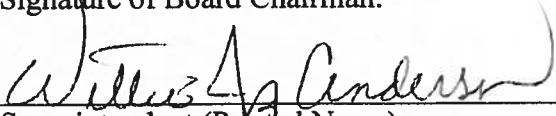



**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

**Part II: LEA Application 2012
Cover Page**

LEA Name: Quitman Co Schools	LEA Mailing Address: 215 Kaigler Rd PO Box 248 Georgetown, GA 39854
LEA Contact for the School Improvement Grant Name: Allen B. Fort Position and Office: Superintendent Contact's Mailing Address: PO Box 248 Georgetown, GA 9854 Telephone: 229-334-8903 Fax: 229-334-2109 Email Address: forta@quitman.k12.ga.us	
Board Chairman (Print Name): Willie J. Anderson	Telephone: 229-366-1666
Signature of Board Chairman: 	Date: 6-12-2013
Superintendent (Printed Name): Allen B. Fort	Telephone: 229-588-9103
Signature of Superintendent: X 	Date: 06/11/2013
<p>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.</p>	

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

Cover Page	1
Section A. SCHOOLS TO BE SERVED	4
Section B. DESCRIPTIVE INFORMATION	5
1(a) Narrative	6
1(b) Capacity	11
2. Non Applying	12
3. Transformation Model	12
4. Timeline.....	22
5. 1(D) Goals.....	48
6. Informing Parents, Community and Stakeholders	16 and 90
Section B-1. ADDITIONAL EVALUATION CRITERIA:	45
C. ALIGN ADDITONAL RESOURCES WITH INTERVENTIONS	46
D. MODIFY POLICIES OR PRATICES	46
Section E. SUSTAINABILITY	47
Section C - Attachment 2 - Budget Detail.....	50
Attachment 2a – Budget Template	56
Attachment 4 – SREB external provider program plan	57
Attachment 1c – School Profile.....	76
Attachment 3 – Job Descriptions.....	83

** Please note, due to some template issues, there may be some blank pages in the application.

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

SUMMARY

The School Improvement Grant is a wonderful opportunity for Quitman County take the next step from good to great and provides a 21st Century education for the children of Quitman County High School. This grant will, without doubt, inspire teachers, motivate our students, and create a parent and community awareness that makes them proud of our small school. Quitman County High School could use a myriad of excuses or reasons as to why it should not succeed; generational poverty, being rural, small size, uncaring public, not having a high school for thirty years, or just plain apathy. However, the school chooses to not use these hindrances as a reason to fail, but as a reason to succeed and prove that the above conditions should be a cause to become a world class school, providing a world class education, developing world class citizens. Several modern Presidents of the United States were born in a poor, rural community; they did not use that as an excuse not to succeed. And while Quitman County High School may or may not have a future President in its' midst, it does have boys and girls who want to and can be great contributors to the local, national and world societies, make their mark, and accomplish great things in their lives. Since the county is so small, the school is the place to begin that journey, create a zest for learning, and make sure the students are guided in the right direction of academic knowledge, personal behavior and decorum, and see life's challenges as just that, a challenge that is there to be overcome, learn from and then to move on. For the children of Quitman County, the high school will be a large part of their lives, so we must make it a grand and wonderful experience, one of education, friendships, and fun (yes, school needs to be fun!) so when they look back thirty years from now, they can tell anyone listening, "I received a great education in a small place on the map and I would not trade it for anything in the world!"

It is the intent is to use this grant money in two general categories. Although there are some very dedicated teachers who work hard each day, being small and rural leaves the high school teachers as stand-alone teachers in their respective grade and subject area, having four sets of lesson plans to prepare each day, as they teach four different grades each day. Therefore it is our desire, through the SIG Administrator, Academic Coach, Technology Specialist, and external resources to provide training, coaching and continuous support in the classroom which they do not normally have at Quitman County and next, to provide technology for teachers to enhance teaching and for the students, to expand the opportunity for learning by having technology every day so each student has the opportunity to compete for a job anywhere in the world. Through this technology, Quitman County wants to be able to make available higher education/postsecondary courses that are not readily available to students. It is a stark reminder that the nearest college or technical school campus is 55 miles away, thus making commuting impossible. Students have limited work study options due to the lack of businesses in the county. Quitman County High must work extremely hard to be the center of learning, hope, and a bright future for the children and the county. This School Improvement Grant can be that vehicle that gets, not only the school moving forward, but the system and the community.

In What Works in Schools: Translating Research into Action, Dr. Marzano summarizes a meta-analysis (reanalysis and synthesis) research on student achievement, including the classic works of Coleman, Edmonds, Levine and Lezotte, Bloom, Walberg, and others. Applying the technique of "binomial effect size display," Marzano distilled 11 Factors Affecting Student Achievement. These are factors that, if present in a school, appear to have the greatest effect on student achievement. The School Improvement Grant planning team, consisting of the Superintendent, BOE chair, school administrators, and teachers, believes that QCHS implements varying levels of the 11 factors, but needs to continue to

Georgia Department of Education

School Improvement Grant 1003(g) - LEA Application 2012

address these levels in order to have a high functioning, motivated school where leaders, teachers, and students are involved in a quality, educational environment.

LEA Name: Quitman County HS

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 Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school.

SCHOOL NAME	NCES ID #	PRIORITY	INTERVENTION			
			turnaround	restart	closure	transformation
Quitman County HS	03850	yes				<u>X</u>

Note: An LEA that has nine or more priority schools may not implement the transformation model in more than 50 percent of those schools.

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

LEA Name: Quitman County Schools

School Name: Quitman County K - 12

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. A LEA may not exceed seventy-five (75) pages for this section.

1. For each Priority school that the LEA commits to serve, the LEA must complete a comprehensive needs assessment and analysis resulting in the selection of an appropriate intervention for each school. The analysis must include the following data sets:

Elementary/Middle School Profile Requirements

School profiles will include data of each identified elementary/middle school's:

- Number of days within the school year
- Number of minutes within the school day/year
- Percentage of limited English proficient students who attain English language proficiency utilizing the Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS) exam
- Dropout rate
- Student attendance rate
- Number of discipline incidents
- Number of truants
- Teacher attendance rate
- Distribution of teachers by performance level as designated on the LEA's Teacher evaluation system
- Percentage of students (by subgroups) in grades 3 through 8 who met or exceeded the annual measurable objective (AMO) proficiency levels in Reading, English Language Arts (ELA), and Mathematics on the Criterion-Referenced Competency Test (CRCT).
- Average scale scores in Reading, English Language Arts, and Mathematics for students (by subgroups) in grades 3 through 8 taking the CRCT

High School Profile Requirements

School profiles for each identified high school, will be all of those elements included for the elementary/middle school data listed above, with the exception of the CRCT assessment data, and will also include:

- Graduation rates (including the 2011 Cohort Graduation Rate).
- Number of teachers on staff
- Number of teachers evaluated
- Percentage of students completing advanced coursework, early-college high schools,

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

or dual enrollment classes

- Distribution of teachers by performance level as designated on the LEA's teacher evaluation system
 - Percentage of students (by subgroups) in grade 11 who met or exceeded the AMO proficiency levels in English Language Arts (ELA) and Mathematics on the Georgia High School Graduation Test (GHSGT).
 - Percentage of students passing the Mathematics I and II, ELA: Ninth Grade Literature and Composition, and American Literature and Composition End of Course Tests (EOCTs).
 - Average scale scores on the Mathematics and ELA assessments listed above
-
- For the 2013-2014 school year, Quitman County School System will have 185 teacher days and 177 student days; this is 5 days ADDED to our school year, 3 planning days for teachers and 2 student days. Quitman County will be able to increase days rather than have furlough days
 - Quitman County HS will have a school day consisting of 480 minutes; 405 minutes of instruction, with 81,000 minutes of instruction for the school year, including an extra 45 minutes each day for ILT
 - Quitman County currently has zero (0) students who are limited English proficient.
 - The current dropout rate is 15%
 - The student attendance rate is 96%
 - The number of discipline incidents that required some type of detention, afterschool, in-school suspension or out of school suspension were 5
 - The number of trancies as reported by the Quitman County HS was one for the 2012-2013 school year, which was immediately addressed by our Truancy Officer upon reporting of the truant student
 - Teacher attendance rate is 92% for Quitman County
 - The graduation rate for Quitman County for 2011 was 68%
 - The numbers of teachers on the staff of Quitman County High School are four academic teachers, one per subject who teach every grade and have four preparations per day, one CTAE teacher who teaches computer technology, one Special Education teacher and one PE teacher who serves both high school and middle school.
 - All teachers were evaluated as a part of the pilot program of the TKES.
 - 17 of students took part in a dual enrollment class provided through Columbus Tech in 2012-2013. This was the first year that Quitman County offered a dual enrollment. Due to the limited number of high school teachers, there is no distribution of teachers; therefore, high school teachers teach all high school students.

- a) Provide a narrative discussing the process and outcomes of the analysis for each Priority school. The narrative must discuss how the needs assessment aligns with the selection of the specific SIG 1003(g) intervention model selected by the LEA for each Priority school.

The Quitman County HS SIG team analyzed a variety of student outcomes/academic progress

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

data including the Georgia High School Graduation Tests (GHS GT), End of Course Tests (EOCT), graduation rate, student dropout rate, attendance, students completing advance coursework, results for students with disabilities (SWD), monitoring results, demographics, and informal and formal classroom observation data.

Quitman County High School currently has 17 students enrolled in dual enrollment classes. Columbus Technical College currently provides services to our student. A teacher comes from Columbus every day for a two hour block in the field of Criminal Law/Justice.

In order for Quitman County Schools (QCS) to transform instruction, teachers must become facilitators of engaging lessons that are both standards-based and differentiated. Although the Common Core Georgia Performance Standards and Georgia Performance Standards are posted and serve as the basis of the curriculum, lessons are not consistently standards-based and the frameworks are not fully implemented. There is a need for QCS teachers to increase the level of instructional rigor through research-based strategies that promote deeper understanding. In order to do this, QCS must acquire funding to provide more professional learning opportunities, allocate sufficient support resources for proper implementation, and evaluate and sustain implemented programs. Job embedded professional learning will help QCS support and retain quality teachers who will collaborate in order to make data-driven decisions, maximize instructional time, increase their knowledge, and maintain high expectations for all students.

With SIG funds, QCS will hire a **part time SIG coordinator** to oversee grant implementation, including but not limited to, use of technology, quality classroom instruction, professional development activities, and inventory of acquired resources. This person will need a high level of proficiency in utilizing the Indistar program to keep all information required of this grant accurate and up to date.

A **full time instructional coordinator** will be hired to coach, model, monitor and mentor teachers in conducting a classroom dedicated to teaching the Common Core State Standards (CCSS) directed toward achieving high CCRPI results and research and data analysis of classroom and state assessments. The coach, in conjunction with the SIG manager and principal, will provide quality professional learning on regularly scheduled professional learning days.

After careful consideration, consultation with the school leadership team, the school administration and the Board, Quitman Co would like to hire an internal **academic coach** to be available 5 days a week. The academic coach will be visible and available to coach, model, mentor and monitor on a daily basis. The SIG team investigated appropriate external providers through web research, analysis of other similar systems who use external providers and found several quality providers, however it is felt that having our own academic coach was paramount to the success of our needs and goals

The percentage of students absent fifteen or more days has steadily increased since 2011. The absentee rate was 5% in 2011. It was 7% in 2012 and rose to 9% in 2013. Based on the analysis of student discipline and attendance, it is evident that QCS needs to be proactive and implement a program of change of both the culture and the climate within the teachers and student body. Although discipline infractions have decreased from 21 in 2011 to 12 as of May 2013, discipline is still a concern. The analysis of student discipline data indicates that QCS must create a plan that will address the discipline issues in the school. The largest number of discipline infractions

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

is due to tardiness, class/school disturbances, and disrespect. Many of the students with discipline referrals are also the students experiencing academic difficulties. Discipline also has a negative impact on other students. Discipline issues are due to the lack of consistency and enforcement of the discipline policy due to previous administrative turnovers. In the community served by QCS, many students do not have a vision for their futures due to the poverty, homelessness, and low parent education. Although the drop-out rate has increased from 2011 to 2013 it is rather low compared to other school systems. The number of students that dropped out went from (0) in 2011 to (3) in 2012 and (4) in 2013. This increase is due to discipline related expulsions, parents who do not value education, and unmotivated students.

To address these three important issues, the SIG planning team believes that a **graduation coach/ parent liaison** should be employed. The graduation coach/parent liaison will work closely with parents and students to address student discipline so to improve student attendance and the graduation rate. The lack of parent and community involvement is a critical concern at QCS as it has a direct impact on student achievement. Education is not a priority for many parents; therefore, there is little parental involvement in the school system. Student motivation and achievement is a challenge as well, evidently stemming from a lack of parental involvement and low levels of student achievement. The Parent Liaison will work closely with parents and the community to encourage participation and will provide workshops to all stakeholders to help develop and enhance parental knowledge and skills to better support learning at home, in the community, and in the school. Increased support for parents should foster increased participation of all stakeholders. Another factor impacting Quitman County is the fact that the county has not had a high school in over 30 years. Almost two generation are missing that community loyalty and pride in a local high school that so many successful communities have, which motivates students, parents and community members to support that one place that is usually the center of small communities in rural Georgia. So many of the adult work force are employed out of town, even out of state, and have little connection to the school and community. With increased parent and community involvement, there should be an increase in community pride for QCHS.

There is a great need at QCHS to increase student interest and participation in learning through the use of software and on-line curriculum, program applications, internet access, and the utilization of various peripherals (i.e. tablets, response systems, interactive whiteboards, and tablets). There is also a need to improve teachers' capacity for effective teaching through the provision of technological tools for instruction, data analysis, communication, assessment of students in alternative ways and record keeping. This will be accomplished through the hiring of **school technology specialist** who will educate teachers and students on effective uses of technology in the classroom and provide job-embedded professional development, and assist in research of applications and programs that can be actively used in the classroom and at home. Quitman County will provide technology labs in both MAC and PC platforms, laptops for active classroom use and iPads and tablets for individual research and application.. With SIG funds, QCS will implement 21st Century Technology throughout the high school and put technology in the hands of students every day for active, inquisitive and innovative learning. Through this technology, instructional rigor and student engagement will increase, as well as serve as a vehicle for alternative and differentiated instruction. Quitman County seeks to provide every student, by the time they graduate, hands on, daily access to all types of technology. It is imminently important to provide an education that not only prepares students to compete for

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

jobs, both locally and globally.

See Use of Technology, page10

The economic circumstances of Quitman County are another factor that has a direct impact on student achievement. QCS is located in a community with no industry, only a handful of businesses and is plagued by poverty. The per capita income is below state average at \$24,000. One hundred percent (100%) of the students are economically disadvantaged and eligible for free meals. Student enrollment is 76% African American and 24% Caucasian/Multi/Hispanic. There are no recreational facilities or programs for school age children outside of the school and home.

Quitman County High School (QCHS) is currently a Priority School. Quitman County K – 8 is a Focus school.

Please review the Student Profile attachments at the end of this application for Grad Rate and EOCT data analysis

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

Use of Technology during the SIG process and creating sustainability

It is the plan of QCS and more specifically QCHS to do the following in implementing sustainable technology into the High School and School System through the next five years:

- 1) Train teachers to be knowledgeable and comfortable in effective use of technology in the classroom, as a whole and with individual students. This is to be accomplished by bringing in trainers involved with the specific technology they provide (Apple, SmartBoard, etc), other qualified people who can teach about resources that are available for educational use, and to send teachers to other schools, workshops, and conferences where extra learning and application of technology can be received,
- 2) For teachers to fully implement technology as a common teaching and learning tool, to acquire teaching and learning resources available as programs within the technology itself and from educational websites available to support and supplement student learning,
- 3) Create and maintain an inventory system to ensure proper care and accounting of the technology,
- 4) To apply technology use not only to classroom educational activities, but to provide appropriate training to students in how technology is used in work, military or college so these students are prepared to use technology after high school graduation,
- 5) To teach students how to use technology as a learning a research tool outside of the usual classroom activities and enable a student, as a young adult, to be a savvy and confident technology user and able to compete in any job market where technology is a part of the work,
- 6) Develop a system plan to purchase, continue teacher and student training, and build a complete bank of resources for use in daily teaching and learning, creating a sustained, ongoing program of updating technology and its' use in the classroom and as a tool for students to use to compete in a national and global economy.

It is the philosophy of the Quitman County School System and especially for Quitman County High School, that our students are prepared to enter the world after graduation with every available piece of knowledge needed to survive in adult society and that the system has an ongoing plan to ensure this occurs every year for every student.

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

- b) For each Priority 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 Priority school in order to implement, fully and effectively, the required strategies of the school intervention model it has selected.

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

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

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

Quitman County School system has already built in nine professional learning days in the annual calendar; weekly study groups; weekly departmental meetings which allow teachers to continuously learn embedded skills as well as put in place extended learning times for all students.

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

The technology infrastructure is sufficient to support 21st century classrooms. Quitman County School system used E-rate funding upgraded its wireless network, and access points. Additional drops for the new computer labs will have to be purchased. Also, due to aging hardware (student and teacher), it would be extremely difficult to fully utilize research based technology strategies in the classroom.

Due to its small size and funding issues, Quitman County has a Superintendent who is 49%, a part time Federal Programs Director, overseeing Title I, II, IV, and SPED, who is also the school bookkeeper, School Food Finance manager; and one full time Administrative Assistant who is non-certified and a part time Finance and Human Resources person.

As mentioned above, it is imperative at the beginning of the grant, that a highly qualified SIG coordinator is hired to make sure that the processes of implementation of the grant and the financial resources that are attached are expertly managed and oversee this program for three years.

QHS would also need to hire an experienced and a qualified Instructional Coach who can work across high school grades and subjects and with various teachers to model, coach, help

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

implement and mentor them. Being a small school, we have high school teachers teaching four different subjects/grade levels in high school.

In recapping our capacity and needs, QCHS would also want to hire a technology specialist to: provide job embedded professional learning on use of hand held and lap top computers; use academic and informational applications pertinent to classroom learning and student research; coordinate external technological professional development by researching those workshops/PL seminars. The technology specialist will research the various applications/web sites/computer programs/technological resources for use in teaching and learning in English, Math, Science, and Social Studies.

QCHS would also use the Graduation Coach/ Parent-Community Liaison to advise and track students from the 9th through the 12th grades; develop specific goals to focus on each student's academic needs & abilities; assist with developing life goals and stay on track for a four year graduation; provide an after graduation plan to track students after they leave school. This would allow the counselor to concentrate on the emotional and psychological needs of students 9 – 12. The Parent-Community Liaison will move within parent and community circles.

Quitman County is fortunate to have good attendance and very few serious discipline problems. Following a review of data, the team understands that discipline problems exist due to students who are struggling in the classroom, have some type of social adjustment issues, lose the motivation to learn, thus become discipline problems.

All teachers have been notified and will be reminded frequently through communications and feedback that the SIG initiatives must be implemented by positive and willing adults who agree to make the changes needed to learn, to be instructionally innovative, motivated, and to become technologically savvy in order to be a total part of the *TRANSFORMATION* of Quitman County.

2. If the LEA is not applying to serve each Priority school, the LEA must explain why it lacks capacity to serve each Priority school. **NA**

3. Complete the appropriate portion of Attachment 1 (1a: Turnaround Model, 1b: School Closure Model, 1c: Restart Model, 1d: Transformation Model) that corresponds to the model selected for each Priority school. Attachment 1 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.

The Quitman County SIG planning team considered all four of the models and rejected the following:

1. **Turnaround Model:** Data show that more than 90% of the current staff that are highly qualified and effective and we would be forced to eliminate staff that could be successful in helping improve student achievement.

2. **Restart Model:** Quitman County High School is only four years old having separated from Stewart –

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

Quitman High School in 2009; therefore, re-starting is not feasible idea.

3. School Closure Model: Quitman County High School & Quitman County K - 8 are the only schools in Quitman County and the closest high school out of county and in Georgia is 25 miles away.

The SIG planning team, along with the Board of Education, parent and community involvement, completed a careful and strategic analysis of the data collected and determined that the **Transformation Model** most closely aligns to what is required to turnaround the school performance deficiencies. A root cause analysis revealed the need for increased rigor in an instructional model and increased modeling, coaching, implementing and monitoring of instruction would bring about systemic and systematic change in the school and ultimately increase student achievement. The needs assessment process included a review of the April 2012 GAPSS Analysis which was requested by school leaders to better inform school improvement initiatives.

Some of the issues identified through careful examination of the GAPSS study, student achievement data, Adequate Yearly Progress (AYP), attendance and graduation rates, stakeholder input, and demographics informed the decision to use the Transformation Model. The Transformation Model will serve to improve Quitman County High School through comprehensive curriculum reform, job-embedded professional learning, increased learning time, use of technology, outside human resources and flexible scheduling. This model closely aligns with initiatives for school improvement already in progress, such as recently development of standards-based classroom practices and improved instruction in the areas of math and ELA, including technology enhancements in these departments. Work is already in progress to include a data-driven approach to instruction in coordination with Common Core and assessment with formative and summative assessments that show rigor and quality are being incorporated into the instructional program along with common assessments *and* benchmark assessment practices. The support of the School Improvement Grant will allow opportunity for the school to develop capacity over the three year period so that improvement efforts are sustainable and enduring. QCHS is raising the standards of teaching and learning so students will perform better on standardized tests, EOCT, SAT, and to improve the CCRPI score. The requirements for the Transformation Model closely align with the needs of the school and community and the direction for improvement as suggested by the GAPSS analysis and other data examined. Quitman County High School wants to enhance the quality of the teachers through support from external providers from professional organizations, but also wants to develop relationships with other reputable high schools and their faculties to learn from them. The school wants to create a network which promotes sharing and communication with other teachers across grade levels and subjects.

One hundred percent (100%) of the current staff are highly qualified. The system will support elimination of staff that hinder the goal of improving student achievement and graduation rate. A major goal of Quitman County 9 - 12 is to create a culture of rigor, success, and a true belief that our students and the education they receive is as good as anywhere in Georgia and they can compete in the world market because of the education and technological training they receive while a student.

In selecting an external provider, Quitman County looked at several quality providers. Careful consideration of access, quality of services, familiarity with our demographics, cost, and ability to provide sustainable support and communication were taken into account in the selection process. The SIG planning team also contacted other systems and schools that used external providers to get their feedback on the providers they used in the past, including successes and concerns. The SIG planning team selected SREB to provide external educational services, due to the above conditions and also including, their consistency of offering research based Professional Learning that has proven effective and use of data to analyze where the teachers and students are and what types of instructional techniques will best fit our school in order to reach the goals Quitman County has set. The superintendent made contact to ask if SREB is willing to work with Quitman to provide quality educators to provide ongoing Professional Learning activities for the next three years, including Mathematics and Literacy Design Collaborative to

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

increase teaching and learning rigor. Please see **SREB attachment** for program details, instructional assistance and budget information of SREB proposal.

After careful analysis of available data on student learning, demographics, instruction, assessment. Quitman County High School is ready to accept the challenge of creating a standards-based system with rigorous assessments and appropriate 21st Century technology to increase student achievement. The school will align instruction to Common Core Standards and move students from where they are to where they need to be. The school will strengthen the Instructional Leadership Team and add the necessary staff to ensure the complete implementation of technology into everyday teaching and learning. The additional staff and training will allow the school to re-engage parents and the community and to improve the quality of our school and community. Quitman County High School plans to follow the implementation process outlined below:

Year One: Initial Implementation (2013 - 2014)

- Become an innovative leader in use of classroom technology, understanding, implementing, and being an instructional change agent in a small, rural setting where education practices are rigorous, yet flexible with a desire to teach and learn
- Build school-wide commitment to and understanding of the design
- Develop school-wide understanding of Common Core State Standards (CCSS) and the role of student work in driving school improvement
- Support the full implementation of TKES with professional learning with emphasis on, but not limited to, the following standards found in the TKES Performance Standards and Indicators: Professional Knowledge, Instructional Planning, Instructional Strategies, Assessment Strategies, Assessment Uses, Positive Learning Environment and Academically Challenging Environment
- Build a professional learning community
- Hire a School Improvement Grant coordinator to oversee the SIG program
- Hire an effective, qualified Instructional Coordinator whose expertise in modeling, coaching, implementing, and mentoring will create quality teaching practices and increased student learning
- Hire a Technology Specialist to assist in research, professional development and training of students and teachers to use technology as a life-long learning tool
- Hire a Graduation Coach/Parent Liaison to work with high school students to get them graduated and plan for their future and as a Parent Liaison to build positive relationships with parents and the community in supporting the students and the school as a proud part of the community.
- Provide Professional Development to ensure teachers are fully knowledgeable about effective teaching practices, use of technology, and being lead learners in the classroom
- Create a program that addresses slow or weak learners to motivate and allow them to move them to grade level
- Implement more Credit Recovery and Targeted Tutorials to prevent failure
- Plan to increase Advanced Placement Opportunities
- Plan to increase Career Pathways
- Use test data, diagnostic, formative and summative to identify strengths and weaknesses of the assessment, teacher strategies, and student learning.
- Develop a program of working with community businesses, and colleges to provide work study and early college opportunities
- Conduct a GAPSS Analysis and use data to make decisions
- Create a viable plan of making School- Parent-Community relations a positive and ongoing experience during child's school career at Quitman County HS through the Grad Coach/Parent – Community Liaison person

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

- Create a Virtual Learning Center for students.
- Begin creation of Parent Center for after school use by parents to access student grades and information due to lack of technology at home

The outcome of year one will reflect the reform's effectiveness of first steps to success and create the environment for continued improvement. Year two plans may need to be adjusted following an evaluation of implementation for year one.

Year Two: (2014 - 2015)

- Continue to effectively use technology in the classroom and move students into a computer-based learning environment reflective of future college, military and job requirements, incorporating it into High School classrooms.
- Move deeper into Professional Development of TKES with continued emphasis on Year One activities and the inclusion of the following Standards and Indicators: Instructional Planning with an emphasis on plans for differentiated instruction; Instructional Strategies with an emphasis on developing higher-order thinking through questioning and problem-solving activities and engaging students in authentic learning by providing real-life examples and interdisciplinary connections; Differentiated Instruction with an emphasis on remediation, enrichment, and acceleration to further student understanding of material; using flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals; using diagnostic, formative, and summative assessment data to inform instructional modifications for individual student; developing critical and creative thinking by providing activities at the appropriate level of challenge for student; demonstrating high learning expectations for all students commensurate with their developmental levels. Assessment Strategies with an emphasis on aligning student assessment with the established curriculum and benchmarks; involving students in setting learning goals and monitoring their own progress and varying and modifying assessments to determine individual student needs and progress; Assessment Uses with an emphasis on using diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning, planning a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives, and using assessment tools for both formative and summative purposes to inform, guide, and adjust instruction; Academically Challenging Environment, Professionalism, and Communication
- Deepen the use data to analyze, formulate and apply to create more rigorous and effective student learning and higher assessment results.
- Continuing the development of a professional learning community.
- Continue Professional Development in effective teaching and use of technology.
- Continue the use of quality human resources to ensure quality teaching and learning.
- Have in place and operating, Advanced Placement Opportunities, Career Pathways, and the Move-on-When-Ready, work study , and early college programs using Virtual Learning Center.
- Begin transition of Parent Center into an Adult Learning Center, using the Virtual Learning Facility to provide computer use by adults to access online educational opportunities to finish High School or take college classes unavailable to them in other settings.
- Continue building a quality School to Parent- Community program where people know, understand and are proud of their local school.
- Begin systematic analysis of how Quitman County can make sure that sustainability of what we are doing in the present is also paramount for the future in the areas of professional development, technology and other goods.
- Begin careful planning to ensure that programs and services began before and during the SIG

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

time are able to be continued, in human, technological, and fiscal services, years after the expiration of the Grant.

Year Three: (2015-2016)

- Continue to effectively use technology in the classroom and move students into a computer-based learning environment reflective of future college, military and job requirements, incorporating it into High School classrooms.
- Continue year 1 and 2 Professional Development of TKES and provide ongoing, job-embedded support of the Standards and Indicators to make these a normal, routine part of everyday teaching and learning.
- Deepen the use data to analyze, formulate and apply to create more rigorous and effective student learning and higher assessment results.
- Continuing the development of a professional learning community.
- Continue Professional Development in effective teaching and use of technology.
- Continue the use of quality human resources to ensure quality teaching and learning.
- Have in place and operating, Advanced Placement Opportunities, Career Pathways, and the Move-on-When-Ready, work study, and early college programs.
- Have in place methods of how to transition out of the SIG program with small local impact.
- Continue use of Parent Center as an Adult Learning Center to provide computer use by adults to access online educational opportunities to finish High School or take college classes unavailable to them in other settings.
- Have a successful, ongoing program of welcoming people into the school and becoming a part of the educational process of the school.
- Incorporate sustainability of what we are doing the areas of professional development, technology and other goods into the future.
- Set goals and define a workable plan to ensure that programs and services began before and during the SIG time are able to be continued, in human, technological, and fiscal services, years after the expiration of the Grant. Plan that teacher training and implementation of unique daily teaching, innovation in the classroom, a rigorous teaching and assessment program is in place and relevance of learning to life has developed into a normal routine of the day and in the teaching. We must also ensure that attendance, positive behavior, learning in a rigorous environment and a hunger to succeed in life by a student has become a normal part of the student's consciousness of preparing themselves for life.

Quitman County has been proactive in informing the public concerning its desire to be a part of the School Improvement Grant program. The Superintendent met with the two local civic clubs, the Quitman County Civic Club on Monday April 29 and the Quitman Rotary Club on Tuesday April 30, 2013. The superintendent explained what the SIG program is, that intentions are to transform the school into a quality learning center for Quitman County's students and community and to give students the technology needed to compete in the global economy. Also, the Superintendent met with the communities Family Connection Council to explain the SIG to them and the principal held a parent meeting for those parents interested in what the SIG is and what it will provide to the school and community. Quitman County does not have a newspaper or any media outlet. With that, notices are on display around town announcing the application, encouraging anyone to call the Superintendent's office with any questions or concerns.

Quitman County receives some Title I and II funding. Funds are used to continuously enhance and upgrade teaching and learning. Teachers participate in trainings and visit other schools to investigate, relate and become a part of the schools, grades and subject matter. Since QCHS has

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

just one teacher in many areas, it is important that we use other schools to create networks so our teachers can communicate with others, for research, resources and just plain educational conversation. SIG funding will be coordinated with Title money to continue to provide teachers and students with the appropriate resources needed for quality learning. The district will likely use Title I funds to sustain SIG funded structures and processes. Through School Improvement funds, Title funds and local money, teachers are mandated and encouraged to avail themselves of job-embedded professional learning. As mentioned in other parts of the grant, local professional learning activities are provided by internal and external instructors. The district uses RESA, GADOE and other school systems to provide professional learning in Common Core, Differentiated Instruction, subject specific areas, creating rigorous assessments, and preparation for standardized testing. Many teachers are actively involved in becoming a better teacher every day and Quitman County works to promote learning and teacher improvement whenever possible.

4. Complete the appropriate portion of Attachment 1 that delineates the timeline to implement the selected intervention model in each Priority school.

See page 22

5. Complete the appropriate portion of Attachment 1 that pertains to annual goals. The annual goals will be used to monitor the Priority 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 the cohort graduation rate for high schools. (This does not apply to the school closure model.) LEA's must submit annual goals which reflect current achievement data and show a reduction in the percentage of students that are non-proficient on Reading, English Language Arts, and Mathematics assessments by a significant amount (8%, with a total of 25% point reduction over 3 years consistent with the Priority exit criteria listed in the Georgia's approved ESEA Flexibility Waiver). Additionally, high schools must include annual goals that reflect an increase in their cohort graduation rate by 8% over a period of three years.

See page 48-49

6. 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 priority schools.

See pages 3, 13, 16 and pages 90

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

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 any preliminary activities requiring funding 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 US ED FY 2010 SIG Guidance-March 11, 2012 (<http://www2.ed.gov/programs/sif/faqaddendum030112.doc>)*

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 2 and 2a)
 - The funds for the first year cover full and effective implementation through the duration of the 2013-2014 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.

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

C. BUDGET: An LEA must complete a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve.

1. The LEA must provide a budget (Attachment 2, Budget Detail, and 2a, Budget Template) –that indicates the amount of school improvement funds the LEA will use each year to:
 - a. Implement the selected model in each Priority school it commits to serve.
 - b. Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Priority school(s).

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 Priority 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 Priority 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 2012

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 each Priority school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements (<http://www2.ed.gov/programs/sif/2010-27313.pdf>) in order to monitor each Priority school that it serves with school improvement funds;
- (3) If it implements a restart model in a Priority 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) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.; and
- (6) Report to the SEA the school-level data required under section III of the final requirements (<http://www2.ed.gov/programs/sif/2010-27313.pdf>).

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

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 Priority Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Priority Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Not applicable

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

Attachment 1d - Transformation Model

LEA Name: Quitman County
School Name: Quitman County High School

The LEA must:

A1. Replace the principal and grant the newly hired principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.

Actions: The QCHS principal of Quitman Co High School completed his first year in 2012-13 and has been a positive force in shaping the future and direction of the school and has provided effective leadership skills as Principal. He has participated in the GaDOE Leadership Academies during the summer of 2010, 2011 as Assistant Principal and 2012 as Principal and will again in 2013.

The recent GAPSS analysis shows that the current principal consistently employs the practices to produce a supportive learning environment for teachers and students.

Prior to the beginning of the 2009 – 2010 school year, the Principal attended the Teacher Keys (TKES), as Quitman Co was selected to be a pilot system for first year implementation. He facilitated the planning sessions with the school leadership team using the Teacher Keys to plan the 2012 – 13 school year. Data was used to drive the decisions regarding instructional practices. He has been instrumental in the planning of the job embedded professional learning to build capacity and support the staff. As a result of his collaborative leadership, student achievement data and classroom implementation (from professional learning on the opening of the Standards-Based classroom) data have shown significant progress. He monitored the learning interventions during and after school.

He will continue to facilitate, lead, and monitor the actions described in the grant. He will ensure Common Core standards-based practices and provided feedback to staff and students. To ensure our theme of embracing our community, the principal planned and implemented numerous community orientation activities, including but not limited to the Honors Day and athletic banquet, Senior Baccalaureate reception and other activities. He has been instrumental in improving staff quality by his visibility, teacher evaluations, feedback, and removal of ineffective staff.

Timeline: Timeline:

July 1, 2012 New principal was hired, and has participated in two leadership workshops.

July 2014 – Attend Principal Leadership Institute at Harvard or UGA.

Year 1, 2, & 3 – Attend appropriate NASSP, GASSP and other conferences or Leadership Institutes where the Principal will benefit from sessions and networking with other administrators.

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

<p>Due to his leadership training, experience, and commitment to the community, the principal has demonstrated that he has the capacity to sustain the school improvement efforts and actions in the SIG grant.</p>	
---	--

<p>A2. Implement the Teacher and Leader Effectiveness Systems (TKES/LKES).</p>	
<p>Actions: Quitman County HS was a pilot school in 2012 – 13 for implementing the TKES and LKES . The principal and assistant principal received DOE training and numerous visits from the DOE assigned Specialist to continue their training and monitor the progress during the year. We feel this has been valuable in their learning this new evaluation process. The administration provides feedback after a TKES evaluation or focus walk. The TKES process has also been used to provide several teachers with a PGP for 2013-2014 in order to improve instruction.</p> <p>After learning from the trial implementation in 12-13, Quitman Co HS will take specific actions in addressing TKES as listed on pages 14-16.</p>	<p>Timeline: August 2012 – Trial Implementation</p> <p>Year 1 – August 2013 – see Year 1 - 3 pp. 14-16</p>

<p>A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	
<p>Quitman County will begin Fall of 2013 to identify:</p> <ol style="list-style-type: none"> 1. Teachers and other staff who may need to be removed 2. Staff that need a Professional Development Plan to immediately start receiving individualized plans of professional learning to improve their professional practice 3. Staff that show promise, 4. Staff that have proven to be effective, and 5. Recruit and place new staff. <p>-Identify Weak/Strong Personnel: Using the newly developed Georgia TKES Evaluation Instrument as well as GAPSS, the</p>	<p>Timeline: Fall 2013</p> <p>Previously - August 2012 to June 2013 – Through TKES provide PGP to address needs</p>

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

district will measure teacher performance. Evaluations will also be based on student growth measures, AYP data, teacher attendance, Quitman County School District walkthrough data, professional learning participation, differentiated instruction, the creation of project-based interdisciplinary units, and their professional growth plan.

Remove Weak/Non-Performing Personnel: Certified staff members will be evaluated and removed after failing to meet the terms prescribed in the professional development plan. This plan will be developed if a staff member demonstrates a weakness that places them out of compliance with Georgia TKES Evaluation Instrument.

Student Achievement: a) *(Although we have this in place)* A teacher in-service training will be held to refresh teachers on the construction of appropriate lesson plans that address Common Core Standards, teaching methods used, time frames, assessment use and student expectations and these plans will be reviewed weekly and teachers assisted on properly developed plans and kudos for great plans will be done every week. B) District pre/post benchmark assessments will be created, reviewed and implemented. Teachers will administer these assessments and the results will be used to monitor student growth in the classroom as well as related to state assessments, which include GHSWT, GHS GT, and EOCTs. High school graduation rates will also be used to assess growth.

for 2013 – 2014 school year. Provide PD training to address general and specific needs of the teacher(s) who have a PGP.

Year 1: August 2013/14/15 – March 2014/15/16 – ongoing monitoring of teachers through TKEs, and individual and staff meetings to determine if goals are being met and what is being done to meet these goals.

March – May 2014 – decision made on whether to rehire a teacher or to place them on a PGP for the next school year

Year 1 - August – October 2013 – a) review and develop accurate lesson plans with ease of use in mind that address the necessary parts of a usual classroom day, b) with appropriate teacher and SIG personnel develop pre, during and post assessment tests to be implemented.

November 2013 – May 2014 – Tests will be given, tabulated and results will be used in identifying student achievements and needs and instructional successes and changes needed to have effective teaching and learning. An instrument will be designed to provide school administrators, SIG personnel and teachers

Year 2 – May - August 2014 –

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

	<p>a) SIG personnel, School administrators and teacher leaders will analyze lesson plans for effectiveness and make necessary changes and b) analyze assessment tests and data to determine effectiveness of the assessments and give feedback and make changes as necessary.</p> <p>Year 2 – August 2014 – April 2015 – Implement Lesson Plans and Assessment pieces</p> <p>Year 3 – May 2015 – August 2015 - a) SIG personnel, School administrators and teacher leaders will analyze lesson plans for effectiveness and make necessary changes and b) analyze assessment tests and data to determine effectiveness of the assessments and give feedback and make changes as necessary.</p> <p>Year 2 – August 2015 – April 2016 – Implement Lesson Plans and Assessment pieces</p> <p>Year 3 - January 2016 – May 2016 - School Administrators, SIG personnel and teacher leaders meet to develop a plan to ensure sustainability of the planning and assessment program for future years.</p>
--	---

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

<p>Rewards: The administration at Quitman County will provide monetary rewards and incentives to teachers to recognize accomplishments and will encourage continuous improvement. Teachers and leaders will receive rewards and incentives as mandated by SIG for two or more exemplary ratings and no needs development indicated.</p> <p>Study Committee: A committee is being created now that will develop the compensation plan, which will allow us to reward teachers for meeting goals as set for the 2013 – 2014 school year and successive years. We will analyze the rewards system on a continuous basis to ensure consistency and sustainability during and after the grant is completed. We fully understand that rewards must be tied to student achievement and want to make sure all staff is fully aware of this requirement.</p>	<p>August/September 2013 – Develop a teacher reward program for increased academic achievement/student growth</p> <p>August-September - 2013</p>
---	--

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012
Attachment 1d - Transformation Model

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

Actions:

Deciding on PL: Based on school and system level data and needs, the district updates its Comprehensive System Improvement Plan annually. The Curriculum/Professional Learning Directors, along with the established Professional Learning Advisory Committee, develop a professional learning plan based on the goals of the system and program evaluation from the previous year(s). The Professional Learning Advisory Committee works to ensure that all faculty and staff have the opportunity to participate in the identification of professional learning activities for their schools. The committee also approves conferences, workshops, and courses. The Improvement Specialist and Principal are an integral part of the process in order to determine priorities for funding and implementation. The plan is further based on needs assessment data as well as student, teacher, and parent surveys where applicable. Recommendations via school council members, Chattahoochee-Flint RESA consultants, GA DOE facilitators, SACS reviews, and GAPSS reviews are considered. Monthly system-level planning proves to be an effective format for discussion of updates. ***** Please note – any reference to RESA services are normal days set up to serve Quitman Co K-12 and are not included in any SIG funding requests*****

Effectiveness of PL: All professional learning activities are measured with an evaluation, a debriefing, or a plan of redelivery. All activities are posted on the Professional Learning website. This includes district, RESA, ETC, state, regional, and national workshops/conferences. Many of our activities are webinars, particularly those offered by GADOE. A growing number of the activities are online and in cases where faculty and staff are seeking advanced degrees directly related to their responsibilities, some tuition reimbursement is available.

Timeline:

Year 1: July/August 2013 – School Administrators, SIG personnel and teacher leaders decide on appropriate PD/PL and determine reliable and relevant resources to provide PD/PL and begin implementation during year one.

July 31 and August 1 - RESA personnel will conduct PL classes on developing lesson plans aligned with Common Core with High School teachers

Year 2 – March 2014 continue evaluation of effective PD/PL through discussions among School Administrators, SIG personnel, teacher leaders and PL instructors, to determine validity, usefulness, and reliability of programs. Specific dates to have PL classes will be set as school calendar is developed for 14 – 15 school year by School leaders, Leadership team, SIG people and other service providers.

Year 2 & 3 – June 2014 – May 2016

Continued PL training in appropriate instructional and

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

Professional learning activities will have defined, observable outcomes that we will be able to see in classroom observations, walkthroughs, and in student work. We will compile data on the measures of each professional learning activity to determine effectiveness

We use the needs assessments compiled from information gathered by surveys, eWalk observations, summative and formative data to help determine the needs of our students and teachers. We look at these data points in Better Seeking Team meetings and when we are developing the overall school improvement plan as well as our 45/60 day short term action plans. Data points allow us to determine a need and then the ability to monitor our progress toward meeting that need. We do not choose Professional Learning activities based on desires, likes, etc. but on the data that we collect from various sources.

PL Decisions: Quitman County High School also provides professional learning designed for specific contents, grade levels, and individual growth plans. Quitman County schedules ½ day Professional Learning activities time by releasing students at 12:00 one day a month to provide organized, balanced workshops on items that will directly impact the goals as set in this application

TKES: In order to facilitate the initiatives in this plan, we know that staff development will play a major role in the reframing of this school. First and foremost will continue training on the TKES. The Principal, Leadership Team, appropriate external providers, and SIG personnel will develop a series of the TKES Standards and Indicator training modules to be presented on the half day in-service days and the full in-service day in January. The post-panning days in May, plus days in summer will be used to review and develop Year 2 TKES training.

Rigor and Relevance: We started this school year 2012 - 2013, and want to continue Rigor and Relevance training for each department. This training will be geared toward the teachers re-evaluating and rewriting the curriculum for each class.

TAA: To enhance our student achievement goals, we will implement TAA (Teachers as Advisors) in the school year 2014-2015. This will also require staff development in order for it to be an effective tool, which will be done in August of

technology areas which directly affect teaching and learning activities in the classroom.

Year 3: August 2015 - Create school "self PD program" to have local teachers present in specialized and qualified areas to continue sustainability of program.

Year 1- have developed calendar to include planning days as mentioned.

Year 2 and 3- continue to develop calendars to allow for whole and half day PL time

2011-2012- Pilot system for TKES

TKES Professional Learning Days:

Half Days (two hours): August 30, September 20, October 25, November 22, and December 19, 2013.

February 13, March 14 and April 4, 2014

Full Days (four hours): January 6, May 27 and May 28, 2014

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

2014.

Job-Embedded: We must make sure that all teachers participate in learning teams throughout the year and meet regularly to plan for instruction (e.g., develop lesson plans, examine student work, and monitor student progress). We will implement job-embedded learning during common planning time with appropriate protocols to monitor the implementation and effectiveness.

We will make sure that there is collaborative, vertical planning time set aside for this purpose and that this process will have meeting protocols and be monitored by the Instructional Coach.

PL Online: We are committed to providing high quality Professional learning resources through our acquired technology in order to support professional learning including job-embedded professional learning. We will ensure that job-embedded learning takes place during the workday by providing the time and resources necessary.

Technology: Professional learning will be provided on 21st Century Classroom technology and the effective use of instructional technology. This technology will include the use of, but not limited to, SmartBoards, grade books, PowerSchool, PowerTeacher, Data Director and student instructional software, via laptop and tablet/iPad systems. The development of a continuing, sustaining technology program throughout Quitman HS is of utmost importance to us. The Technology Coordinator (TC) will be assigned to each teacher on a daily basis to begin immediate training of the teacher and students in the use of the technology and have a scheduled time to research on his/her own. The TC will be housed in the computer lab room to oversee the use and security of that lab as well as the classroom sets. The TC will also assist teachers in accessing, reviewing and using data in relation to TKES for assessment analysis. The TC will also develop an evaluation instrument to be used by teachers and students to accurately evaluate educational web sites, software, and applications used during year one to

Year 2 & 3: March 2015 to October 2015 - Develop TAA program through the Grad Coach

Year 1: August 2013 – January 2014 – Research appropriate online PL sites that are relevant to ongoing PD/PL needs of teachers to refresh or update current instructional practices.

Year 2 & 3: August 2014 and sustaining - Embed online PL into the fabric of the school with continuous learning by the teachers.

Year 1 – August 2013, Identify appropriate online learning sites for teacher use.

Years 2 & 3, sustaining: Provide continuous external an internal training on use of technology by teachers and students.

Year 4, on – Continue to have internal staff meetings to facilitate sustained education on use of technology by faculty, staff and students

Year 1 - August 2013 to May 2014 – School Administration,

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

determine relevance and validity in learning relating specifically to Common Core Standards and TKES.

The Technology Specialist, along with teachers, and School Improvement personnel will research appropriate academic programs for lab use, software and applications for class, subject, and individual use. This will be an ongoing process as we develop a cataloged library of useful, pertinent programs and applications that are viable over the long term for teacher instruction and student learning. Quitman County wants to have a system where the programs are worn out from use, not used once and put on a shelf.

Apple will also provide two days of intensive on-site training for teachers (required) on appropriate use of Macs and iPads. This will be scheduled pending Grant approval.

SIG personnel and teacher leaders to investigate, determine and recommend appropriate, quality sites, resources and people to begin technology training for teacher' use in the classroom and those sites and applications useful for student learning. The Technology Coach will be instrumental in providing training, research and application of technology in the school and classroom during class time and during half/full in-service days as follows:

Technology Training:

Half Days (one hour): August 30, September 20, October 25, November 22, and December 19, 2013.

February 13, March 14 and April 4, 2014

Full Days (two hours): January 6, May 27 and May 28, 2014

Year 2 – May 2014 to September 2014 – Evaluate technology used via the evaluation instrument to determine effectiveness during year 1. Investigate other technology, especially new sites and develop plan to use in year two.

August 2014 through May 2015 – Continue to use technology in classroom teaching and learning. The Technology Coach will be instrumental in providing training, research, application and evaluation of technology use in the school and classroom.

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

<p>SREB Math and Literacy Design Collaborative</p> <p>Instructional Leadership and Instructional Coach Training (new IC and current K – 3 IC)</p>	<p>Year 3 - Continue to use technology in classroom teaching and learning. The Technology Coach will be instrumental in providing training, research and application of technology in the school and classroom as it relates to the sustainability of the technology program.</p> <p>Year 1 – Develop and implement SREB Math and Literacy Design Collaborative as cited in the SREB report.</p> <p>Year 2 & 3 – continue implementation of SREB M&LDC</p> <p>See page 57 for details in working with SREB. Year 1 - September 2013 to April 2014 - Quitman County High School will also send the Instructional Coaches to other appropriate training as conducted by the GADOE, RESA, or reputable trainings as established by the SIG coordinator and Principal. April 2014 - Year 1- workshops will be evaluated as to effectiveness and cost.</p> <p>May 2014 – IC will research and register for appropriate workshops to attend in Year two</p>
--	--

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

<p>Summer Leadership Academy(selected personnel)</p> <p>RTI/PBIS Training: These initiatives are instrumental to the continued success of students and High Schools have had a difficult time implementing them. Therefore, staff training will be an ongoing process.</p> <p>We have a dedicated Professional Learning Instruction classroom at Quitman County HS to facilitate professional learning opportunities. This room will house training as mentioned above during whole and half day planning. This room has easy access to computers, a Smart Board and can accommodate any other needs in order to have a comfortable, appropriate setting in which to have speakers and presentations.</p>	<p>– June 2014 – April 2015</p> <p>April 2015 - Year 2 workshops will be evaluated as to effectiveness and cost.</p> <p>May 2015 – IC will research and register for appropriate workshops to attend in Year 3 – June 2015 – April 2016</p> <p>June 2013 and 2014 – P, AP, IC and Supt will attend the GADOE Summer Leadership Program in June 2013</p> <p>Year 1, 2, & 3 August 2013 through May 2016 – IC and RTI training will be as determined by offered programs via GADOE, SREB, RESA and other external providers</p> <p>October 2012</p>
--	---

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

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

Actions: Strategies for financial incentives:

Quitman County has already implemented incentives that include resources and materials, and incentives for accepting additional assignments or attending PL training.

Quitman County already addresses teacher incentives by giving stipends for teachers who return to work prior to the regular school calendar to plan and receive professional development.

Promotion and Career Growth:

Teachers will deepen content knowledge by enrolling in content specific courses. The identified course must be correlated to the participant's teaching assignment during Year 2 – Year 3 of the grant period. Teachers must apply for this financial assistance no later than the first day of the school year during the SIG period. Teachers will be funded for one (1) course per year during the SIG grant period.

Establish Learning Communities: It has been noted that several teachers in Quitman County HS teach inside their four walls and have very little interaction with one another in a professional sense and are somewhat unwilling to reach out or seek knowledge or advice, Seemingly in fear they may face their own inadequacies. It is up to this program to first give them confidence in what they do, then to motivate them to seek out what will make them better. In addressing for the overall school plan, teachers in the elementary school will no longer be responsible for the planning of five content areas. Instead grade levels will form Learning Communities whereas one teacher is responsible for one core subject, but two grade levels. This specialization allows instructional time to be better utilized. High School teachers still have several different lesson plans to do as they teach three and four grade levels a day. It is the goal of Quitman County to establish a way to vertically align our learning communities to establish “seamless transition” between grades and that invisible 5 to 6 and 8 to 9 gap that education has created. Vertical alignment of all grades/teachers is of utmost

Timeline:

Year 1 – June 2013 and is ongoing

Year 2 & 3 – Continue rewards program with review and evaluation of success

Year 1: August 2013 – December 2013 - School Administrators, SIG personnel and teacher leaders will begin planning ways to create a seamless transitional environment through vertical alignment of the academic classes in Professional Learning Communities and how they can work effectively at a small school.

Year 1 – December 2013 to May 2014 – Begin implementation of Learning Communities and establishing a culture of cooperation and collaboration among all of the teachers in all of the grades. Meetings will take place monthly to update and evaluate the process of LC development as a unit and the LC's will be meeting weekly to exchange information.

Year 2 – August 2014 – May 2015 – Continue revision of the of the LC's within the committee as a whole and as small LC's and implement changes as needed.

Year 3 – August 2015 – May 2016 – Continue revision of the of the LC's within the committee

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

importance to the school and the system.

as a whole and as small LC's and implement changes as needed
Develop plan to ensure sustainability of the Learning Community program

August 2013 to September 2013
– Hire Academic/Instructional Coach

Retain Teachers:

-Hire Academic/Instructional Coach:

It is known that consistency of a staff is of utmost importance to a school in order to strengthen the curriculum, instruction, and professional development. To assist in increasing the quality of our teachers, an Academic/Instructional Coach will be hired to improve instruction and work with those teachers, who with help will provide a quality education and consistency in the culture of the school. It poses quite a unique situation when to really have positive change, the leadership and faculty of a school needs to be fairly stable and consistent. Teachers will have the opportunity to improve their organization, curriculum, and instruction which will give them a sense of success. This will in turn effect overall school culture. Improving the school culture will improve relationships among and between teachers, staff, students, parents, and administrators. A positive climate will help retain teachers as overall job satisfaction increases because of enhanced skills and relationships.

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

Actions: Teachers will use diagnostic and prescriptive testing to guide instruction.

- USA Test Prep diagnostic and/or Study Island prescriptive software to pre/posttest with 80% required for mastery for targeted students
- Teachers will create unit benchmark assessments
- All academic teachers 9 – 12, will use pre academic assessments, as determined in A3 in August, October, January and March to determine student readiness and post tests to determine progress in October, January, and May to drive further instruction. Teachers will discuss data results with Administrators, students and parents are to plan together for any further academic “action” that needs to be taken, ie., remediation, make-up, acceleration in order to ensure the student’s progress towards his/her goals. Goals can be set based on the previous year’s subject grade, EOCT score, with teacher input and student parent knowledge. The Benchmark assessments noted above will also be used to adjust pacing guides and Differentiate Instruction, not only to adjust student goals

Continue utilizing the Common Core standards based classroom instructional model that is vertically aligned from one grade level to the next. As part of the vertical alignment and because of our size, ES, MS & HS teachers will meet once a month to discuss coordinating places in the curriculum and study student preparedness and note any actions to be taken in better preparation and once week in small groups that will be established.

Timeline:

August 2013 – Development

Year 1 - October 2013, ongoing. May 2014 conference to determine positives and deltas of the program

Year 2 –July 2014 – 2015 ongoing.

May 2015 conference to determine positives and deltas of the program

Year 3 – ongoing. May 2016 conference to determine positives and deltas of the program and it’s sustainability for the future

Year 1 -August 2013 – Develop guide of what to ask, expectations and desired results from Learning Communities to get monthly feedback of large and small groups to School Administration and SIG personnel to determine implementation, process and effectiveness of Vertical Alignment.

Year 2 & 3 – Continue large and small group meetings with feedback.

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

<p>Conduct periodic focus walks as required by TKES to following professional learning to ensure that the new skills are being implemented in the classroom.</p> <p>Update and use data room as a learning environment for teachers to see and note progress of the students as soon as achievement data is provided as part of a data day. Sessions will be help during planning time to discuss the whole process and what we are doing or need to do to address certain situations.</p> <p>Use data to recruit students to enroll in advanced placement, honors, and dual enrollment courses.</p> <p>Develop a continuous and on-going system of making up work or assessment scores in order to address student progress at that moment rather than weeks or months later and creating norms and habits of doing best work now</p> <p>Quitman County sees tremendous value in vertical alignment as we will emphasize teacher collaboration not only in 9 – 12, but school-wide, make the work manageable by understanding our human capacity, make human and technological resources readily available through hiring and acquisition of quality people and technology, thus enhancing curriculum work, and then implement vertical alignment as part of a system approach to school improvement, during the SIG time and as a sustaining effort to ensure all students at all times have the best training available. Teachers will collaborate up and down the grades to compare plans and assessments, clarify targets and goals, build quality</p>	<p>August 2013 – ongoing with continued training.</p> <p>Year 1 – Data Day meetings will be held in collaboration with Learning Community meetings discussing all other items including data to determine teacher/student needs in October 2013, January 2014, March 2015, and May 2015</p> <p>Year 2 & 3- to be held corresponding months</p> <p>Year 1, 2 & 3 as a result of above meetings</p> <p>Year 1 – July 2013 – Administration and Leadership Team meeting to determine parameters of the program. September 2013 – Implementation</p> <p>Year 2 & 3, sustaining - continued use of work completion</p> <p>In accordance with A5 incentives, teachers will participate in continuous planning twice monthly after school and during planning days to effectively plan, implement and evaluate curriculum as it pertains to vertical alignment during year one, two and three under the supervision of the SIG</p>
---	--

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

<p>assessments, analyze results, and make revisions as needed. As a small High School we will also use horizontal alignment to build living relationships among teachers, students and subjects as how they relate to each other and their relevance to learning and adult life.</p>	<p>Coordinator, Academic Coach, Instructional Coach and Principal.</p>
--	--

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

<p>Actions: The data room will be expanded using continually updated data, which will be reflective of demographic information, diagnostic assessments formative, interim and summative assessments. The data room will be used effectively to further enhance Design Teacher meetings, content Study Groups, and Leadership Team meetings. Academic coaches working with administrators and teachers will spearhead data disaggregation for all students. Data will be drawn from the SLDS, benchmark assessment, and OAS. Disaggregated data will be used to drive Response to Intervention and other remedial, tutorial and accelerated programs at Quitman County.</p> <p>As mentioned above, update and use data room as a learning environment for teachers to see and note progress of the students as soon as achievement data is provided as part of a “data day”. Sessions will be help during planning time to discuss the “whole” process and what we are doing or need to do to address certain situations.</p> <p>The Technology person will be housed in the Data Room to make this an integral part of Quitman County 9 – 12. Teachers, individually and collectively, will be informed on a continuous loop as new information is processed, posted and analyzed.</p>	<p>Timeline:</p> <p>September 2013 – meet with new Academic Coaches and tour current data room.</p> <p>October 2013 – begin updating data room and begin Design Team meetings held in Data room.</p> <p>September/October 2013 – Have SLDS training with all teachers (already scheduling this with SLDS office)</p> <p>Year 2 & 3 – Continue use of Data room to make it an ongoing, sustainable room of past and current information for teacher and parent use.</p> <p>Year 1 – Data Day meetings will be held in collaboration with Learning Community meetings discussing all other items including data to determine teacher/student needs in October 2013, January 2014, March 2015, and May 2015</p> <p>Year 2 & 3- to be held corresponding months</p> <p>September 2013</p>
---	---

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

A8. Establish schedules and strategies that provide increased learning time for all students (as defined by the SEA).

Increased Learning Time (ILT program)

Quitman County's instructional day will be extended by 45 minutes. These 45 minutes will create A.R.E. Time (acceleration, remediation and enrichment). All teachers and students will participate in A.R.E. time. Every student in the school will be identified for acceleration, remediation or enrichment. The instructional coach and teachers will use data from EOCT, benchmark assessments, course grades and diagnostic assessments to determine each student's need. Friday's A.R.E. time will be used for advisement and conferences.

Timeline:
August
2013

Proposed Bell Schedule with extended instructional time:

	High School		Middle School
7:30	Breakfast	7:30	Breakfast
7:50-7:55	Report to 1 st Period	7:50-7:55	Report to 1 st Period
7:55-8:00	Announcements	7:55-8:00	Announcements
8:00-8:55	1 st Period	8:00-8:55	1 st Period
8:55-9:00	Class Change	8:55-9:00	Class Change
9:00-9:55	2 nd Period	9:00-9:55	2 nd Period
9:55-10:00	Class Change	9:55-10:00	Class Change
10:00-10:55	3 rd Period	10:00-10:55	3 rd Period
10:55-11:00	Class Change	10:55-11:00	Class Change
11:00-11:55	4 th Period	11:00-11:55	4 th Period (A.R.E.)
11:55-12:00	Class Change	11:55-12:25	Lunch
12:00-12:55	5 th Period (A.R.E)	12:30-1:25	5 th Period
12:55-1:25	Lunch	1:25-1:30	Class Change
1:30-2:25	6 th Period	1:30-2:25	6 th Period
2:25-2:30	Class Change	2:25-2:30	Class Change
2:30-3:30	7 th Period	2:30-3:30	7 th Period

Saturday School

Saturday school will be established for students who have fallen behind in their course work during the grading period. Students will attend from 8am – 12pm the last two (2) Saturdays of the grading period to make up work and complete missing assignments. Detailed grade reports will be generated that show assignments students need to complete. Saturday school will also provide opportunities for students to receive tutoring in core academics and ACT/SAT prep.

October/
December
2013, 14,
15

March/
May 2014,
15, 16

STING (Students-Transitioning-Into-Ninth-Grade) Bridge Program

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

STING Bridge Program will assess each student's needs and establish a clear plan to help students succeed in high school and beyond. The goal will be to help students realize that high school is the launching pad for their futures.

The program will take place during the summer for 1 week, with the Grad Coach supervising the program.

During this week students will receive:

Learn to project into the future and understand the consequences of their actions and choices they make today.

Analyze the effect of personal interests and aptitudes upon educational and career planning.

Develop meaningful 10-year career-inclusive educational Plans.

Understand the impact their commitment to education has on their future lifestyle and life satisfaction.

Recognize the impact of career choice on personal Lifestyle.

Demonstrate the skills to locate, analyze, and apply career information.

Know the process for career planning and educational preparation.

Summer School

Summer school credit-recovery courses will allow students to stay on track for on-time graduation. Edgenuity (e2020) is an online learning program that will be used. Self-paced learning and pretesting with prescription allow students to spend more time on what they need and less time on content they have already mastered.

**Georgia Department of Education
 School Improvement Grant 1003(g) - LEA Application 2012
 Attachment 1d - Transformation Model**

A9. Provide ongoing mechanisms for family and community engagement.

Actions: Quitman County K – 12 envisions developing a sweeping program of establishing, implementing and continuation of a consistent Parent and Community program which involves parents, community leaders and citizens of Quitman County to serve in a knowledgeable role of supporters of the individual student and the school as a whole. It is imperative that we educate the parent about current education practices/teaching methods, discipline in the school, and monitoring student grades and progress toward completion of their current grade and ultimately, graduating from high school and being prepared for work, college, or the military.

To ensure an effective partnership between the school and the parents and between the school and the community, a Family Community Liaison will be hired to reach out, communicate, and work with parents, implement and coordinate parent programs, and build ties with the greater community.

In Quitman County, although this is a High School application, being a K – 12 campus, we have parents who have several children that attend school on this one campus. It is our desire to create a welcoming environment where parents are informed of their child’s progress and move toward academic success. We want to have a formal Open House at the beginning of school to introduce teachers to the parent’s, visit the classroom and understand that throughout the year teachers will have conversations, send home reports & letters and invite consistent email communication to monitor student grades and behavior, plus be fully aware of what they are studying in class, what the curriculum mandates are, and to be an active part of their child’s daily education by reading and doing math with them, asking about the day and being aware of what their child is learning and where they need to go in the curriculum.

The following actions are planned:

Year 1: Schedule parent meetings/Open House every six weeks, between 4 ½ week progress reports and 9 week report cards in order to let the parents see their child’s progress and be aware of any work/ grades the student needs to make up in order to make the best possible grade. It will also give the

Timeline:

July 2013 – Build Job description, Interview and hire for position of Grad Coach/Parent-Community Liaison

Year 1- September 2013, November 2013, February 2014 and April 2014

Year 2 - September 2014,

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

teachers one more way to make contact with the parents in order to keep them well informed. We want use this time to educate our parents in the education of their children, what the Common Core mandates are and how they can assist in their child's learning. We want to have this time to create positive relationships with parents, instead of only getting bad news from the school and community members to show them this is a "community school" and not just for students, teachers, and parents.

Parent Room: Due to the fact that over 67% of our households do not have sufficient computer or internet access, Quitman County Schools believe the school should serve as a communication center in a well regulated environment where parents without computers can stop by the school on occasion as they are returning home from work and access their child's grades and work progress through our PowerSchool program. Our Family/Community Liaison will supervise the computer center in the afternoons as a part of the out-reach program to assist parents in this process. This is a program that will start out small, but we hope that through the years it will gain momentum as more parents become aware of this service.

Year 2: Continuation of Parent Meetings and Parent Room.

Creation of Adult Learning Center: As indicated by the United States Census, one-third of Quitman County citizens are non-high school graduates. In this second year, we would like to create an Adult Learning Center to allow parents and community members who did not receive a high school diploma the opportunity to use our parent Room as a way to access any quality programs that can provide online courses where they may achieve a high school diploma. Even if they may have their diploma or GED, we may also provide the opportunity to move forward in their learning by taking any other online courses that may further their education that they cannot receive anywhere else. This is to also be a place where parents can meet with the Liaison to understand what the curriculum, what the student needs to learn in order to grow & learn, and what the child should be learning in order to pass any type of state assessment for promotion. The Learning Center will be managed two days a week in the evenings by the liaison and should evolve into a hub of adult education in our county.

November 2014, February 2015 and April 2015

Year 3 - September 2015, November 2015, February 2016 and April 2016

Year 1 - October 2013 - ongoing
- Begin development of Parent Room

Year 2 – August 2014 continuation of parent room and January 2015 – April 2015 - begin planning for Adult Learning Center

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

<p>Year 3: Continuation of Parent meetings, Parent Room and Adult Learning Center In this third year, we want the Adult Learning Center to be a major part of the community in allowing parents and community members who did not receive a high school diploma the opportunity to use our Learning Center as a way to access any quality programs that can provide online courses where they may achieve a high school diploma. Even if they may have their diploma or GED, we may also provide the opportunity to move forward in their learning by taking any other online courses that may further their education that they cannot receive elsewhere. This is to also be a place where parents can meet with the Parent Liaison to understand the Common Core curriculum, what the student needs to learn in order to grow & learn, and what the child should be learning in order to pass any type of state assessment for promotion. The Learning Center will be managed two days a week in the evenings by the liaison and should evolve into a hub of adult education in our county.</p>	<p>Year 3 - May 2015 – Begin full implementation of Adult Learning Center for use by former students, parents and community members as per plan developed in 2014</p>
--	--

A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

<p>Actions:</p> <p>Staffing decisions will be within the principal’s decision-making capability so that those personnel not supporting the change initiative or not demonstrating measurable student progress are replaced, reassigned, or redirected. Staff members deemed to be unsatisfactory will be replaced through transfers, retirements, and/or non-renewal. The Principal has started to determine staff that will be effective at Quitman County 9- 12, those who can be moved and he is interviewing new personnel for 2013-2014.</p>	<p>Timeline:</p> <p>July 2013 - planning for teacher placement and appropriate professional development</p>
--	--

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

<p>Instructional time will be organized and maximized by the principal so that the most impact possible is made on student achievement, through both contact time for students and professional learning time for personnel. Based on the approved plan, budget allocations will be strategically aligned to drive and support implementation initiatives. The Principal is working with the LEA on the budget of all monies to utilize at QCHS. System policies will be reviewed to determine that they do not restrict implementation and effectiveness of the identified interventions. In addition, Central Office personnel will provide support and assist in removing barriers that could impede progress and/or success of the Transformation model implemented. The Transformation Team and Principal have been meeting regularly with the Superintendent to inform him and have been given flexibility to determine the needs of Quitman County 9 - 12 and any changes necessary to prevent barriers.</p> <p>Instructional time will be organized and maximized as Determined by the principal so that the most impact possible is made on student achievement, through both contact time for students and professional learning time for personnel. The Transformation Team was given the opportunity to establish the Quitman County 9 - 12 school calendar for 2013-2014. Based on the approved plan, budget allocations will be strategically aligned to drive and support implementation initiatives. The Principal is working with the LEA on the budget of all monies to utilize at Quitman County 9 – 12. System policies will be reviewed to determine that they do not restrict implementation and effectiveness of the identified interventions.</p>	<p>May 2013 – in planning/hopes to receive SIG funding</p> <p>Year 1 – Summer 2013 Planning of ILT</p>
---	---

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

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).

Actions:

Coordinate system-wide professional learning to support indicated school needs.

Chat-Flint RESA support: Quitman

County K - 12 will continue to utilize content and technology consultants provided through our RESA to support professional learning, instructional resources, and technology needs for administrators, teachers, and staff, with an emphasis on Math and Science.

- CFRESA Math and Science Consultants will continue to work with math and science teachers to strengthen math and science content and improve standards-based math instruction.
- CFRESA 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. We want to make the teacher training consistent and complete where teachers, after Year 3 become their own “technology resource” people to create the sustainability of the SIG program.

Year 1 – August 2013 to October 2013 – Work with SIG manager, SIG Instructional coordinators, school IC, RESA staff and GADOE SIS to establish professional learning goals and time/date of classes

Year 1 - August 2013 – Continuation of RESA services with teachers in Math and Science K – 12

January 2014 – Begin planning for '14 – '15 utilization of services form RESA for Year 2

Year 2 & 3 – ongoing and sustaining. Continue to plan, revise and use RESA services in Math and Science

Year 1 – August 2013 to October 2013 – System and SIG technology coordinator plan for appropriate technology training where RESA staff and facilities can be used

October 2013 – May 2014 have PL training, internal/external, in use of technology in teaching and for students to begin developing skills of excellent computer use.

Year 2 and 3, sustaining – Continue the PL training for teachers and students.

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

GaDOE support: Leadership team members will attend professional learning organized and structured by GaDOE. Training will include the Leadership Academy, formative assessment training, and other pertinent trainings provided by GADOE.

GaDOE support: Instructional Coach will participate year-long Instructional Coach Training to provide explicit instruction, modeling of instructional practices, facilitation of collaborative learning and planning teams, provide teacher observations with feedback and assist teachers with analyzing student work.

August 2013 - Establish working relationship with the GADOE School Improvement Specialist to establish services, frequency of services and specific duties.

September 2013 – May 2014 – alignment of services (classroom visits, PL, teaching styles, assistance) between school, SIG and GADOE SIS to ensure consistency of the vision of quality classroom teaching and learning

Year 2 - '14 & '15 and Year 3 – '15 & '16 – Continue relationship with GADOE services and plan for the sustainability of the program after 2016

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

<p>B-1. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.</p>	
<p>Actions: Determine needed positions to ensure success of the implementation and sustainability of the SIG program.</p> <ul style="list-style-type: none"> - Determine those positions/people in place within the Quitman County Central Office and in Quitman County HS School that can effectively lead, manage or coordinate the SIG program - Determine from System analysis anything external, (personnel, training or resources) that will be needed to ensure effective progress in instruction, assessment, monitoring, and curriculum for the Grant's success and ensure that an appropriate accountability person is in place to supervise the SIG program - The School Administration and School Leadership Team along with the Superintendent and Board members will create a job description for each position as it best fits the needs of Quitman County HS - We will hire a SIG Administrator to serve on site to coordinate services, and perform the duties of the SIS Coordinator as described in the job description. <p>Instructional Coaches and Technology Coach will provide Professional Development and training in classroom teaching and use of technology as described in A4</p>	<p>Timeline:</p> <p>August 2013</p> <p>June/July 2013 – Already in place is training from Apple, SREB, RESA and ViziTech, pending grant approval</p> <p>*job descriptions begin on page 83</p> <p>August 2013</p> <p>September/October 2013</p> <p>Year 1:September 2013 to May 2014</p> <p>Year 2 & 3: Review effectiveness of trainings and continue appropriate Professional Development and Technology training in order to sustain a quality teaching environment and use of technology by teachers and students.</p>

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

C. Align additional resources with the interventions.	
<p>Actions:</p> <p>All returning staff will sign a contract addendum/agreement that clearly outlines non-negotiables including consequences for non-compliance.</p> <p>Develop professional growth plans with all staff members. Put policies and/or procedures in place that identifies TKES as official evaluation processes.</p> <p>Review and recommend changes, if needed, for student attendance, tardy, and truancy policies to support the SIG.</p> <p>Review and recommend changes, if needed, for non-renewal procedures/policy to support the</p>	<p>Timeline:</p> <p>March 2014</p> <p>June 2013 (we are in TKES and have set some PGPs)</p> <p>July 2013</p> <p>March 2014</p>

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.	
<p>Actions: The Quitman County Board of Education has agreed to work with the SIG program to amend, delete, and/or establish any policies necessary to support the requirements set forth in the Grant. The BOE is fully aware that this is an ongoing process and full Board cooperation will be part of the process of the three year grant period.</p> <p>The Superintendent is fully aware and supportive of the SIG program. The Superintendent will work collaboratively with</p>	<p>Timeline:</p> <p>April 22 – Two Board members attended the orientation session of the SIG Grant process and presented information at the May Board meeting</p> <p>May 2013 approval to participate</p>

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

<p>the Principal, SIG Administrator, Academic Coach, Technology Specialist, Grad Coach/Parent Liaison to ensure success during and after the Grant period.</p>	<p>as per Board vote June 2013 continued Board discussion</p>
--	---

<p>E. Sustain the reform after the funding period ends.</p>	
<p>Actions: Quitman County believes the most important part of this Grant is the sustainability of what we are doing that is supplementing and increasing teaching and learning in our schools and the preparation for life it will give students. During the previous three years, QCHS will make rigor and relevance a priority in the instructional process so that it becomes the norm at Quitman County creating a self-perpetuating instructional philosophy that will last well into the future. We plan to keep an Instructional Coordinator to continue to model, coach, mentor, and monitor all teachers, especially any who are new and those who want to grow and prosper each year in the classroom. Eventually, we want this person to become knowledgeable in Common Core through the fourth grade to tenth grade curriculums to help teachers acquire dozens of ways in which to teach a child; reach those who need extra help and motivate those who want to soar.</p> <p>Continue to budget for and update our technology to replace or add to the existing technology in the school. It is our mission to provide adequate computers, hardware, software, and any other technology needs for our students at school and our parents/community through the Adult Learning Center on a continuous basis. We then envision Quitman County K – 12 school as the hub of learning for our county as we are the only place/building that can provide this service and are determined to be this provider for our children and citizens. Keep our Grad Coach/Parent-Community Liaison person to give a connection from High School into the world by establishing a “Causeway Program” (named for the causeway in Georgetown) in order to keep up with our alumni while they are moving into college, the military or the world of work. Quitman County realizes that many of our students do not have the educated adult in the house that can provide certain quality advice or guidance as they make life decisions and we want to be her for them.</p>	<p>Timeline:</p> <p>Year 2 – July 2014 to June 2015 Begin putting in place sustainable internal and external teacher training and professional development (technological and instructional) to ensure continuation of consistent school improvement.</p> <p>Year 3 – July 2015 to June 2016 Have teachers be an active part of the training and development to sustain positive effects of the SIG program. Plan with School Board in budgeting money for equipment and training needed to sustain the program.</p>

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

Attachment 1d - Transformation Model

LEA Name: Quitman County

School Name: Quitman 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 Priority schools. Write the annual goals below.

Reading/English Language Arts

2013-2014 School Year

High School: The percentage of QCHS students who meet and exceed standards on the Ninth Grade Literature EOCT will increase from 85% to 90%, with 15% exceeds as measured by the Spring 2013-2014 EOCT.

The percentage of QCHS students who meet and exceed standards on the American Literature and Composition EOCT will increase from 88% to 93%, with 15% exceeds as measured by the Spring 2013-2014 EOCT.

2014-2015 School Year

High School:

The percentage of QCHS students who meet and exceed standards on the Ninth Grade Literature EOCT will increase from 90% to 93% with 20% exceeds as measured by the Spring 2014-2015 EOCT.

The percentage of QCHS students who meet and exceed standards on the American Literature and Composition EOCT will increase from 93% to 95%, with 20% exceeds as measured by the Spring 2014-2015 EOCT.

2015-2016 School Year

High School: The percentage of QCHS students who meet and exceed standards on the Ninth Grade Literature EOCT will increase from 93% to 95%, with 25% exceeds as measured by the Spring 2015-2016 EOCT.

The percentage of QCHS students who meet and exceed standards on the American Literature and Composition EOCT will increase from 95% to 98%, with 25% exceeds as measured by the Spring 2015-2016 EOCT.

Mathematics

2013-2014 School Year.

The percentage of QCHS students who meet and exceed standards on the Coordinate Algebra EOCT will increase from 11% to 75% as measured by the Spring 2013-2014.

The percentage of QCHS students who meet and exceed standards on the Math II EOCT will increase from 13% to 75% as measured by the Spring 2013-2014 EOCT.

2014-2015 School Year The percentage of QCHS students who meet and exceed Coordinate Algebra standards will increase from 75% to 84% as measured by with 15% exceed as measured by the Spring 2014-2015 EOCT.

The percentage of QCHS students who meet and exceed standards in Math II will increase from 75% to

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

84%, with 15% exceed as measured by the Spring 2014-2015 EOCT.

2015-2016 School Year. The percentage of QCHS students who meet and exceed standards on the Coordinate Algebra will increase from 84% to 90%, with 20% to exceed as measured by the Spring 2015-2016 EOCT.

The percentage of QCHS students who meet and exceed standards on the Math II EOCT will increase from 84% to 90%, with 20% to exceed as measured by the Spring 2015-2016 scores.

Cohort Graduation Rate (High Schools Only) Base Line Data – 2013 Graduation Rate 70%

2013-2014 School Year The Graduation Rate for Quitman Co High School will increase from 70% to 78% in 2014.

2014-2015 School Year The Graduation Rate for Quitman Co High School will increase from 78% to 85% in 2015.

2015-2016 School Year The Graduation Rate for Quitman Co High school will increase from 85% to 90% in 2016.

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

Attachment 2 - Budget Detail

LEA Name: Quitman Co

School Served: Quitman County 9 - 12

Intervention Model: Transformation

Fiscal Year: July 1, 2013 through September 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 refer to the FY10 SIG Guidance -March 1, 2012 (<http://www2.ed.gov/programs/sif/faqaddendum030112.doc>) regarding allowable expenditures.

Object Class		Item Description	Costs	
100	Personal Services (Salaries)	SIG Coordinator (part time)	\$35,000	
		Academic Coach	\$63,440	
		Grad Coach/Parent Liaison	\$63,440	
		Salary, After School Tutorial Programs [ILT] (6 teachers x 3 hrs a week (45 mins for 4 days) @ \$35/hr [avg T&E of teachers involved] x 30 weeks) * see benefits below	\$18,900	
		Salary, Saturday School (4 teachers x 3 hrs x 8 days = 96 hrs @ \$35 [based on avg daily rate of teachers])	\$3,360	
		Salary, Bus Drivers for Saturday School (4 drivers x 8 days x \$50)	\$1,600	
		Technology Coordinator	\$48,428	
200	Benefits	Sig Coordinator (part time)	\$10,703	
		Academic Coach	\$20,703	
		Grad Coach/Parent Liaison	\$20,703	
		Technology Coordinator	\$18,562	
		ILT Teachers (After School and Saturday)	\$8,000	
		Bus Drivers	\$500	
300	Purchased	Grad Coach Conferences/workshops (incl Natl Drop Out Prev Conf/ATL this year @ \$350, plus others 2 -3 people attending)	\$2500	

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

Professional & Technical	Technology Conference Registration (7 @ \$240)	\$1,680	
	Parent Liaison Training	\$2,500	
	SREB professional services	\$87,000	\$93,680
500 Other Purchased Services	Grad Coach/ PL Travel (incl, Natl Dropout Prev Conf and other workshops - 3 people)	\$7,000	Object Total
	Teacher Travel for Technology conference (7 @ \$800)	\$5,600	
	Training for Smart Boards	\$3,200	
			\$15,800
600 Supplies	50 - 21.5" iMac computers – class and virtual lab sets – 25 per class * see quote pg 65	\$78,371	Object Total
	iMac AppleCare included in quote above		
	100 - iPads with 4 storage carts *see quote pg 65	\$76,999	
	2- apple TV's @\$100 each	\$200	
	2 color Laser Printers 20 + ppm @ 499.00 per	\$1000	
	5 black & white Laser Printer 30+ ppm @ \$299	\$1500	
	6 sets of ink for color laser printer (\$460 per set)	\$2760	
	20 cartridges of black ink for mono printer(\$91)	\$1820	
	5 Smart Boards for HS Classrooms, inclusive of cameras, slate, speakers and response system	\$50,000	
	1 Vizitech 3D Science Lab	\$24,750	
	Purchase of software and applications [Purchase of 60 licenses per grade at 4 grades at 8 programs per grade at approx. \$30 per license/ 8 apps per student at 100 students at \$3 per app]	\$31,200	
700 Property (Capitalized Equipment)			Object Total

800 Other Objects			Object Total
900 Other Uses			Object Total

School Total \$ 691,419

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

Attachment 2 - Budget Detail

LEA Name: Quitman County

School Served: Quitman County 9 - 12

Intervention Model: Transformation

Fiscal Year: July 1, 2014 through September 30, 2015

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 refer to the FY10 SIG Guidance -March 1, 2012 (<http://www2.ed.gov/programs/sif/faqaddendum030112.doc>) regarding allowable expenditures.

Object Class		Item Description	Costs	
100	Personal Services (Salaries)	SIG Coordinator (part time)	\$35,000	Object Total
		Academic Coach	\$63,440	
		Grad Coach/Parent Liaison	\$63,440	
		Salary, After School Tutorial Programs [ILT] (6 teachers x 3 hrs a week (45 mins for 4 days) @ \$35/hr [avg T&E of teachers involved] x 30 weeks) * see benefits below	\$18,900	
		Salary, Saturday School (4 teachers x 3 hrs x 8 days = 96 hrs @ \$35 [based on avg daily rate of teachers])	\$3,360	
		Salary, Bus Drivers for Saturday School (4 drivers x 8 days x \$50)	\$1,600	
		Technology Coordinator	\$48,428	
			\$234,168	
200	Benefits	Sig Coordinator	\$10,703	Object Total
		Academic Coach	\$20,703	
		Grad Coach/Parent Liaison	\$20,703	
		Technology Coordinator	\$18,562	
		Teachers (ILT After School & Saturday)	\$8,000	
		Bus Drivers	\$500	

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

			\$79,171
300	Purchased Professional and Technical	Parent Liaison Training	\$4,500
		SREB services (proposed)	\$87,000
		Technology Conference Registration (7 @ \$240)	\$1,680
			\$93,180
500	Other Purchased Services	Teacher Travel for Technology conference (7 @ \$800)	\$5,600
		Grad Coach/ PL Travel	\$5,000
			Object Total
			\$10,600
600	Supplies	Purchase of software and applications [Purchase of 30 licenses per grade at 4 grades at 2 programs per grade at approx. \$30 per license/ 4 apps per student at 100 students at \$3 per app]	\$9,400
			Object Total
			\$9,400
700	Property (Capitalized Equipment)		
			Object Total
			\$ -
800	Other Objects		
			Object Total
			\$ -
900	Other Uses		
			Object Total
			\$ -
		School Total	\$426,519

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

Attachment 2 - Budget Detail

LEA Name: Quitman County

School Served: Quitman County 9 - 12

Intervention Model: Transformation

Fiscal Year: July 1, 2015 through September 30, 2016

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 refer to the FY10 SIG Guidance -March 1, 2012 (<http://www2.ed.gov/programs/sif/faqaddendum030112.doc>) regarding allowable expenditures.

Object Class		Item Description	Costs	
100	Personal Services (Salaries)	SIG Coordinator	\$35,440	Object Total
		Academic Coach	\$63,440	
		Grad Coach/Parent Liaison	\$63,440	
		Salary, After School Tutorial Programs [ILT] (6 teachers x 3 hrs a week (45 mins for 4 days) @ \$35/hr [avg T&E of teachers involved] x 30 weeks) * see benefits below	\$18,900	
		Salary, Saturday School (4 teachers x 3 hrs x 8 days = 96 hrs @ \$35 [based on avg daily rate of teachers])	\$3,360	
		Salary, Bus Drivers for Saturday School (4 drivers x 8 days x \$50)	\$1,600	
		Technology Coordinator	\$48,428	
			\$ 234,608	
200	Benefits	Sig Coordinator	\$10,703	Object Total
		Academic Coach	\$20,703	
		Grad Coach/Parent Liaison	\$20,703	
		Technology Coordinator	\$18,562	
		ILT Teachers	\$8,000	
		Bus Drivers	\$500	
			\$79,171	
300	Purchased & Technical	Parent Liaison Training	\$2,500	Object Total
		Technology Conference Registration (7 @ \$240)	\$1,680	
		SREB services (proposed)	\$87,000	
			\$91,180	

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

500	Other	Grad Coach/ PL Travel	\$3,000	Object Total
	Purchased Services	Teacher Travel for Technology conference (7 @ \$800)	\$5,600	
			\$8,600	Object Total
600	Supplies			
700	Property (Capitalized Equipment)			Object Total
			\$ -	
800	Other			
	Objects			
				Object Total
			\$ -	
900	Other Uses			Object Total
			\$ -	
		School Total		
				\$413,559

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

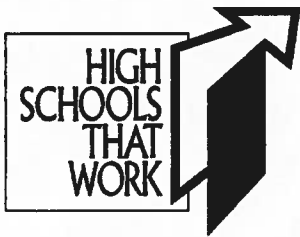
Attachment 2a - Budget Template

LEA Cohort 3 BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Year 1 – Full Implementation			
School Name Quitman 9 - 12		\$691,419	\$426,519	\$413,559	\$1,531,497
School Name					
School Name					
LEA-level Activities					
Total Budget	\$691,419		\$426,519	\$413,559	\$1,531,497

For Vizitech information, go to website: <http://www.vizitechusa.com/and> go to education

SREB

Implementing the Common Core State Standards



A Support Plan for Three Priority Areas:

1. CCSS Mathematics
2. CCSS Literacy
3. Instructional Leadership

Overview

The Southern Regional Education Board (SREB) will provide services to Quitman County Schools Middle and High Schools for implementation of the Common Core State Standards (CCSS) through its school improvement division, *High Schools That Work (HSTW)*. This support agreement will target three priorities: CCSS literacy, CCSS mathematics and instructional leadership.

The Common Core State Standards create a set of identified learner outcomes that will require enhanced instructional effectiveness. They provide a benchmark; however, teachers lack tools to bridge the gap from current practice to the new requirements. Tools that will improve schools if they are implemented with intention, effort and accountability are needed if schools are to be successful in teaching and learning to CCSS.

Georgia Department of Education School Improvement Grant 1003(g) - LEA Application 2012

Continuous school improvement is a social process drawing from the perspectives of and interactions between people within the school (school leaders, teachers and their peers, and students) and persons outside the school (parents, the community, school improvement and professional development providers, policy-makers, and others). Improvement occurs when such groups interact with one another to address problems and collaborate to find and implement proven solutions in a coherent manner.

SREB has the history, resources and ability to help districts and schools bring together these groups to actualize true school reform. Our collaboration with the Bill and Melinda Gates Foundation has allowed SREB to access the best thinking of the organizations that have planned the most dynamic and achievable of school reform efforts.

This proposal outlines the following information:

- **Part 1: Who We Are: The Southern Regional Education Board (SREB) and *High Schools That Work (HSTW)***
- **Part 2: SREB and the Common Core State Standards**
- **Part 3: SREB and the Bill and Melinda Gates Foundation**
- **Part 4: Instructional Leadership Support**
- **Part 5: SREB's Plan for Support and Theory of Change**
- **Part 6: SREB's Budgets for Services (MDC, LDC, Leadership)**
- **Part 7: Agreement or Signature Page**

Part 1: Who We Are: The Southern Regional Education Board (SREB) and *High Schools That Work (HSTW)*

Nationally, about one in four high school students leaves each year without earning a diploma, and many of those who do graduate do not have the reading, writing and mathematics skills necessary to succeed in college and careers — even though our competitive economy now demands more education than ever before.

The Southern Regional Education Board is helping states solve these problems. SREB is a nonprofit, nonpartisan organization that works with 16 member states to improve public pre-K to 12 and higher education. Founded by the region's governors and legislators in 1948, SREB was America's first interstate compact for education. Today it is the only regional education compact that works directly with state leaders, schools and educators to improve teaching, learning and student achievement at every level of education.

High Schools That Work is a division of SREB and is the nation's largest and most experienced school improvement initiative for high school leaders and teachers. More than 1,200 *HSTW* sites in 30 states and the District of Columbia currently use the framework of *HSTW* Goals and Key Practices to raise student achievement and graduation rates.

Hundreds of *HSTW* publications, case studies, site development guides and other materials also help improve curriculum and instruction in high schools throughout the nation. In addition, *HSTW*'s annual Staff Development Conference is attended by thousands of educators and is a focal point for year-round professional development.

HSTW is nationally recognized for its effectiveness and has led to several related school improvement initiatives. Chief among them, ***Making Middle Grades Work (MMGW)*** has helped make SREB states among the first in the nation to implement strategies that help students make stronger academic transitions into high school.

Technology Centers That Work (TCTW) helps career/technology centers in SREB states improve student readiness for college and careers.

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

Part 2: SREB and the Common Core State Standards

What are the Common Core State Standards?

The Common Core State Standards (CCSS) Initiative is a state-led effort to have a uniform set of learning expectations coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators and experts to provide a clear and consistent framework to prepare students for college and the workforce.

These standards define the knowledge and skills students should have within their K-12 education experiences so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- are aligned with college and work expectations;
- are clear, understandable and consistent;
- include rigorous content and application of knowledge through high-order skills;
- build upon strengths and lessons of current state standards;
- are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- are evidence-based.

How does SREB support the implementation of the Common Core State Standards?

The Common Core State Standards reflect the belief system that drives the school improvement efforts of SREB.

The mission of the Common Core State Standards is

... to provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy (www.corestandards.org).

The mission of schools in the *High Schools That Work* network is

... to prepare high school students for both postsecondary education and a career by having students complete a solid academic core and either an academic, a career/technical or a blended concentration. High standards in the workplace and growing numbers of high school graduates seeking postsecondary education are primary factors in the need for most students to complete a challenging program of study (www.sreb.org).

HSTW uses research-proven strategies to help states and districts transform their public high schools into places where all students learn at high levels. *HSTW* is based on the belief that most students can master complex

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

academic and technical concepts if schools create an environment that encourages students to make the effort to succeed.

Schools that have fully applied the HSTW model have systems in place that will support the implementation of Common Core State Standards. Member schools build and maintain these systems by following The HSTW Ten Key Practices for changing what is expected of students, what they are taught and how they are taught:

High expectations: Motivate more students to meet higher standards by integrating high expectations into classroom practices and providing frequent feedback.

Program of study: Require each student to complete an upgraded academic core and a concentration.

Academic studies: Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects.

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

Work-based learning: Enable students and their parents to choose from programs that integrate challenging high school studies and work-based learning and are planned by educators, employers and students.

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

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

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

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

Culture of continuous improvement: Use data continually to improve school culture, organization, management, curriculum and instruction to advance student learning.

Part 3: SREB and the Bill and Melinda Gates Foundation

Georgia Department of Education School Improvement Grant 1003(g) - LEA Application 2012

The Bill and Melinda Gates Foundation has been an investor in the creation of the Common Core State Standards in literacy and mathematics. While the standards were being produced, the Gates Foundation was also investing in developing the tools teachers will need to help their students meet them. Now the Gates Foundation has a partner in SREB to help take these tools to scale across the nation over the next three years.

What are the tools?

The Foundation's Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC) have created two powerful, yet different approaches to instruction and assessment. SREB's pool of talented trainers, resources and contacts in the education field will bring these tools into schools and classrooms with targeted training, ongoing school coaching and job-embedded professional development.

Mathematics Design Collaborative (MDC)

The Gates Foundation has funded The Shell Centre in England and the University of California at Berkeley to produce a series of Formative Assessment Lessons (FALs) for grades seven through ten focused on conceptual understanding and problem-solving. The FALs are built around a set of rich tasks connected to the CCSS and are intended to be embedded within a teacher's curriculum. The FALs are designed to engage students in a *productive struggle* with their mathematics learning.

FALs all follow a common structure:

- Students are given an easily administered initial assessment task. This provides teachers with a qualitative sense of their students' grasp of the targeted mathematics.
- Students are immersed in the mathematics of the initial assessment task through a set of collaborative activities. This part is designed as a guided inquiry. Students work in small groups, engage in discussion, take responsibility for their own learning, and learn from each other, often by examining each other's work. Teachers provide feedback questions to move students' learning forward without giving them step by step procedures for solving the problem.
- Students are engaged in a whole-class discussion. This is designed to pull the lesson together, to strengthen students' understanding of mathematics concepts involved allowing teachers to deepen their insights into their students' mathematical learning gaps. It also provides an opportunity to structure discussion, provide feedback and allow students to learn from one another.
- Students return to the initial assessment task to improve their responses. This gives students a look at what they have learned while providing teachers perspective on the effectiveness of their feedback and instruction. The strategy underlying the FALs is to make sure students both understand the mathematical concepts and are able to put the mathematics into practice. It is the application of mathematics that can often get lost when the focus is on the development of discrete procedural skills.

FALs are intended to be used by teachers at least once a month and aligned to key mathematics concepts being studied. Individual teachers or districts can decide exactly how each FAL will be used. Some teachers, for example, could use a FAL to introduce a mathematics topic while others might use one two-thirds of the way through their teaching of the topic to raise questions and check for further understanding or some weeks later to consolidate learning of multiple strands within the curriculum.

Changes in Classroom Experiences

Traditional Classroom	MDC Classroom
Teacher as Lecturer	Teacher as Facilitator
Teacher as Expert	Student as Expert
Teaching focus	Learning focus
Students working individually	Students working in pairs or small teams

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

Step-by-step instruction	Instruction is focused on key concepts with students identifying multiple solution pathways
Students complete "work" by completing pen and paper problems	Students complete lessons that allow for active understanding through the use of technology and hands on manipulative
Only the teacher discusses mathematics/literacy or uses mathematics/literacy terminology	Students actively discuss mathematics/literacy and use mathematical and literacy terminology in both oral and written formats
Teachers guide students by guiding them to the step to be completed	Teachers assist students by posing questions to identify misconceptions and/or to identify possible solution pathways

The MDC process equips teachers with research-based strategies and a process for analyzing learning in the classroom. To fully implement the MDC Formative Assessment Lessons, teachers will need direct support that begins with an understanding of the changes that must take place in the classroom.

Literacy Design Collaborative

Quitman County will receive its first year of support services for the LDC work beginning with one content area teacher only in year one. The Literacy Design Collaborative (LDC) is a new way of thinking about and preparing all students with the literacy skills they need to be college- and career-ready. It is not a program or a random selection of curriculum ideas; rather, it is a literacy framework that connects the Common Core State Standards with secondary ELA, social studies, science and electives classrooms.

The Bill & Melinda Gates Foundation piloted the LDC in select districts. Now, in collaboration with the Southern Regional Education Board, the LDC is going to scale with the process of helping schools implement student-centered and research-based tools. The LDC framework helps schools addresses the following:

- Teach reading, writing, and thinking in middle grades and high school in the content areas. The materials provide content area teachers the flexibility to personalize and tailor learning for every student to master the new Common Core State Standards (CCSS) for reading and writing in English, social studies, science and technical fields.
- Develop instructional tools built around lessons and strategies aligned to the CCSS that are intended to be integrated by the teacher into existing curriculum. Teachers can flexibly adapt these instructional tools wholesale or as needed.
- Help teachers differentiate instruction by combining appropriate literacy standards based on student needs, and enable creativity in how students master standards and content.
- Merge literacy with content as a "both-and" strategy, supporting coherence in both the content area and literacy rather than focus on just one stand-alone aspect.
- Establish an aligned system for teaching literacy that supports college-ready literacy across core disciplines and a formative system that will work in grades 6-12.

The LDC framework provides content area teachers the flexibility to personalize and tailor learning for every student to master the Common Core State Standards for literacy in all content areas. There are two main components to the LDC system teachers can adopt wholesale or adapt as needed:

Georgia Department of Education School Improvement Grant 1003(g) - LEA Application 2012

LDC Component 1: Template tasks are the beginning point for the LDC strategy. They are the building blocks for formative assignments and classroom-level assessments. All LDC tasks require students to *read*, analyze and comprehend texts as specified by the CCSS; *write* products as specified by the CCSS focusing on persuasion, informational/explanatory, and narrative; and apply CCSS for literacy to ELA, social studies, science, and elective courses. LDC tasks are designed to ensure that students receive literacy and content instruction in rigorous academic reading and writing tasks that prepare them for success in college and careers by the end of their high school career.

Example: Task 1 SS (Argumentative/Analysis L1, L2, L3): After researching academic articles on social networking, write an editorial that argues your position, pro or con, on the use of filters by schools. Support your position with evidence from your reading. Be sure to examine competing views. Give examples from past or current events or issues to illustrate and clarify your position.

LDC Component 2: Template modules add instruction to a single template task. The module is designed for approximately 2-3 weeks of instruction using an “instructional ladder” to organize instruction. The major components include module description, template task, CCSS for reading and writing, content standards, teaching task overview, teaching task instructional ladder unit plan including classroom pre-instruction, the reading process, transition to writing, the writing process, classroom assessment task (final assessment at the end of the module/unit) and materials and resources.

These main components are built around lessons and exercises aligned to the CCSS and are intended to be integrated by the teacher into existing curriculum. The materials, based on best-in-practice instructional design and flexible implementation, are developed to help teachers differentiate instruction and enable creativity in how students master standards and content.

The **template task** is a shell writing prompt statement that allows teachers to fill in the blanks with content and type of product. The completed template directs the student to complete an activity and create a product. Students are charged with a task – what students should do and what product they should produce. The **scoring rubric** describes and connects demands and qualities established by the Common Core State Standards with the student product. The **student work** clarifies expectations and calibrates the larger system.

The LDC framework allows schools, districts and states that are already working with SREB’s Literacy Across the Curriculum system to delve more deeply into their literacy work and to align classroom assignments and practices to the CCSS. Courses grounded in college-preparatory literacy instruction are the ultimate goal of the LDC system.

Part 4: Instructional Leadership Support

Georgia Department of Education School Improvement Grant 1003(g) - LEA Application 2012

Research over the past decade has made it clear that schools with weak leadership are unable to improve, and effective leadership is essential to change the culture and student achievement outcomes of a low-performing school. As a 2007 McKinsey and Company report stated, "There is not a single documented case of a school turning around its pupil achievement trajectory in the absence of talented leadership." Principals and assistant principals improve the effectiveness of teachers in their schools by: (1) consistently providing expert and actionable feedback that allows teachers to continuously improve their craft; (2) providing quality professional learning opportunities for their faculty; (3) setting high expectations for relevant and rigorous instruction, and positive relationships throughout the schools; and (4) improving the quality of teaching by selecting and retaining the right teachers.

The Southern Regional Education Board (SREB) proposes to establish a one-year program in

Quitman County for the purpose of improving the instructional leadership skills of an initial cohort of all the district's existing principals and assistant principals, with the possibility of training additional cohorts of district and future or aspiring leaders in the coming years. The program will use a planned sequence of on-site professional development supplemented with guided instructional rounds conducted at a central school locations in the county where on-site coaching and mentoring can take place.

Over the past decade SREB's leadership team has worked intensively in Louisiana,

Alabama, Tennessee, Kentucky, Ohio, and Providence, Rhode Island, consulting with local leaders to extensively redesign school leadership preparation pathways. SREB is demonstrably able to deliver the instructional leadership development services sought by Quitman County, as evidenced by the following facts:

- SREB has in the past three years trained 90 school leaders in Memphis, 57 of whom have been promoted (63 percent promotion rate). 30 graduates of this program have been promoted to principal, 23 to assistant principal, and four to central office positions.
- SREB is currently beginning a Race To The Top training program to prepare 110 school turnaround leaders in Florida.
- Over the past decade, SREB's leadership training modules have been taught to more than 2,000 current and aspiring school and district leaders.
- SREB has extensive practical experience in working in schools, as its *High Schools That Work (HSTW)* is the oldest and the largest network of whole school reform high schools in the nation, drawing on 25 years of continuous experience and currently including 1,200 schools.
- SREB's *Making Middle Grades Work (MMGW)* network currently contains approximately 300 schools.

Training Plan

Beginning in the Fall of 2013 SREB will conduct a series of 4 days of direct training or professional development.

Due to the need to leave coverage at schools, SREB can conduct this training as half-days with repeats so that schools can break their administrative teams into two groups. SREB will supplement this training with four days of instructional rounds conducted during the Fall 2013 semester so that each administrator can participate in at least two rounds instructional rounds.

Instructional Rounds

To support the rigorous new teacher evaluation system, a key component of this leadership proposal is designed to enhance the focus of administrators to support classroom instruction. Currently, many administrators struggle to find the time to complete the required formal classroom observations and their daily focus on classroom

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

instruction is at a minimum. While principals have had limited professional development to assist them with the completion of the formal teacher observation, many have expressed concerns over the effectiveness of daily classroom observations. These concerns over effectiveness stem from a series of questions: How does one identify good teaching when one sees it? What are the components of effective teaching? How do we know for certain what, how and how much students are learning? What do high quality classrooms and schools look like? Do all schools and all leaders operate with the same understanding of teaching and learning?

Building Background Knowledge to Improve Teaching and Learning

The professional development within this proposal is intended to assist administrators to know the answers to such questions and to develop a better understanding of instructional practices that can be used to support teachers within their building. The basic premise of instructional rounds is that people learn best about the meaning of high quality instruction by observing instructional strategies in practice and describing how students respond to these practices. The professional development provided to support instructional rounds will provide site leaders with tools to complete meaningful classroom observations. During initial training sessions, leaders will be guided through essential elements of brief classroom observations (ten to 15 minutes). These elements will focus on the review of quality student work artifacts, identification of student-centered instructional practices and critiquing the level of rigor of both planned and delivered lessons.

Leaders will participate in two training sessions prior to conducting their first instructional rounds to standardize the observation process. During the training sessions, participants will be provided with specific "look-fors" to focus their review of training videos and recent classroom observations. To accompany the videos, participants will be provided with copies of the corresponding lesson plan and student work samples that were collected at the time the training video was made. Principals will practice using the suggested SREB observation protocols as they watch both the video and review the related artifacts. Each instructional video will last approximately ten to 15 minutes to replicate the time that should be allotted to actual walk-through observations. After viewing each video, participants will be asked to critique the level of rigor of the observed lesson and to identify the instructional strategy that was used during the lesson. Participants will be asked to identify both a strength and weakness of the observed lesson and a recommendation that could be made to the teacher to improve the current lesson or future lessons based on what was observed. This feedback is a critical component of the observation process.

Participants will work on creating meaningful feedback that will impact instruction both incrementally and long term. During previous training sessions, SREB staff members have identified that many administrators can easily analyze a lesson and identify weaknesses of the planning and delivery of the lesson. However, few administrators can identify incremental changes that the teacher could make to improve the quality of his or her lessons. These incremental changes are provided as instructional recommendations to teachers and do not simply say "fix it," but offer teachers a specific strategy, resource or action to utilize. Once provided to teachers, these incremental recommendations are doable action items that could be implemented in the same day or week. These recommendations are specific to the teacher and the lesson that has been observed. In addition, these recommendations are intended to assist teachers to utilize strategies from previously provided professional development sessions or to support specific school improvement goals. While these incremental

recommendations are intended to assist teachers to improve instruction at that point in time, they also have a long term impact on instructional practices because administrators create a constant "push" to improve teaching and learning throughout the school year.

Georgia Department of Education School Improvement Grant 1003(g) - LEA Application 2012

In addition to individual feedback, participants will be asked to compile the strengths and weaknesses of a series of observations. The practice of compiling observation data is critical will serve as a foundation for administrators to provide collective feedback to the staff on overall school improvement goal areas. The collective feedback provides teachers with a snapshot of observed classrooms over a set period of time (typically a month). The feedback specifically outlines the trends that were observed in classrooms. The collective feedback will outline the frequency that instructional strategies are used in the classroom and identify specific recommendations for improving instruction over the next collection period. These recommendations must be directly connected to overall school improvement goals or priorities. Participants will complete these practice sessions prior to completing the on-site instructional rounds.

Applying Observation Practices (Professional Development) in a Laboratory Setting—Instructional Rounds

To fully develop the skills needed to improve teaching and learning, the participants will need more than just professional development. Participants will be divided into four teams to complete instructional rounds at designated schools. Instructional rounds are based on the notion of medical rounds where doctors and nurses have a structured setting that is used to apply their collective knowledge and skills to meet a particular patient's needs so that healing can take place. Like medical rounds, the main idea behind instructional rounds is that all participants are involved in working on their practice; all participants are obliged to be knowledgeable about the common task of instructional improvement; and *everyone's* practice should be subject to scrutiny, critique, and improvement within the structured laboratory setting. Participants will complete four days of instructional rounds at four different school sites throughout the year (completing two per semester). The instructional rounds will be facilitated by two trained SREB staff members who will guide the on-site process.

Each instructional round will require that participants complete one full day of classroom observations. Each round will begin with a presentation of school improvement goals and priorities by the hosting site. Participants will be asked to collect data from classroom observations (classroom artifacts, descriptions of instructional strategies, etc.) to provide the site with an out-side viewpoint of how the school improvement goals/priorities are currently being addressed in classrooms across the campus. Participants will complete four sets of observations throughout the day with a structured group debriefing at the end of each set. Each debriefing session will require participants to identify instructional practices that were observed that support the school's improvement goals.

Likewise, the participants will be asked to identify and describe any observed obstacles that would impede progress towards the goals. At the end of the fourth set of observations, participants will be asked to create trend statements that will be used to create a formal presentation to the staff. The trend statements will describe strengths within instructional practices and also identify specific school-wide recommendations that should be implemented to take school improvement priorities to scale campus wide.

While the hosting campus receives the benefit of this outside snapshot of improvement efforts, the participating administrators will have the benefit of improving their practices as instructional leaders. After completing each instructional round, participants will be asked to complete similar rounds on their own campus. While instructional rounds are a lot like walkthroughs, the key difference lies in *who* is the focus of the work. In the case of instructional rounds, the leaders are the focus, especially on identifying the next level of work for a campus. Instructional rounds assist school leaders to develop a common definition of what high-quality instruction really looks like. These practices help to establish a school culture where instruction is a primary focus of day-to-day adult interactions.

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

What changes/outcomes in student achievement will occur?

Evidence of student success will not be solely the results of standardized and/or state tests; rather, students' success will be evidenced by performance-based indicators that demonstrate their ability to solve problems, work collaboratively and communicate clearly.

Part 5: SREB's Plan for Support

Meaningful and sustainable implementation of the Common Core State Standards is not simply an adoption of a new curriculum; it is a shift in the school culture that requires all stakeholders to adopt a mindset of teaching and learning that puts student success in the forefront of all decisions and actions. SREB approaches school improvement efforts with the following questions:

- What changes/outcomes in student achievement will occur?
- What shifts in adult behavior must be made?
- What are the conditions that are necessary for success?
-

What does SREB support look like in each school

What shifts in adult behavior must be made?

First, schools need the top-down perspective (see Figure 1). Improving schools requires a state and district vision, state and district support and principal leadership. Successful practices fostering continuous improvement stem from the intents, policies and communications from state, district and school leaders. These leaders define the need and the scope of the improvement effort, provide the resources and collaborative support needed to make it happen and insist on monitoring and measuring its progress. Moreover, they share a common vision of high expectations for all groups of students and have a strategic planning framework that enables school leaders and faculty to customize a set of goals and actions for their school.

Sustained reform depends on a bottom-up perspective in which principals and teachers have ownership of the improvement process. State and district leaders can set the stage for critical actions, but they cannot realize the implementation without the help of highly effective principals, teacher leaders and everyone else in the school. The dramatic improvements needed in the lowest-achieving schools cannot be accomplished through micromanagement. Lasting improvement will come only when strategies are put into place to build the school's capacity to change.

Teams of teachers and school leaders working together with outside support to identify problems and possible causes can be a powerful force in adopting research-based improvement practices and adapting them to them work in the context of the school. However, school and teacher leaders need to be empowered to operate such teams and be assisted in acquiring the right tools and methods to accomplish full implementation of any improvement effort. This will require school organizational structures and schedules that provide teachers with opportunities to work together to improve instruction. Such efforts can add an entrepreneurial spirit to their work and build ownership of improvement efforts.

Student input also plays an important role in the bottom-up perspective and ownership of school improvement. Students' perceptions about their learning experiences can help principals and teachers determine whether current school and classroom practices are engaging and intellectually demanding and can highlight areas needing further improvement.

Georgia Department of Education School Improvement Grant 1003(g) - LEA Application 2012

A substantial number of practices driving continuous improvement come from sources outside the school. Such outside-in perspectives come from school reform providers and professional development trainers, parents, the community and policy-making groups. Educational service providers with a continuous evaluation process and a strong research base can offer invaluable insight into various improvement practices and their usefulness within local circumstances. Parents, business and industry representatives, community members and postsecondary educators can help schools better understand whether graduates are leaving high school adequately prepared for postsecondary study and careers and what is needed to improve graduates' readiness for their next step.

Peer-to-peer perspectives are critical in shaping interventions needed for school improvement. These perspectives require partnerships between groups within the school to identify and solve problems, such as teacher learning teams with a trained facilitator to implement a specific intervention. For example, implementing initiatives to improve reading and writing across the curriculum requires teams of peers working together to figure out how to improve students' reading and writing abilities in all content areas in ways that also advance content achievement. The responsibility for improving reading and writing achievement does not reside with the English teacher alone. It requires a schoolwide effort of teacher learning teams representing all content areas. These teams are led in learning from one another by teacher facilitators who are trained to implement literacy strategies and goals in each discipline area.

Peer-to-peer perspectives also include input from teams from different institutions. Improving middle grades transitions requires a firm understanding of the issues of and strong collaboration between the sending and receiving schools. Development of high-quality high school programs of study aligned with postsecondary standards requires full understanding of both the secondary and postsecondary roles.

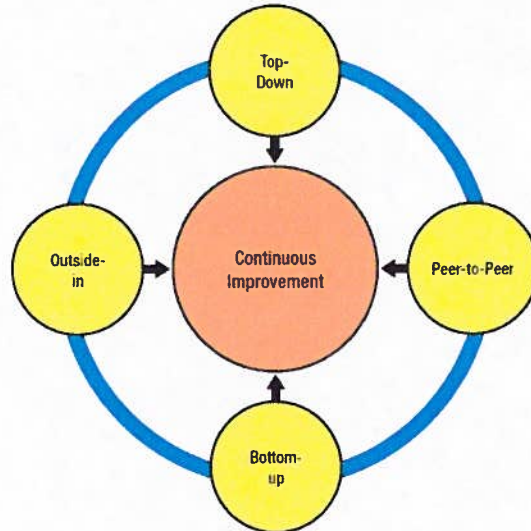
Improvement efforts are most effective in a culture in which such endeavors are planned, intentionally supported, thoughtfully nurtured and carefully measured. By studying these four perspectives, schools and districts can draw upon the capabilities and engagement of all major stakeholders in developing a robust, collaborative methodology to lead continuous improvement. Such a methodology brings constancy of purpose and the development of a school culture embedded with permanent improvement practices.

Improvement plans that draw from these four perspectives result in a shift from using a hit-and-miss approach with little change to using a reliable and replicable methodology built on the synergy of the interactions between these stakeholder groups to achieve desired outcomes. Guidance from state and district vision, along with outside experts who have extensive experience in turning around schools, leads to a structured, thoughtful and organized approach to managing continuous improvement — an approach that is based on proven frameworks and principles and provides the appropriate strategies, practices and tools to solve school problems. Schools having a complete methodology to guide implementation will make strong progress toward continuous improvement.

Georgia Department of Education School Improvement Grant 1003(g) - LEA Application 2012

Figure 1

Perspectives Important to Turning Around Schools
Through Continuous Improvement



What are the conditions that are necessary for success?

SREB believes that lasting improvement requires everyone — teacher, school, district, local and state leaders — to work together in aligning policies, resources, initiatives and accountability efforts to support high schools and middle grades schools as they adopt and implement comprehensive school improvement designs. A set of Key Conditions must be in place to achieve lasting school improvement:

- **A clear, functional mission statement:** Schools need a clear, functional mission statement to prepare middle grades students for challenging secondary studies and high school students for success in postsecondary education and the workplace.
- **Strong leadership:** Each district and school needs strong and committed leaders to improve, align and benchmark curriculums to high standards, to improve the quality of instruction and to raise student achievement in grades six through 12. At each high school and middle grades school, create a leadership team consisting of the principal, assistant principal and teacher leaders. School and district teams participate annually in a series of leadership development workshops aimed at more fully implementing the school reform design.
- **A plan for continuous improvement:** District and school leaders create an organizational structure and process that ensures continuous involvement with faculty on what to teach, how to teach it, what students are expected to learn, how to assess what they have learned, and how they relate to each other, to the students and to the home and community.
- **Qualified teachers:** Middle grades and high school teachers that have in-depth knowledge of their subject areas and of teaching strategies appropriate to students' grade levels are required. Middle grades teachers

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

- lacking majors in their subject areas are supported by the district to acquire them. The school and district employ teachers who have depth in their teaching fields and support them in learning how to teach well.
- **Commitment to goals:** School leaders and teachers are committed to achieving the *HSTW* Goals and implementing the Key Practices. School boards are committed to having all students complete a demanding academic core and either an academic or career/technical concentration. Continuous review of local policies and practices ensures that a strong message of high expectations is sent to both the high schools and the middle grades.
- **Flexible scheduling:** School superintendents and school boards permit high schools to adopt flexible schedules enabling students to earn more credits.
- **Support for professional development:** District and school leaders provide teachers with instructional materials, planning time and professional development for implementing new curriculums and research-based instructional methods.

What does SREB support look like in each school?

SREB school professional development and follow-up coaching services for implementation of the Common Core State Standards are integrated together and designed to provide on-the-ground, site-based facilitation of the instructional practices outlined by the Literacy Design Collaborative and the Mathematics Design Collaborative. SREB's first step in working with schools is to gain buy-in from district staff and school faculty of the high school and feeder middle and elementary schools. The Partnership Support Table on the following page summarizes the support and actions required of all partners including SREB coaches, district personnel, site, and teacher teams in order to implement the Common Core State Standards. SREB will provide an effective combination of professional development and coaching in both the MDC and LDC efforts.

MDC PD: Initially, mathematics teachers will receive on-site professional development sessions that provide an in-depth overview of all MDC tools. MDC trained coaches will facilitate these sessions. Within these sessions, the coach will model effective daily strategies to support conceptual teaching of mathematics (with teachers completing classroom simulations as students), engage teachers in Formative Assessment Lesson Units and clarify how both tools will be used in the classroom. As teachers are engaged in the Formative Assessment Lesson Units, they will complete all associated activities as if they were student and will simultaneously identify key concepts to be learned, discuss obstacles that students will encounter and create strategic questions to provide students assistance and feedback. After completing the lessons, teachers will analyze student work samples to identify misconceptions and generate a set of feedback questions that could be provided to students to clarify concepts. Teachers will then utilize the strategies and lessons in their own classrooms and debrief with the mathematics coach.

LDC PD: Training and support for LDC begins with an orientation. This orientation can be done across content areas. Subsequent training for teachers has to be broken out into four content areas: English, social studies, science and technical fields. LDC tools will be introduced to teacher facilitators in each content area as an orientation. The teacher facilitators will work with their departments to orient them to the process. Then training and coaching services will occur by department area.

Follow up to both MDC and LDC work: Teacher debriefing will center on three key areas: What elements were successful with students? What challenges were encountered? What will need to be done to overcome the challenges? Debriefing may result in additional professional development or in the mathematics coach modeling strategies or lessons in classrooms. The SREB coaches will also support teachers by completing a series of classroom observations and providing direct feedback to teachers, assisting teachers to plan daily instruction and working with district and site administrators to guard time for teachers to collaborate and implement the process to support the necessary changes in classroom experiences.

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

SREB/HSTW	District	Site	Teacher Teams
<p>HSTW leaders work with district and site leaders to generate a calendar of events to support the implementation of LDC/MDC.</p> <p>Math and literacy coaches work with district and site leaders to verify outcomes and expectations for all training events. This includes creation of training materials, training room location/set up and expressed observed outcomes.</p> <p>Math and literacy coaches create summaries of all training events and/or coaching days. These summaries include a description of services provided and identified follow-up activities for the district, administration and teachers.</p> <p>Math and literacy coaches create the agenda for monthly progress meetings, which can include presenting student work or video of instructional practices.</p> <p>Math and literacy coaches work to identify on-site math and literacy facilitators to sustain future work after the initial training year.</p>	<p>District leaders establish a calendar to support implementation that safeguards time for mathematics and ELA teachers to participate in training sessions.</p> <p>A district contact is established and attends all training sessions. This contact works closely with the math coach and completes designated follow-up activities in between training sessions.</p> <p>District representatives observe classrooms to validate the use of the effective teaching strategies for literacy and mathematics.</p> <p>District representatives meet monthly with the math and literacy coaches, building principal and math and literacy department heads to discuss progress and future needs.</p> <p>District plans for future collaboration needs of departments when creating the school and master calendar.</p>	<p>Building administrators identify time for teachers to collaborate and safeguard those meetings.</p> <p>Administrators attend training sessions whenever possible and meet with the math coach at the end of each training session to identify follow-up activities that are needed between training sessions.</p> <p>Administrators observe mathematics classrooms weekly to validate the use of identified LDC/MDC teaching strategies.</p> <p>Administrators meet formally each month with the math and literacy coaches and district representative but also meets with the math coach at the end of each coaching session.</p> <p>Administrator annually reviews teacher assignments and collaboration opportunities when creating the master schedule.</p>	<p>Teachers are provided with a calendar of all required LDC/MDC events at the beginning of the semester.</p> <p>All teachers are expected to participate in LDC/MDC training sessions and complete written reflection statements that are shared with the math and literacy coaches.</p> <p>Teachers participate in model lessons. Teachers may be asked to observe other teachers or to serve as a demonstration teacher.</p> <p>Teachers meet with the math and literacy coaches to debrief and to plan future lessons at least monthly.</p> <p>Teachers work as a departmental team to make recommendations to administrators about teaching assignments and collaboration time.</p>

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

Attachment 3 checklist

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

Section B. DESCRIPTIVE INFORMATION	
<p>1. Comprehensive Needs Assessment, Data Sources and Narrative</p> <ul style="list-style-type: none"> ✓ The narrative reflects that a comprehensive needs assessment and analysis has been conducted in order to select the appropriate intervention. ✓ The narrative reflects the analysis of the required data sets 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 within the narrative. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>2. Capacity</p> <ul style="list-style-type: none"> ✓ Description identifies multiple resources (e.g., human, material, technical, etc.) and related support (e.g., commitment of school board to remove barriers, credentials of staff, recruitment process, area technical colleges and universities, job-embedded professional learning, etc.). ✓ Complete all parts of Section B. 2. ✓ The link below (Public Impact) provides a resource tool that may be used to assist the LEA in the selection of a turnaround leader. http://www.publicimpact.com/publications/Turnaround_Leader_Compencies.pdf ✓ To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for: <ul style="list-style-type: none"> • Demonstrating capacity to devote staff, facilities, funding, services, and other resources exclusively to the management contracting function. • Demonstrating flexibility in removing barriers for the contract schools. • Ensuring that the LEA's central office staff will support successful 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

implementation of the contract.	
---------------------------------	--

Attachment 3 – Checklist

<ul style="list-style-type: none"> ✓ To ensure that the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively, the SEA will look for specific examples of the following actions for: <ul style="list-style-type: none"> • Reviewing local board policies which would restrict a school’s ability to implement requirements of the intervention models for Priority 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. 	<input type="checkbox"/>
<p>3. Description</p> <ul style="list-style-type: none"> ✓ The appropriate portion of Attachment 1 (1a: Turnaround Model, 1b: School Closure Model, 1c: Restart Model, 1d: 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 Priority school applying for this grant. ✓ To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for: <ul style="list-style-type: none"> • Developing a written policy and procedure for selecting external providers and utilizing the process. • Demonstrating that it has used a rigorous selection process to choose contract school providers, which will include: <ul style="list-style-type: none"> ○ A Public Notice of Intent process. ○ An assessment of the applicant provider’s knowledge of, skill with, and success rate related to the intervention model selected. ○ A thorough review of each applicant’s administrative, organizational structure, legal, and financial perspectives. ○ Documentation that references have been contacted to verify prior successful implementation of the selected intervention model. • Ensuring that the providers know how to choose and manage school leaders who have the competencies to work effectively in a reform environment. • Clarifying the roles for the school provider and LEA that will be a part of the contract. • Defining a process for cancelling the contract and restructuring when a contract provider is not successful. • Including stakeholders such as parents and community groups throughout the entire process. • Establishing clear goals and closely monitoring school performance. • Establishing a clear timeframe for measuring gains in student 	<input type="checkbox"/> <input type="checkbox"/>

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

achievement.

Attachment 3 - Checklist

<ul style="list-style-type: none"> ✓ To ensure alignment of other resources with the interventions, the SEA will look for specific examples of actions the LEA has taken or will take for: <ul style="list-style-type: none"> • Developing a plan complete with strategies that focus on the individual school's student achievement needs. • Ensuring Title I schoolwide schools are consolidating ESEA funds to upgrade the entire educational system of the school. • Providing job-embedded professional learning for teachers. • Ensuring that each school has developed the intervention model that aligns all funding available to the school to implement specific strategies. ✓ To ensure that reforms are sustained after the funding period ends, the SEA will review the LEA process for: <ul style="list-style-type: none"> • Developing a plan with a timeline for continued implementation of the intervention strategies. • Measuring progress and adjusting strategies that have not proven to be effective. • Aligning funds to continue supporting successful intervention efforts and progress. • Providing continued professional learning opportunities that link to the intervention strategies and annual goals for student achievement. 	<p style="text-align: right;"><input type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>4. Timeline</p> <ul style="list-style-type: none"> ✓ Found in Attachment 1 (1a: Turnaround Model, 1b: School Closure Model, 1c: Restart Model, 1d: 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 2013-2014 school year. The timeline provides a clear picture of implementation of the intervention model throughout the duration of the grant. 	<p style="text-align: right;"><input type="checkbox"/></p>
<p>5. Annual Goals</p> <ul style="list-style-type: none"> ✓ Annual goals are written for student achievement on the State's assessments in Reading/English Language Arts and Mathematics for the Priority school(s) as defined in Section B. ✓ Annual goals are written for the graduation rate for Priority high schools as defined in Section B. ✓ Annual goals are written for three years. ✓ The annual goals are specific, measurable, attainable, results-oriented, and time bound. 	<p style="text-align: right;"><input type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p>

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

Attachment 3 - Checklist

<p>6. Stakeholder Representation</p> <ul style="list-style-type: none"> ✓ Relevant stakeholders have been consulted regarding the LEA's application and plans for implementation of school improvement models selected for its Priority school(s). ✓ Evidence is provided addressing stakeholder notification and involvement (e.g., agendas and minutes from school council meetings, web postings, newsletters, etc.). 	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
--	---

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

Section C. DEVELOP A BUDGET	
<ul style="list-style-type: none"> ✓ The LEA has completed a budget on Attachments 2 and 2a for each Priority school. ✓ The budget is reflective of allowable SIG 1003(g) expenditures, as outlined in the FY10 SIG Guidance. 	<p><input type="checkbox"/></p>

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

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

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

LEA Name: Quitman County Board of Education
School Name: New Quitman County Elementary School
Grades: 3-8
School Enrollment Total: 315

SCHOOL PROFILE	2010-2011	2011-2012	2012-2013
Number of days within the school year	176	175	175
Number of minutes within the school day/year	420/73,920	420/73,500	420/73,500
Percentage of limited English proficient students who attain English language proficiency utilizing the Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS) exam	0	0	0

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

Dropout rate	0	0	2
Student attendance rate	97.07	98.97	96.06
Number of discipline incidents	188	217	105
Number of truants	0	0	0
Teacher attendance rate	95%	97%	92%

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

**School Improvement
Board of Education**

LEA Name: Quitman County Board of Education
School Name: Quitman County High School

Grades: 9-12

School Enrollment Total: 86

SCHOOL PROFILE			
	2010-2011	2011-2012	2012-2013
Number of days within the school year	176	175	175
Number of minutes within the school day/year	420/73,920	420/73,500	420/73,500
Percentage of limited English proficient students who attain English language proficiency utilizing the Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS) exam	0	0	0
Dropout rate	1	3	2
Student attendance rate	96.87	97.62	96.96
Number of discipline incidents	25	64	17
Number of truants	0	0	1
Teacher attendance rate	95%	97%	92%

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

High School Profile

LEA Name: Quitman County Board of Education
School Name: Quitman County High School
Grades: 9-12
School Enrollment Total: 86

SCHOOL PROFILE			
	2010-2011	2011-2012	2012-2013
Distribution of teachers by performance level as designated on the LEA's Teacher evaluation system	100%	100%	
Graduation rates (including the 2011 Cohort Graduation Rule)	57%	68.75	
Number of teachers on staff	7	7	
Number of teachers evaluated	7	7	
Percentage of students completing advanced coursework, early-college high schools, or dual enrollment	0	0	

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

LEA Name: Quitman County Board of Education

School Name: Quitman County High School

Grades: 9-12

School Enrollment Total: 86

Percentage Passing Ninth Grade Literature and Composition (EOCT)			
	2010-2011	2011-2012	2012-2013
	72%	76%	85%

Percentage Passing American Literature and Composition (EOCT)			
	2010-2011	2011-2012	2012-2013
	87.5%	76%	88%

Percentage Passing Mathematics I /CC Algebra(EOCT)			
	2010-2011	2011-2012	2012-2013
	45.8%	13.0%	11%

**Georgia Department of Education
 School Improvement Grant 1003(g) - LEA Application 2012**

High School Profile

LEA Name: Quitman County Board of Education
School Name: Quitman County High School
Grades: 9-12
School Enrollment Total: 86

Percentage Passing Mathematics II (EOCT)			
	2010-2011	2011-2012	2012-2013
	26.9%	33.3%	13%

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

Attachment 3

JOB DESCRIPTION

TITLE: School Improvement Grant Coordinator

REPORTS TO: Superintendent and Principal

SUPERVISES: Academic Coach, Technology Specialist, Graduation Coach/Parent-Community Liaison

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

QUALIFICATIONS:

Meet state and local requirements concerning fingerprinting and criminal background checks Possess a minimum of a Masters Degree.

Clear Renewal Certificate with Education Administration and Supervision preferred Ability to perform routine physical activities required to fulfill job responsibilities.

Knowledge of grants and grant administration systems, processes, and budgeting.

Ability to analyze and systematically compile statistical and technical information and prepare reports and correspondence on the information gathered.

Review the work products of others and ensure conformance of standards Any alternative to the above qualifications as the board may find appropriate and acceptable.

Have proficient knowledge of Indistar program.

PERFORMANCE RESPONSIBILITIES:

1. To assist in all aspects of fiscal oversight associated with the School Improvement Grant.
2. Prepares, analyzes, and manages the budget approval process for the School Improvement Grant.
3. Assists Superintendent approving budget amendments, requests for payment, preparing comprehensive and detailed reports related to budgets, budget revisions,, budget performance, etc.
4. Monitors SIG budget and notifies appropriate staff of significant variances Takes appropriate corrective action necessary to resolve budget variances.
5. Complics with federal, state, and local rules and regulations as related to the budget process.
6. Guides school leaders through the process of the professional development and school improvement plan in order to increase student achievement.

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

7. Assists the school leaders with maximizing the use of the SIG Assists with implementing GPS within standards-based classrooms.
8. Monitors the implementation of the GPS within the standards-based classroom.
9. Facilitates the leadership team and collaborative learning teams' development, implementation, and continuous monitoring of a formalized system of data-driven interventions.
10. Assists the Academic Coach with the development of structures and processes that support standards-based, job-embedded, results driven professional learning.
11. Assists the leadership team in continuously assessing progress toward fully- operational high impact practices.
12. Guides leaders in sustaining the school improvement process.
13. Guides the leadership team in the development of action plans.

Performs other duties as assigned by the school Superintendent.

Important Notes

Essential Duties

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

Minimum Requirements

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

This position is exempt from Fair Labor Standards Act.

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

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

Signature

Date

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

Academic Coach

REPORTS TO: Principal and SIG Coordinator

MINIMAL QUALIFICATIONS: proper certification in appropriate level, and highly qualified as defined by Professional Standards Commission. Successful classroom experience is required.

PERFORMANCE RESPONSIBILITIES:

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

Important Notes

Essential Duties

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

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

Minimum Requirements

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

This position is exempt from Fair Labor Standards Act.

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

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

Signature

Date

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012
Technology Support Specialist**

Reports to: Principal and SIG Coordinator

The major duties and responsibilities of this position includes facilitating and monitoring the use of technology, providing consultation, support, and/or training for information technology based systems, and implementing a comprehensive plan for school-wide technology integration. The position also requires gathering data to evaluate a system's performance, identifying user needs, and determining system and network requirements.

Duties and Responsibilities of the Technology Support Specialist:

1. Installing any new hardware purchased through the SI Grant or by any other funding sources.
2. Providing small group, hands-on, technology hardware instruction to Quitman teachers.
3. Providing small group, hands-on, technology software/Web instruction to Quitman teachers.
4. Maintaining all technology hardware and equipment inventory located at Quitman Co K - 12.
5. Assisting teachers in the classroom during instruction with the integration of technology tools with content curricula, use of web sites, use of applications and any other educational use of the technology.
6. Assist in maintaining the Quitman Co K - 12 Web Site and assist teachers in building and maintaining quality teacher web sites for parent and community use.
7. Establishing Technology Lead Teachers (building capacity for the future) among the Quitman faculty.
8. Troubleshooting problems reported by users and by automated network monitoring systems and making recommendations for future system upgrades.

Important Notes

Essential Duties

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

Minimum Requirements

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

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012
TITLE: Grad Coach/Family Community Liaison

REPORTS TO: Principal and SIG Coordinator

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

PERFORMANCE RESPONSIBILITIES:

1. Surveys parents to gauge satisfaction and support for the school and analyze results and Develops a broad network of community resources to support students and their families.
2. Schedules adult education classes to include adult literacy, behavioral interventions, financial planning, and other parenting skills needed to help families succeed, ie. *PLATO Parenting Skills* or *Parents Are Teachers, Too*.
3. Invites stakeholder participation in school events and establish committees to involve parents.
4. Partners with community organizations and faith-based groups to promote support for school activities and student achievement.
5. Conducts an orientation session for parents of incoming freshmen.
6. Conducts home visits with parents/guardians to improve communication.
7. Establishes community-based student led projects.
8. Collaborates with system social worker in regards to student attendance.
9. Develops a facilitative mentor relationship with families and the community.
10. Provides family services during both traditional and non-traditional work hours.
11. Acts as a liaison and family advocate between school and community agencies.
12. Maintains records on each family to include family assessment, goal setting data, documented home visits, provision of direct and referred services, and family participation in programs.
13. Oversees the RTI program for Quitman Co HS.
14. Assists families in assessing their strengths and needs.
15. Organizes family assistance efforts around preventative strategies which promote the development of empowered families.
16. Develops Graduation Plan for all Eighth Graders and High School students to keep track of progress towards Graduation.
17. Develops a working relationship with teachers and students to communicate regularly on weekly activities of students, academic progress, behavior, attendance, and other issues related toward progress toward timely graduation.
18. Develops and manages the Quitman Co HS Virtual School for remedial and accelerated students.
19. Works with teachers to track and monitor student's progress in the classroom and helps make necessary changes to prod student's motivation to succeed.
20. Has daily/weekly contact with students to monitor progress, address any issues under the Grad Coach's purview and assists the administration in identifying any situations that may be affecting the student's work or attitude concerning school.
21. Works closely with the School Counselor in order to work as an effective team for the benefit of the students and teachers, but to understand the certain jobs and responsibilities of each.

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

22. Any other duties that will support the above duties and do not conflict or negate the ability of the Grad Coach/Parent Community Liaison to perform regular duties.

Important Notes

Essential Duties

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

Minimum Requirements

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

This position is exempt from Fair Labor Standards Act.

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

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

Signature

Date

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

**QUITMAN COUNTY BOARD OF EDUCATION
GEORGETOWN, GEORGIA
MINUTES OF MAY 7, 2013**

The Quitman County Board of Education met in a regular session on May 7, 2013, at 7:00 p.m. in the Boardroom of the Administrative Office, 215 Kaigler Road. Mr. Willie J. Anderson, Chairman, presided.

PRESENT: Mr. Willie J. Anderson, Chairman; Mr. Jimmy Eleby, Mr. Billy Shirah, Sr., and Mr. Larry Wilborn; Board members; and Mr. Allen Fort, Superintendent.

ABSENT: Dr. Bobby D. Willis, Vice Chairman.

CALL TO ORDER AND OPENING CEREMONY

The meeting was called to order by Chairman Anderson with a moment of silence followed by the Pledge.

AGENDA APPROVAL

The Board gave unanimous consent to approve the agenda as printed.

APPROVAL OF MINUTES

The Superintendent recommended the approval of April 9, 2013 Board minutes. On a motion by Mr. Shirah and a second by Mr. Wilborn, the Board voted unanimously (4, 0) to accept the Superintendent's recommendation. The motion passed.

SUPERINTENDENT'S REPORTS & UPDATES

The Superintendent reported that he would need two Board members to serve on the Reach Georgia committee to choose three students for scholarships and to establish guidelines. These three students are currently seventh graders that would be eighth graders for the 2013-2014 school year. The two Board members chosen were Mr. Shirah and Mr. Eleby.

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

The Superintendent and Board discussed the School Improvement Grant (SIG). After much discussion the Superintendent recommended approval for Quitman County to apply for the grant. On a motion by Mr. Wilborn and a second by Mr. Eleby, the Board voted unanimously (4, 0), to accept the Superintendent's recommendation. The motion passed.

The Superintendent reported that the Athletic Banquet would be held on next Tuesday.

Principal Jones presented gift bags to each Board member and thanked them for their services to the system.

The Superintendent reported that the CCPRI ratings came out today. He will be putting together a notebook for the Board members to review our strength and weaknesses.

PERSONNEL

The Superintendent recommended entering executive session for the purpose of discussing personnel. On a motion by Mr. Shirah and a second by Mr. Wilborn, the Board voted unanimously (4, 0), to accept the Superintendent's recommendation. The motion passed.

On a motion by Mr. Wilborn and a second by Mr. Eleby, the Board voted unanimously (4, 0), to resume regular session. The motion passed.

Chairman Anderson stated that the Board had met in executive session for the purpose of discussing personnel. No decisions were made and no votes were taken; only discussion took place. However, the Superintendent may have some recommendations resulting from the executive session.

The Superintendent did not have a personnel recommendation.

FINANCIAL

1. Financial Report & Expenditures for April, 2013

The Superintendent recommended approval of the financial report and approval of expenditures for April, 2013. On a motion by Mr. Shirah and a second by Mr. Eleby, the Board voted unanimously (4, 0), to accept the Superintendent's recommendation. The motion passed.

3. Tax Collections

The Superintendent reported the tax collections for the month of March, 2013.

OPERATIONS

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

The Superintendent presented the Board with supporting documents for the 2013-2014 budget for their review.

The Superintendent presented the Board with the School Activity Account information.

NEW & UNFINISHED BUSINESS

The Superintendent recommended placing on first reading policy KG – Use of Facility. On a motion by Mr. Shirah and a second by Mr. Wilborn, the Board voted unanimously (4, 0), to accept the Superintendent’s recommendation. The motion passed.
The Superintendent and Board decided to have a work session on May 21, 2013 at 6:00 p.m.

The Superintendent reported that the next regular Board meeting would be held on June 4, 2013.

ADJOURNMENT

With there being no other business to discuss, the Board voted unanimously (4, 0), to adjourn.

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012
QUITMAN COUNTY BOARD OF EDUCATION
GEORGETOWN, GEORGIA
MINUTES OF JUNE 4, 2013

The Quitman County Board of Education met in a regular session on June 4, 2013, at 7:00 p.m. in the Boardroom of the Administrative Office, 215 Kaigler Road. Mr. Willie J. Anderson, Chairman, presided.

PRESENT: Mr. Willie J. Anderson, Chairman; Mr. Jimmy Eleby, Mr. Billy Shirah, Sr., and Mr. Larry Wilborn; Board members; and Mr. Allen Fort, Superintendent.

ABSENT: Dr. Bobby D. Willis, Vice Chairman.

CALL TO ORDER AND OPENING CEREMONY

The meeting was called to order by Chairman Anderson with a moment of silence followed by the Pledge.

AGENDA APPROVAL

The Board gave unanimous consent to approve the agenda as printed.

APPROVAL OF MINUTES

The Superintendent recommended the approval of May 7, 2013 Board minutes. On a motion by Mr. Shirah and a second by Mr. Eleby, the Board voted unanimously (4, 0) to accept the Superintendent's recommendation. The motion passed.

The Superintendent recommended the approval of May 21, 2013 Board minutes. On a motion by Mr. Wilborn and a second by Mr. Shirah, the Board voted unanimously (4, 0) to accept the Superintendent's recommendation. The motion passed.

SUPERINTENDENT'S REPORTS & UPDATES

The Superintendent provided the Board with a copy of the State's approval of the *Personnel Waiver* that the Board applied for in reference to him working part-time.

The Superintendent informed the Board of girls and boys basketball camps. The Board stated that good bookkeeping records are to be kept, no money leaves the campus, and a non-financial agreement is signed by all volunteers.

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

The Superintendent informed the Board of the three students that were selected for the REACH Scholarship.

The Board and Superintendent discussed the legislative items to be voted on at the GSBA Conference.

The Superintendent reported that he, Mr. Jones, Mr. West, and Mrs. Bratcher would be attending the Department of Education's Leadership meeting in Macon, Georgia at the Conference Center June 25-28, 2013.

The Superintendent reported that he had gone to Atlanta to take the SIG documents for the State to review. The Board discussed favorably receiving the grant and working with all procedures and responsibilities that comes with accepting the grant.

PERSONNEL

The Superintendent recommended approval to accept the resignation of Ms. Erica Coleman, Pre-K teacher. On a motion by Mr. Wilborn and a second by Mr. Eleby, the Board voted unanimously (4, 0), to accept the Superintendent's recommendation. The motion passed.

FINANCIAL

1. Financial Report & Expenditures for May, 2013

The Superintendent recommended approval of the financial report and approval of expenditures for May, 2013. On a motion by Mr. Shirah and a second by Mr. Wilborn, the Board voted unanimously (4, 0), to accept the Superintendent's recommendation. The motion passed.

2. Tax Collections

The Superintendent reported the tax collections for the month of April, 2013.

OPERATIONS

The Superintendent recommended approval and advertisement of the tentative 2013-2014 Budget and to meet on June 18, 2013 for its final adoption. He said the budget includes five days added from furlough reductions but he has not received the Federal Budget as of today. On a motion by Mr. Shirah and a second by Mr. Eleby, the Board voted unanimously (4, 0) to accept the Superintendent's recommendation. The motion passed.

The Board and Superintendent briefly discussed the Tax Digest.

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

The Board and Superintendent scheduled the following meetings: June 10, 2013 at 7:00 p.m., June 17, 2013 at 9:00 a.m., and June 18, 2013 at 7:00 p.m.

The Board inquired about school security. The Superintendent said he has investigated security and met with someone from Leesburg. He will continue to work on security after the SIG and Budget approval are complete. The Board suggested that he may want to check with Homeland Security to seek financial help.

NEW & UNFINISHED BUSINESS

The Superintendent recommended adopting policy KG – Use of Facility, placed on first reading at last month’s meeting. He stated that he added an amendment that the Superintendent may waive or negotiate a fee. After careful consideration and receiving a copy of the old policy for the review, the Board decided to leave the policy on the table for further inspection, on a motion by Mr. Wilborn and a second by Mr. Eleby.

The Superintendent recommended approval of the following companies for bid awards:

Eufaula Dairy Products for the purchase of milk at \$.34 per carton. On a motion by Mr. Shirah and a second by Mr. Wilborn, the Board voted unanimously (4, 0), to accept the Superintendent’s recommendation. The motion passed.

Flowers Baking Company for the purchase of bread. On a motion by Mr. Shirah and a second by Mr. Wilborn, the Board voted unanimously (4, 0), to accept the Superintendent’s recommendation. The motion passed.

ACC for the purchase of groceries and supplies. On a motion by Mr. Shirah and a second by Mr. Wilborn, the Board voted unanimously (4, 0), to accept the Superintendent’s recommendation. The motion passed.

Gala Gas Company for the purchase of propane at \$2.07 per gallon. On a motion by Mr. Shirah and a second by Mr. Wilborn, the Board voted unanimously (4, 0), to accept the Superintendent’s recommendation. The motion passed.

Tonya’s Corner Store for the purchase of fuel at \$0.02 off the pump price. On a motion by Mr. Wilborn and a second by Mr. Shirah, the Board voted unanimously (4, 0), to accept the Superintendent’s recommendation. The motion passed.

Knox’s Pest Control for pest control service at \$150.00 per month. On a motion by Mr. Wilborn and a second by Mr. Eleby, the Board voted unanimously (4, 0), to accept the Superintendent’s recommendation. The motion passed. Adjourned.