYS.

### Budget Review:

Reference budget detail—Attachment 4:

1. The following are not allowable according to SIG Guidance:  
Middle school personnel  
Attendance clerk  
Student worker/Custodian  
Asst. Principal supplement (clarify intent)  
Bookkeeper  
Resource officer  
Copier  
Reduction of class size  
**All positions and items listed above were removed from the budget.**
2. Explain further:



## **School Improvement Grant (SIG) Feedback**

Motivation:	Explained in grant
Usage and number of flip cameras:	Removed from budget
Circuit and supplies:	Removed from budget
Genealogic Vision:	Explained in grant
Field Trips:	Explained in grant

3. Clarify funding of teachers listed at 150%:      Typing error; corrected on budget pages

## Wilcox County High School

### Projected FY12 Enrollment without SIG

Current Grade	White Males	White Females	Black Males	Black Females	Other Males	Other Females	Total
8th	31	27	28	24	3	4	117
9th	29	23	19	19	4	1	95
10th	30	22	25	22	1	1	101
11th	21	26	20	16	2	1	86
Totals	111	98	92	81	10	7	399
%	27.8%	24.6%	23.1%	20.3%	2.5%	1.8%	100.0%

### Projected FY12 WAVE Enrollment

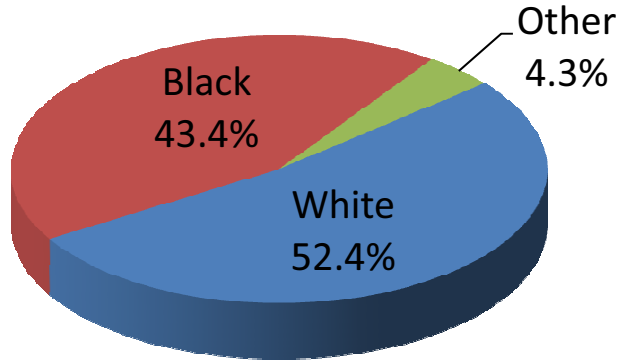
Current Grade	White Males	White Females	Black Males	Black Females	Other Males	Other Females	Total
8th	11	7	19	17	1	3	58
9th	9	4	11	4	0	0	28
10th	6	6	2	4	0	0	18
11th	6	3	2	6	0	0	17
Totals	32	20	34	31	1	3	121
%	26.4%	16.5%	28.1%	25.6%	0.8%	2.5%	100.0%

### Projected FY12 WCHS Enrollment, net of WAVE

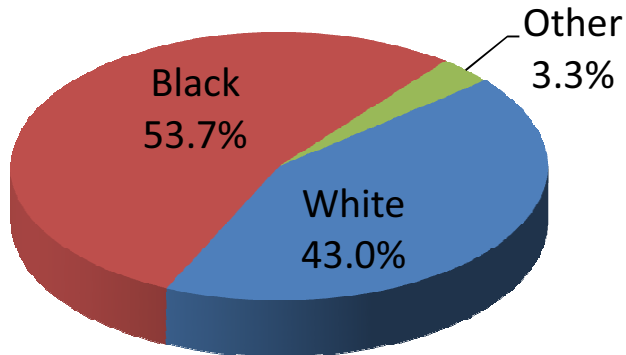
Current Grade	White Males	White Females	Black Males	Black Females	Other Males	Other Females	Total
8th	20	20	9	7	2	1	59
9th	20	19	8	15	4	1	67
10th	24	16	23	18	1	1	83
11th	15	23	18	10	2	1	69
Totals	79	78	58	50	9	4	278
%	28.4%	28.1%	20.9%	18.0%	3.2%	1.4%	100.0%



**Wilcox County High School**  
**FY12 Projected Ethnicity Breakdown -- NO SIG**



**WAVE PLC**  
**FY12 Projected Ethnicity Breakdown**



**WCHS, net of WAVE**  
**FY12 Projected Ethnicity Breakdown**

