

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

**School Improvement Grant 1003(g)
Wilkinson County Schools
School Improvement Grant 1003(g)
Executive Summary**

The Wilkinson County School System will improve student achievement and increase its graduation rate by implementing the Transformational Model. The implementation of the Transformational Model will be funded through the School Improvement Grant 1003(g), Title IIA, and Title IA funds. Careful analysis of the Wilkinson County High School data supports the Transformational Model in order to implement a school improvement plan that is sustainable and practicable.

The Transformational Model will allow the Wilkinson County High School to increase student achievement through a rigorous comprehensive plan with relevant, on-going, high quality job-embedded, differentiated professional learning, increased learning time, block scheduling, continuously using the data to guide and differentiate instruction, and utilizing community support which will include all stakeholders. The implementation of the School Improvement Plan (SIP) will include Common Core Georgia Performance Standards (CCGPS), Georgia Performance Standards (GPS), standards-based classrooms that will include the implementation of high quality lesson plans, interactive technology, and research-based strategies/practices that will improve instruction. The Teacher and Leader Effective Systems (TKES and LKES) will be utilized to evaluate and support teachers in their efforts to carry out the school's initiatives with fidelity and to improve student learning in every classroom. The district recognizes the importance of the close relationship between TKES, LKES, and CCGPS and will ensure the integration of all three in the improvement plan.

Integrating technology into the teaching methodology is essential to the school improvement process because this element is vital to improving instruction. The use of technology in the classroom will involve introducing interactive activities, research projects, remediation in preparation for the major standardized test (EOCT), and formative and summative assessments. Additional resources designed to improve instruction as it relates to technology will also be included in the teaching methodology. Teachers will provide children with hands-on exercises that will enable them to learn effectively from educational software and the Internet, making technology a major component in classroom instruction.

The Wilkinson County High School will utilize the standards-based classroom instructional model. This model focuses on planning, teaching, assessing, and re-teaching **concepts based on CCGPS and GPS** for student mastery. Creating a standards-based classroom requires **displaying reference points** for students such as, the **continuum of acceptable** standards-based work and assessments, interactive word walls, research best practices, and formative assessments as well as common assessments. Instruction will be differentiated in order to ensure the delivery of learning opportunities for all students to be successful.

High quality job-embedded professional learning that is aligned to the School Improvement and SIG initiatives will be needed for all staff to become empowered to improve

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

student achievement. The Transformational Model will create an opportunity for the inclusion of additional administrative staff to monitor and evaluate teachers to ensure the fidelity of the school improvement process. Instructional support will also be an integral part of the Transformational Model.

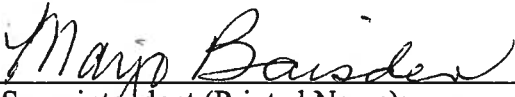
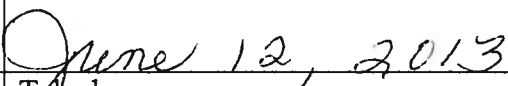
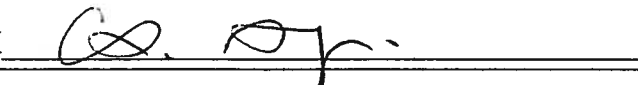
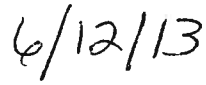
Wilkinson County High School Increased Learning Time (ILT) will be a vital part of our Transformational Model. The Increased Learning Time will be a part of the regular school day. ILT will include: remediation for EOCT, acceleration, credit recovery, preparation for the SAT/ACT, and study skills. Warrior Time which will take place on Saturdays and after school will be included as part of the Transformational Model. This time will be used to prepare students for the SAT/ACT and college and career readiness among other targeted needs.

The Wilkinson County Board of Education unanimously approved the Central Office staff to proceed with the full implementation of the School Improvement Grant Transformational Model on Tuesday, May 14, 2013. (See Attachment 5) The Leadership Team will guide and support the high school administration by providing relevant, on-going job-embedded professional learning, conducting System-wide Administration Evaluation Team (SWAET) focus walks, analyzing the data, and monitoring the instructional programs. The Central Office staff will eliminate any impediments that may hinder the successful implementation of the Transformation Model.

Wilkinson County School System Board of Education and Central Office staff will ensure that nothing will impede the implementation of the School Improvement Grant and its efforts to improve student achievement and increase graduation rate at the Wilkinson County High School.

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

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

LEA Name: Wilkinson County Schools	LEA Mailing Address: P.O. Box 547 197 West Main Street Irwinton, GA 31042
<p>LEA Contact for the School Improvement Grant</p> <p>Name: Dr. Virginia Whipple</p> <p>Position and Office: Assistant Superintendent, Central Office</p> <p>Contact's Mailing Address: P.O. Box 547, Irwinton, GA 31042</p> <p>Telephone: (478) 946-5521; ext. 224</p> <p>Fax: (478) 946-3275</p> <p>Email Address: virginia.whipple@wilkinson.k12.ga.us</p>	
Board Chairman (Print Name): Mrs. Marjo Basiden	Telephone: (478) 628-2790/ (478) 456-2770
Signature of Board Chairman: 	Date: 
Superintendent (Printed Name): Dr. Aaron Geter	Telephone: (478) 946-5521
Signature of Superintendent: X 	Date: 
<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**

LEA Name: Wilkinson County Schools

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
Wilkinson County High School	130579 001841	X				X

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:

Wilkinson County Schools

School Name: Wilkinson County High School

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.

- 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.

Under the leadership of a new principal at Wilkinson County High School, there have been some drastic transformations and advancements that have occurred for the betterment of the entire school system and the community which it serves. The school is in the midst of a climate and culture change, the buy-in has been tremendous. After much deliberation among the Wilkinson County High School Design Team and with input from both certified and non-certified personnel, the school devised a theme that permeates the attitudes and mindsets of all who walk the hallways of Wilkinson County High School. This theme is "T.E.A.M. WCHS," and T.E.A. M. is an acronym for "TEACHING EXCELLENCE, ASPIRING for MASTERY!" The sheer confidence in this theme and the staffs' proclivity to ensure that all students reach higher levels of learning has enabled WCHS to propel to higher heights. The data listed below substantiates the belief that Wilkinson County High School is on the right track towards guaranteeing that our students are college and career ready upon graduation.

Wilkinson County High School profile for the 2011-2012 school year included a school calendar year of 173 days. Each day consisted of 370 instructional minutes with 15 minutes allowed for a break for students. The school day hours were from 8:00 A.M. until 3:15 P.M.

Dropout rates were as follows: 2010 (5%), 2011(4%), and 2012 (3%). Student attendance rates for 2011 and 2012 were 92.64% and 93.97%. Longitudinal data of discipline reports were as follows: 386 (2010), 320 (2011), and 380 (2012). Truancy rates were 2011(5%), 2012 (3%), and 2013(3%).

The Wilkinson County High School teacher attendance rate for 2013 was 94.93%. The performance level of teachers on the Georgia Teacher Observation Instrument (GTOI) was as follows: None of the teachers was on professional development plans for (2011) while four of the teachers were on professional development plans for

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

2012.

The Extended Cohort 5-year graduation rate for 2011-2012 was 69.49%. The 4-year Cohort graduation rate for 2011-2012 as reported by CCRPI data was 66.10%. The graduation rates were 75% for 2009 and 79% for 2010 as reported by AYP data. The projected graduation rate for 2012-2013 is 82%. Wilkinson County High School had the following number of certified teachers: 2012 (38), 2011 (38), and 2010 (37). The Georgia Teacher Observation Instrument was used to evaluate 100% of the teachers.

In 2012, Wilkinson County High School had 36 % (154) of students to complete advanced coursework and 2 % (8) to attend a dual enrollment program. The percentage of students completing advanced coursework, accelerated coursework, and advanced placement in 2012 was as follows: Accelerated Math I 5% (20), Accelerated Math II 6% (24), Accelerated Math III 5% (23), Advanced 9th Grade Literature Composition 4% (15), Advanced 10th Grade Literature Composition 6% (27), Advanced American Literature 4% (19), Advanced Placement Calculus 2% (9), Advanced Placement English 4% (17).

The following percentage of students passed the End of Course Test (EOCT 2011-2012): Mathematics I, (44%) Mathematics II, (20%) English/Language Arts Ninth Grade, (64%) and American Literature and Composition (81%). The following percentage of students passed the End of Course Test (EOCT 2012-2013): Coordinated Algebra, (16.6%); Mathematics II, (32.8%); English/Language Arts Ninth Grade, (83.9%) and American Literature and Composition (81.4%). The average scale score on Mathematics is 386, and the average scale score on English/Literature is 429.

After reviewing the academic data, there were gains noted in the following areas:

Ninth Grade Literature: 19%

American Literature: .40%

Math II: 12.80% (See Attachment 5: Data Table)

Since positive growth in data is already noted, utilizing the Transformational Model will promote continuous growth to ensure further trajectory of growth in academic achievement.

A root cause analysis was conducted by the administrative team along with input from the Design/Leadership Team at the high school. GAPSS review revealed the following needs: Diagnostic assessments at the unit level must be used systematically to: (a) ensure high expectations for all students, (b) ensure that all teachers differentiate instruction to support and meet all students' instructional needs, (c) increase teacher and student use of available modern electronic instructional technology, (d) provide additional professional learning for all teachers in the appropriate use of available technology, and (e) engage students in working with teachers to jointly establish challenging learning goals while evaluating their own performance.

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

Root Causes Identified Included:

- Loss of 5 High Quality Math Teachers
- Low number of students enrolled in AP classes
- Introduction of CCGPS
- Students' use of technology was limited by accessibility
- Insufficient involvement of parents in the education of their children.

From the GAPSS review, there was a need for updated technology at the high school level. With the integration of technology into instruction, the students will become more actively involved in the learning environment. Currently, students' use of technology is limited to computer labs and the school's media center. Technology was not used to differentiate instruction. With the incorporation of technology, differentiation of instruction will be increased and acceleration will be enhanced. Furthermore, the GAPSS revealed that the AP student enrollment numbers have to be a focus. The number of AP certified teachers is being addressed by having more teachers to obtain the AP certification credential.

There was insufficient involvement of parents in the education of their children. Therefore, there is a great need for a PK-12 focus on reducing the drop-out rate and on increasing the graduation rate. There has been an increased focus on professional learning in the area of CCGPS. Although there has been a high turnover rate of high quality math teachers at the high school, there are constant efforts to obtain highly qualified teachers. The SIG initiative will allow these identified causes to be addressed and assist the school in continuing the trend of significantly raising student achievement at the high school.

- 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.

Rationale for the Intervention Model Selected by Wilkinson County School System

The school system reviewed each of the four intervention models: The Turnaround Model, Restart Model, School Closure Model, and Transformation Model. Wilkinson County School System has only one high school; therefore, the Restart Model and the School Closure Model were not feasible. After reviewing the Restart Model and School Closure Model, the data reflected that neither the local community/stakeholders nor our school system was interested in pursuing these models. The Restart Model and the School Closure Model would require a charter school operator or an educational management organization. Wilkinson County High School was not attracted to the Turnaround Model because it required 50% of the staff to be released, and the system was not interested in losing 50% of its high school faculty.

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

After carefully reviewing the data and analyzing the needs of the system, the district's choice to improve student achievement was the Transformational Model. The principal has completed his first year in his position. Data reflects that the current high school principal has made a significant impact on instructional delivery and has increased student achievement. The monitoring process has dramatically improved and teachers are on task, as well as the students. This model will allow for the flexibility to implement a sustainable school improvement plan. The Transformational model will provide the needed improvements for Wilkinson County High School to implement a comprehensive curriculum, high quality job-embedded professional learning, increased learning time, and flexible scheduling.

Updated technology is a need for our students to transition into college or career fields. Technology will assist our students in meeting the College and Career Readiness Performance Index (CCRPI). Media tablets will provide the students access to websites such as GaDOE Express, USA Test Prep, and GaDOE Online Assessment System (OAS). For the English department, technology will provide access to electronic textbooks that address the literacy standards in all content areas of the CCGPS and GPS. Media tablets will enable teachers to utilize the flip instructional framework model. Technology will also allow students to conduct scholarly research. This research will help them with informational and persuasive writing that will prepare them for transitioning to higher education or to the global workforce. In the area of math, technology will allow students' access and utilization to online tutorials from the KAHN academy. The use of technology will also assist the limited English learners to help translate the content into their primary language. The Wilkinson County School District has the internal connectivity to handle the additional technology. External bandwidth is also adequate with a current 45Mbit Internal Circuit.

With an emphasis on high quality lesson plans, standards-based classroom practices with an intentional focus on math instruction, including technology enhancements in mathematics instructional program will be implemented. By implementing teacher keys, a comprehensive teacher evaluation system, school leaders will have the ability to identify teachers who have leadership capabilities. These teacher leaders will be able to assist our system in increasing student achievement. The Transformational Model will allow the school to retain the faculty members that have the ability to increase student achievement, and it also will allow for the removal of faculty members who are ineffective.

The GAPSS Analysis Needs Assessment identified the following needs:

- Co-teaching training
- Additional Response to Intervention (RTI) training,
- Flexible grouping review
- Differentiated Instruction by process, product, content training
- Standard-based instruction. (See Attachment 6: for GAPSS Analysis completed January 15, 16, & 17, 2013)

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

Rigorous, job-embedded professional learning aligned with the school improvement plan will give the teachers the tools necessary to show gains in student achievement. The Transformational Model will provide the financial support to implement supervisory Personnel to ensure accountability and for instructional coaches to guide faculty with implementing professional learning strategies that are appropriate for the needs of the students. The Transformational Model also establishes the alignment of student data with the appropriate differentiated instructional strategy which is child specific. Based on the needs assessment survey from Special Education faculty, differentiated instruction was identified as the number one need for professional learning at Wilkinson County High School.

Another identified need for the high school was utilization of technology to analyze data quickly and accurately to plan for the instructional needs of the students in math. This model will provide for the Special Education students, as well as the students currently placed on Tier 3 of the Response to Intervention pyramid, and English learner students with additional support.

Dual enrollment and advanced placement courses will be offered to students to expand their opportunities. By selecting the Transformational Model, it offers the opportunity for additional credit recovery, smaller learning communities, and accelerated learning. This model also offers early detection of students who may be at risk for need of additional support services. The Transformational Model will allow for careful monitoring of these students and serve as a safety net for prevention of drop-outs or for students who are not mastering CCGPS. Increased learning time will be an integral part of the Transformation Model. Students will be given time for credit recovery, remediation, acceleration, and differentiation.

This model will provide for additional improvement in school climate and discipline. This grant will provide additional funds for upgrades to technology and training for faculty. The system chose this model due to the easy of transition within our Title I program. Systemic change is a gradual process, and this model allows for a three year increment of funding providing for the needed changes to Wilkinson County High School.

The Administrative Team (superintendent, assistant superintendent, directors, program coordinators, principal, assistant principal, instructional support specialists, and guidance counselors) has 17.25 years of average experience. Under the guidance of the superintendent and at the Wilkinson County Board of Education, the leadership team has developed a united vision and mission to improve academic achievement at Wilkinson County High School.

The system leadership studied the effective schools, researched best practices, and high performing administrative qualities necessary to implement positive change. These included: (1) high expectations of students and teachers, (2) emphasis on high quality teaching and learning, (3) high quality professional development, (4) systematic disaggregation of data to drive the alignment of instruction to increase student achievement, (5) continually analyze and develop high quality lesson plans, and (6) implement school improvement process (Success by Design). Attachment 8 Other characteristics common to administrative leaders and instructional leaders include specific vision, standards-based learning environments, valuing human relations, communicating, listening effectively, being proactive, and taking high rewards risk.

The current principal at the high school is an instructional leader capable of leading the process of transforming the high school into a school of excellence.

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

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

Wilkinson County High School is the only priority school in the district that qualifies to apply for the School Improvement Grant 1003(g).

2. 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.

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

4. 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.

5. 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.

The following staff members met with community members on May 10, 2013, to discuss the SIG 1003(g) application process: Superintendent, Assistant Superintendent, Finance Director, Human Resource Director, High School Principal, K12 Instructional Support Specialists, and Special Education Director. Stakeholders included parents, community representatives, and business and industry leaders. This

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

committee reconvened on June 10, 2013, to review the final SIG 1003 (g) application. This meeting gave all members the opportunity to provide any additional feedback and review the final application. The Superintendent met with the high school Design Team on May 8, 2013, to present an overview of the SIG application process and to receive feedback. The principal and assistant principal also met with the entire faculty to discuss the School Improvement Grant on May 22, 2013. The administrative team was informed about the SIG on May 6, 2013. The agendas, sign-in sheets, and minutes are included in Attachment 9.

Staff members also met to review data, identify root cause analysis, and to prepare for the writing of the SIG initiative. These collaborative meetings allowed all staff members to have input as the grant was being written. These meetings were held June 4, 2013, June 6, 2013, June 10, 2013, and June 11, 2013. Sign-in-sheets are included in Attachment 9.

Staff members also met with a state assigned Local School Improvement Specialist. These meetings were held May 13, 2013, June 7, 2013, and June 10, 2013. The Lead School Improvement Specialist provided guidance and reviewed the application process during these meetings. Sign-in sheets are included in Attachment 9.

(See Attachment 9)

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

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

- 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 school-wide program in a Priority Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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

Attachment 1d - Transformation Model

LEA Name: Wilkinson County Schools

School Name: Wilkinson 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:

Wilkinson County High School will retain the current principal who has only been in this position for one academic year of 2012-2013.

As a priority school, the WCHS Principal has worked closely with the Department of Education's School Improvement Specialist to transform the academic expectations of the school, and as a result, WCHS has experienced some successes in the form of percentage increases in seven of eight End of Course Tests. The eighth course, Coordinate Algebra, was first implemented in 2012-2013, so there is no baseline data to make a comparison. Through the utilization of these grant resources, this positive trend of academic achievement will increase. (See Attachment 5: Data Table)

The WCHS Principal has also participated in extensive professional learning that has expanded his knowledge in the following areas:

- Best practices in education
- Implementing and evaluating standards-based classrooms
- Becoming an instructional leader
- Developing and implementing a school improvement plan and action plans

Timeline:

2012-2013

2012-2013

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

<ul style="list-style-type: none"> • Collecting, analyzing, and utilizing data to drive instruction • Implementing an instructional framework • Organizing instruction for differentiation and flexible grouping. • Involving all school and community stakeholders to improve student achievement and attendance 	<p>June 2012</p>
<p>The WCHS principal has also participated in several conferences, trainings, retreats, and institutes aimed at building upon his professional capacity as an instructional and operational leader.</p>	<p>June 2012-July 2013</p>
<ul style="list-style-type: none"> • School Improvement Leadership Retreat • Teacher Keys Effectiveness Training • Leader Keys Effectiveness Training • Member of a GAPSS Team • GAPSS Team Analysis of WCHS • Georgia Accrediting Commission Review • Oconee Leadership Institute • Title I Conference • Summer Leadership Academy • Georgia Association of Educational Leaders 	<p>June 2012 August 2012 November 2012 December 2012 January 2013 January 2013 May 2013 June 2013 July 2013 July 2013</p>
<p>For the duration of the grant and beyond, the WCHS principal will participate in DOE and local BOE required training and workshops to maintain and enhance the ability to improve student achievement outcomes and increase the high school graduation rate.</p>	<p>July 2013-And After Grant Duration</p>

<p>A2. Implement the Teacher and Leader Effectiveness Systems (TKES/LKES).</p>	
<p>Actions: (completed to date) The WCHS Principal received the mandated Georgia Department of Education training on Teacher and Leader Keys Effectiveness Systems.</p>	<p>Timeline: August – November 2012</p>

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

<p>Teachers received TKES orientation and on-going familiarization based on hire dates.</p>	<p>September 2012 – February 2013</p>
<p>Teachers completed TKES self-assessments and pre-conferences based on hire dates.</p>	<p>October 2012 – February 2013</p>
<p>Teachers received department level and individual mid-year conferences based on identified needs.</p>	<p>January 2013</p>
<p>All certified educators received four walkthroughs for at least ten minutes each, two formative assessments for a minimum of thirty minutes each, and a summative evaluation with post-conferences based on the totality of evidence and the most consistent practice.</p>	<p>November 2012 – May 2013</p>
<p>The WCHS principal completed self-assessment and set goals for the 2012-2013 academic year.</p>	<p>November 2012</p>
<p>The WCHS principal received LKES pre-conference with the Superintendent.</p>	<p>November 2012</p>
<p>The WCHS principal received LKES mid-year conference with the Superintendent.</p>	<p>January 2013</p>
<p>The WCHS principal received summative post-conference with the Superintendent.</p>	<p>May 2013</p>
<p>For the grant period, all requirements for TKES/LKES will meet the prescribed guidelines of the DOE, and the results will be used to drive professional learning.</p>	<p>July 2013-And After Grant Duration</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.

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

Actions:

Considering the role that high-stakes testing plays in determining student achievement, educators will be eligible for incentive pay based on performance. There are eight End of Course Tests and four content specific Georgia High School Graduation Tests; therefore, if an educator's overall test score in any standardized testing area aligns with the CCRPI performance target, he/she will receive \$1000. **No stipends will be paid to teachers without 2 exemplary ratings and no ratings of needs development.**

(See Attachment 7: Proposed Teacher Incentive Chart)

In an effort to increase the WCHS graduation rate, teachers will also be rewarded financially if the educators receive four exemplary ratings on their TKES summative evaluation. The summative evaluation process consists of a combination of the four walk through observations and two formative evaluations, and educators are eligible to receive an incentive of \$500 for the four exemplary rating. **No stipends will be paid to teachers without 2 exemplary ratings and no ratings of needs development.**

Educators will be provided with ongoing, needs-based professional learning opportunities through embedded professional development. These professional development opportunities will be provided by academic coaches, existing K-12 Instructional Support Specialists, administrative staff and other consultants. Participation and satisfactory implementation for continued employment is required.

In alignment with the purposes of the TKES, ineffective staff will be terminated when an educator receives an ineffective or a needs development rating on the Teacher Assessment on Performance Standards that results in the drafting of a professional development plan. **If the educator still fails to meet the professional obligations as stated in the professional development plan, the educator will be terminated.**

(See Attachment 7: Proposed Teacher Incentive Chart)

Timeline:

July 2013 – June 2016

August 2013 – May 2016

End of each school year

August 2013 – end of each school year

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.

<p>Actions:</p> <p>Provide PL on Interactive White Boards to all high school staff</p> <p>Provide PL on Technology Integration in the Classroom</p> <p>Employ in-depth Professional Learning (PL) of CCGPS by content area (Local School Improvement Specialist)</p> <p>Provide PL on standards-based classroom with a focus on CCGPS (Existing K-12 Instructional Support Specialists).</p> <p>Implementation of the standards-based classroom/CCGPS</p> <p>Monitoring the implementation of the standards-based classroom/CCGPS</p> <p>Provide PL on Instructional Framework with an emphasis on guided practice on CCGPS in the work session.</p> <p>Provide ongoing additional PL on Differentiated Instruction</p> <p>Implement Differentiated Instruction (Flexible Grouping)</p>	<p>Timeline:</p> <p>September 2013-And After Grant Duration</p> <p>August 2013-And After Grant Duration</p> <p>August 2013- May 2016</p> <p>August 2013-May 2014 August 2014- May 2015 August 2015-May 2016 And After Grant Duration</p> <p>September 2013- May 2014 September 2014- May 2015 September 2015- May 2016 And After Grant Duration</p> <p>September 2013- May 2014 September 2014- May 2015 September 2015- May 2016 And After Grant Duration</p> <p>October 2013- May 2014 October 2014- May 2015 October 2015- May 2016 And After Grant Duration</p> <p>November 2013- May 2014 November 2014- May 2015 November 2015- May 2016 And After Grant Duration</p>
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**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

<p>Monitoring Differentiated Instruction</p> <p>Implement video-taping of classrooms for PL purposes using existing flip cameras equipment</p> <p>Employ a consultant to provide PL on literacy in all content areas and math (vocabulary development, writing portfolios, writing rubrics, and the different genres (argumentative, expository, and research papers).</p> <p>Employ a consultant to provide PL in math to include best practices in problem solving, algebraic skills, geometry skills, statistical analysis and probability.</p> <p>Provide professional learning with the Georgia Leadership Institute for School Improvement (GLISI) with new certified staff members. All other certified staff members have completed GLISI. GLISI develops leadership and organizational effectiveness skills. GLISI also provides strategies to increase student achievement.</p> <p>Implement GLISI's best practices for improving student achievement.</p> <p>Monitor GLISI's best practices for improving student achievement</p> <p>All professional learning will be monitored by the existing K-12 instructional specialists, local school improvement instructional specialists, and building administrators.</p>	<p>November 2013- May 2014 November 2014- May 2015 November 2015- May 2016 And After Grant Duration</p> <p>October 2013-May 2014 October 2014-May 2015 October 2015-May 2016 And After Grant Duration</p> <p>Three years contingent upon the application process</p> <p>Bi-weekly</p> <p>September 2013 October 2013 Bi-monthly Review And After the Duration of the Grant</p> <p>September 2013 October 2013 Bi-monthly Review And After the Duration of the Grant</p>
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<p>A5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>	
<p>Actions:</p> <p>There will be a new teacher orientation, and all new teachers will be assigned a mentor.</p>	<p>Timeline:</p> <p>As vacancies exist</p>

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

<p>Signing bonuses will be provided for the new highly qualified, experienced math teachers at the end of a three year contract period (See Budget Year 2015-2016). If an educator fails to fulfill their professional obligations outlined in the contract, the signing bonus will be forfeited.</p> <p>Teachers will be recognized monthly for their professional achievements and accomplishments.</p> <p>Different departments will provide professional development to the faculty during monthly faculty meetings. Teachers will have the opportunity to share best practices in faculty meetings /design team meetings/study groups.</p>	<p>As vacancies exist</p> <p>August 2012 – May 2013 August 2013 – May 2014 August 2014 – May 2016</p> <p>August 2012 – May 2013 August 2013 – May 2014 August 2014 – May 2016</p>
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<p>A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.</p>	
<p>Actions:</p> <p>Conducted a GAPSS analysis through GaDOE</p> <p>Implement monthly TKES focus walks to ensure that GPS/CCGPS are being implemented.</p> <p>Each academic department will analyze student achievement data to inform and differentiate instruction. (See A7)</p> <p>Improve student transition from middle to high school by conducting a ninth grade summer transition program. This summer session will provide orientation and transition time for eighth grade students to move into high school. The Summer program will provide the student with a preview of math and English/Language Arts skills required in the ninth</p>	<p>Timeline:</p> <p>January 2013</p> <p>Monthly: August 2013-May 2014 August 2014- May 2015 August 2015-May 2016 And After Grant Duration</p> <p>Weekly: August 2013-May 2014 August 2014- May 2015 August 2015-May 2016 And After Grant Duration</p> <p>July 2014, July 2015</p>

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

<p>grade.</p> <p>Provide support for math instruction through the use of:</p> <ul style="list-style-type: none"> • Academic coaches (SIG funds) • RESA consultant (Consortium) • Dedicated Local School Improvement Specialist (SIG funds) • Existing K-12 Instructional School Specialist (Local funds). <p>The above mentioned personnel are required to:</p> <p>(1) provide professional learning by RESA in math content and instructional strategies to improve student achievement.</p> <p>(2) utilize data to diagnose student needs, assess student progress, and adjust instruction</p> <p>(3) provide an academic coach for math teachers to ensure fidelity of instruction.</p> <p>See Attachment 10: Job Descriptions</p> <p>Increase Instructional Learning Time(See A8)</p>	<p>July 2013-And After Grant Duration</p> <p>August 2013 – May 2016</p>
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<p>A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	
<p>Actions:</p> <p>Departments and the school’s administration team will meet during the department’s planning time on a weekly basis to analyze student data (formative and summative assessments, benchmarks) to make informed decisions about academic remediation, enrichment and acceleration activities for student achievement. The Superintendent will attend occasionally on an unannounced basis.</p> <p>Departments will also meet weekly to collaboratively develop common assessments and high quality lesson plans</p>	<p>Timeline:</p> <p>August 2013 – May 2014 August 2014 – May 2015 August 2015 – May 2016 And After Duration of Grant</p> <p>August 2013 – May 2014 August 2014 – May 2015 August 2015 – May 2016</p>

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

<p>designed to teach and/or re-teach content to ensure students' academic success.</p>	<p>And After Duration of Grant</p>
<p>(See Attachment 8: Organizational Structure)</p>	
<p>Focus walks will be conducted to ensure that teachers are differentiating instruction through the use of flexible grouping to meet students' needs based on student data. The leadership team will meet to analyze the data to adjust instruction as needed.</p>	<p>August 2013 – May 2014 August 2014 – May 2015 August 2015 – May 2016 And After Duration of Grant</p>
<p>Once orientation and expectations for use of curriculum maps have been established, teachers will submit curriculum maps twice during a nine week grading period detailing how many and which Common Core Georgia Performance Standards and which Georgia Performance Standards were taught at that point to mastery and to determine which standards need to be re-taught.</p>	<p>August 2013 – May 2014 August 2014 – May 2015 August 2015 – May 2016 And After Duration of Grant</p>
<p>Before the introduction to a new unit, all teachers will administer a pre-test to differentiate instruction based on three criteria:(See A4 for PL on differentiation instruction)</p>	<p>August 2013 – May 2014 August 2014 – May 2015 August 2015 – May 2016 And After Duration of Grant</p>
<ol style="list-style-type: none"> 1. Content 2. Process 3. Product 	<p>August 2013 – May 2014 August 2014 – May 2015 August 2015 – May 2016 And After Duration of Grant</p>
<p>(See Attachment 11: Lesson Plan Template)</p>	
<p>Teachers will administer weekly assessments to monitor student progress and make adjustments to instruction as needed.</p>	<p>August 2013 – May 2014 August 2014 – May 2015 August 2015 – May 2016 And After Duration of Grant</p>
<p>Student data will be used to identify at-risk students who are not mastering standards.</p>	<p>August 2013 – May 2014 August 2014 – May 2015 August 2015 – May 2016 And After Duration of Grant</p>
<p>The data room will also include focus walk data and other observation data that the Design Team will be reviewing and giving feedback on. The data room will also give cohort data.</p>	<p>August 2013 – May 2014 August 2014 – May 2015 August 2015 – May 2016 And After Duration of Grant</p>

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

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

Actions:

The instructional day will be extended by 26 minutes, and will be reflected on the attached schedule. During the 2012-2013 academic year, class began at 8:00A.M. In 2013-2014, class will begin at 7:54A.M., which adds six (6) minutes of instructional time. Also during the 2012-2013 academic year, students had fifteen (15) minutes of break time. However for 2013-2014 academic year, break time will be reduced to ten (10) minutes; thus adding five (5) minutes of instructional time.

Lastly, the instructional day, which traditionally ends at 3:15P.M., will now end at 3:30P.M.; thus adding 15 minutes of instructional time. The total 26 minutes will now be added and labeled as The Warrior Wakeup in which students will be provided with targeted academic interventions that will enable WCHS to continue the positive trajectory of student achievement and graduation rate.

Wilkinson County High School has been implementing Extended Learning Time (ELT)/Increased Learning Time (ILT) for three (3) years now. In 2012-2013, all students received 30 minutes of ELT/ILT. In 2013-2014 to meet the guidelines of the SIG, the 26 minutes added to the instructional time will be added to ILT, so the students will now be receiving 56 minutes of intensive, focused instruction geared towards increasing academic rigor and relevance in the targeted area of weakness for individual students.

The total added time from making changes in the bell schedule and increased learning time is 61.9 hours plus the additional 88 hours in ILT/ELT that was implemented in 2012-2013.

WCHS will also offer Saturday School/ EOCT Academy fifteen (15) days during the year for four (4) hours each for a total of 60 hours a year. The purpose of this is to offer concentrated support to students who need assistance

Timeline:

August 2013 --- May 2014

August 2014---May 2015

August 2015—May 2016

And After Duration of Grant

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

mastering the CCGPS content.

The Counseling Department will host a College Preparatory Night in which students and parents will be provided with valuable and needed information to prepare them for college in terms of the application process and the filling out the Free Application for Federal Student Aid. This event will be hosted twice (2) in the fall for four (4) hours each for a total of eight (8) hours.

The Math and ELA departments will offer morning tutorial/support for effective instruction of CCGPS four (4) days (two for math and two for ELA) from 7:00A.M. to 7:50A.M. for a total of 100 hours during the school year.

WCHS will implement a 9th Grade Academy to help incoming Freshmen effectively transition to High School.

There will also be an after school program which will be two (2) times a week for 30 weeks for one (1) hour for a total of 60 hours.

This will add a total of 321 hours of Increased Learning Time for the full academic year.

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.	
<p>Actions:</p> <p>In an effort to improve academic achievement of all students, WCHS will create an environment conducive to cultivating a meaningful partnership among the school, home, and community-based organizations. The goal will be to improve the school's current parent engagement environment. Emphasis will be placed on the promotion of shared responsibility of parent and educators for the improvement of high school student performance. WCHS will work with community organizations to design activities that encourage school attendance as a first step toward achievement.</p> <ol style="list-style-type: none"> 1. The WCHS will develop action teams to develop a program of family and community involvement linked to school improvement goals. 2. The WCHS will develop an annual written plan for family and community involvement linked to the school improvement plan and specific goals for student learning and development. The school will assess the quality of current activities that are implemented to continually improve outreach of more families and success of more students. 3. The WCHS will implement and monitor a six prong approach to engage family and community: <ul style="list-style-type: none"> • develop parenting activities to help families understand adolescent development and strengthen parenting skills, postsecondary planning • Establish two-way communicating activities that keep families and community informed. Communication will include information about attendance policy and how attendance affects report card grades • create activities that facilitate volunteerism • developing learning-at-home activities designed for student and their families • developing decision making activities that include families' voices in developing mission statements and improving school policies • collaborating with the community and drawing upon 	<p>Timeline:</p> <p>August 2013-January 2014</p> <p>August 2013</p> <p>August 2013-And After Duration of Grant</p>

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

<p>the resources of businesses, cultural, civic, religious organizations, colleges, government agencies to strengthen school programs, family practices and student learning and development.</p> <p>All of the aforementioned activities will be created by the Parent Liaison Coordinator in conjunction with school administration.</p> <p>Employ a Parent Liaison Coordinator to coordinate all family-community activities listed above. In addition to coordinating the activities above the liaison will</p> <ul style="list-style-type: none"> • conduct adult literacy, behavioral interventions and other parenting skill classes • survey parents and analyze data to gauge satisfaction and support for the school • set-up and schedule events to increase parent and community involvement in daily school activities • conduct home visits with parent/guardians • work with high school graduation coach and district social worker in regards to student attendance • provide continuous communication between the school and community by use of local media, school website, monthly newsletter, and means as necessary • set-up and schedule monthly parent meetings not only on the high school campus but throughout the community. These meetings will be informational and advisory in nature • establish a parent advisory council to increase parent involvement <p>(See Attachment 10: Job Descriptions)</p>	<p>July 2013-And After Duration of Grant</p>
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<p>A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</p>	
<p>Actions:</p> <p>Improve student transition from middle to high school by conducting a week long ninth grade summer transition program.</p>	<p>Timeline:</p> <p>July 2013, July 2014, July 2015, And After Duration of Grant</p>

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

<p>Administrators will be given the flexibility to add Saturday school sessions twice per month for remediation or preparation for state assessments. Transportation will be provided.</p> <p>The district office will permit the flexibility of adding 25 minutes daily to the already existing 30 minutes of "Warrior Time" for 55 minutes of ILT daily.</p>	<p>August 2013-May 2014 August 2014-May 2015 August 2015-May 2016</p> <p>August 2013-And After Duration of Grant</p>
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A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

<p>Actions:</p> <p>Employ a Local School Improvement Specialist to monitor and oversee the implementation of the school transformation model. Duties will include but will not be limited to the following</p> <ul style="list-style-type: none"> • coordinate professional learning activities • assist with evaluation of teaching staff • monitor grade level/content area collaborative meetings • assist with data collection, analysis, and publication. <p>The following staff members will be supporting the SIG initiative:</p> <p>Superintendent Assistant Superintendent PEC Director Chief Financial Officer Human Resource Director K-12 Instructional Support Specialists</p> <p>Upon completion of the grant period, the duties of monitoring Transformation Model strategies will be sustained the responsibility of the school administration.</p>	<p>Timeline:</p> <p>August 2013-May 2016</p> <p>July 2016</p>
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**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

B-1. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.	
Actions: Advertising and hiring of SIG personnel	Timeline: July 2013 – as vacancies exist

C. Align additional resources with the interventions.	
Actions: WCHS participates in a school-wide planning process that continuously engages parents and the community. This process includes all of the funding mechanisms to support school improvement initiatives. Title I-A, Title II-Part A, School Improvement funds and state professional learning will be used to support and continue professional development initiatives at WCHS. Title I-A parent involvement funds will be used to supplement and continue mechanisms for family and community engagement. Title III collaborative efforts will be used to work with ELL families at WCHS and supplement parent outreach. IDEA funds will be used for additional support of students with disabilities. Perkins funding also supports CTAE courses. The school-wide planning process also allows WCHS to align general funds to support the areas of greatest need.	Timeline: July 2013-July 2016

Attachment 1d - Transformation Model

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.	
Actions: Currently, there are no identified policies that need to be modified. Several practices that will be changed include: <ul style="list-style-type: none"> • Increasing Instructional Learning Time • Changing of Bus Schedules 	Timeline: July 2013 – And After Duration of Grant July 2013 – And After Duration of Grant July 2013, July 2014, July 2015

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

- Adding the 9th Grade Transition Academy

E. Sustain the reform after the funding period ends.

<p>Actions:</p> <p>The core of school improvement is capacity building. This involves acquiring programs and resources that have a long-term life/usage expectancy and developing a plan for sustaining the initiatives of positive influences on student achievement. Below are the outlined plans of how the WCHS will support the sustainment of SIG initiatives after the funding period is over.</p> <p>Technology—Technology is an initiative included in this proposal focusing on ensuring WCHS houses 21st century digital classrooms. Therefore, acquisition and maintenance of technology is a requirement. The on-going maintenance of technology hardware and software acquired through this SIG will be included in the district’s Technology Plan. This will include ensuring members of the district’s technology department receive the needed training to support programs and equipment being used at WCHS so that the support can continue even after the grant funding period has ended. The cost for replacement of hardware to ensure up-to-date equipment is available will be included as part of the district’s refresh plan as funds are available.</p> <p>Professional Learning--Building capacity for the implementation of best practices in teaching and learning entails providing high-quality professional learning in a job-embedded format so that staff members have the opportunity to learn instructional expectations, observe practices being implemented in a real setting, practice the new learning, reflect upon the practices, and collaborate with other staff members to build collegiality as well as a widespread culture of lifelong learning. The SIG will include the acquisition of instructional learning coaches to support the vision for WCHS. As part of their responsibilities, these coaches will facilitate trainings, will model best practices, will work individually and jointly with teachers as they develop and master skills through coaching. At the end of the grant cycle, local, state, and federal professional learning funds assigned to WCHS may be utilized to contract the services of external professional instructional coaches to provide support in the identified areas for improvement.</p>	<p>Timeline:</p> <p>And After Duration of Grant</p> <p>And After Duration of Grant</p>
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**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

Teacher Incentives-WCHS will continue to provide incentives to teachers who make progress towards meeting and exceeding the established student performance goals, meet established goals, and exceed established goals. These incentives will include school and system recognitions and providing opportunities to participate in additional professional learning opportunities through conference attendance. Monies for these professional growth sessions will come from sources such as state professional learning funds, Title IIA, CTAE, and Title VIB.

Building Capacity-A key concern of any transformation model is maintaining internal capacity as staff members leave the school, especially when these staff members play crucial roles in the success of the program. WCHS already utilizes a mentoring program for any new staff member-both certified and classified. Mentors are assigned to new staff members, and the mentor accepts responsibility for ensuring the new staff member is acclimated to the WCHS culture. This program will continue with a renewed focus on increased time spent with mentor/mentee. Lunch and Learn sessions will be held quarterly with protégé teachers and their mentors to provide opportunities for support and reflection. The selection process for new hires will begin immediately once a vacancy has occurred and will include an opportunity for applicants selected to spend quality time in the building working with their teaching time even before the onset of the contracted year.

One of the major initiatives of the SIG is to change the culture at WCHS so that there is a cooperative and prevalent spirit of excellence. As WCHS implements a collaborative and ongoing process for improvement that involves all stakeholders and that aligns the functions of the school with high expectations for the learning of each student, improvement will be sustained.

And After Duration of Grant

And After Duration of Grant

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

LEA Name: Wilkinson County Schools

School Name: Wilkinson County High School

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

Reading/English Language Arts

2013-2014 School Year

9th Grade Literature

To increase the number of all students who meet or exceed the standards in ELA from the baseline of 83.9% to 88.9 %.

American Literature

To increase the number of all students who meet or exceed the standards in ELA from the baseline of 81.4% to 84.9 %.

2014-2015 School Year

9th Grade Literature

To increase the number of all students who meet or exceed the standards in ELA from the baseline of 88.9% to 93.9 %.

American Literature

To increase the number of all students who meet or exceed the standards in ELA from the baseline of 84.9% to 87.4 %.

2015-2016 School Year

9th Grade Literature

To increase the number of all students who meet or exceed the standards in ELA from the baseline of 93.9 % to 98.9%.

American Literature

To increase the number of all students who meet or exceed the standards in ELA from baseline of 87.4 % to 90.4%.

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

Mathematics
<p>2013-2014 School Year</p> <p>Coordinate Algebra</p> <p>To increase the number of all students who meet or exceed the standards in Coordinate Algebra from the baseline of 16.6% to 36.6 %.</p> <p>Analytical Geometry</p> <p>To increase the number of all students who meet or exceed the standards in Analytical Geometry from the baseline of 32.8% to 47.8 %.</p>
<p>2014-2015 School Year</p> <p>Coordinate Algebra</p> <p>To increase the number of all students who meet or exceed the standards in Coordinate Algebra from baseline of 36.6% to 56.6 %.</p> <p>Analytical Geometry</p> <p>To increase the number of all students who meet or exceed the standards in Analytical Geometry from the baseline of 47.8% to 62.8 %.</p>
<p>2015-2016 School Year</p> <p>Coordinate Algebra</p> <p>To increase the number of all students who meet or exceed the standards in Coordinate Algebra from baseline of 56.6 % to 76.6%.</p> <p>Analytical Geometry</p> <p>To increase the number of all students who meet or exceed the standards in Analytical Geometry from the baseline of 62.8 % to 77.8%.</p>
Cohort Graduation Rate (High Schools Only)
<p>2013-2014 School Year</p> <p>To increase the graduation rate for all students from the preliminary baseline of 82% to 87%.</p>
<p>2014-2015 School Year</p> <p>To increase the graduation rate for all students from the baseline of 87% to 92%.</p>
<p>2015-2016 School Year</p> <p>To increase the graduation rate for all students from the baseline of 92% to 97%.</p>

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

Attachment 2 - Budget Detail

LEA Name: Wilkinson County Schools

School Served: Wilkinson County High School

Intervention Model: Transformation Model

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

Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please 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	Salary, SIG Coordinator/Site Director (225-day contract) Based on T7 10 year experience	77330
		Salary, Math Coach (205-day contract) Based on T6 6 year experience	58442
	Services	Salary, Literacy Coach (205-day contract) Based on T6 6 year experience	58442
		Salary, Parent Liaison Coordinator (205 day contract) Based on T5 Entry Level-Non Certified Position	42281
		Salary, 2 Teachers for Sat. School & After School 260 hours X \$35/hr	18200
		Local Educational Technology Specialist (205-day contract) Based on T6 6 year experience	58442
		Salary, Bus Drivers, Saturday School (3 X 35 X 15 Saturdays)	1575
		Salary, Bus Drivers, After School (3 X 35/day X 115 days)	12075
		Incentives for Academic Achievement for Teachers (EOCT 21 teachers X 1500 = 31500) (Incentive Pay 89 staff X 200 = 17800)	49300
		Professional Learning Stipends (Off contract hours for faculty participating in required or assigned professional learning)	6000
		Object Total	
		382,087	
200	Benefits	Benefits: Site Director FICA=5,916+	26752

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

		TRS=9496+GHI=11340=26752		
		Benefits: Math & Literacy Coaches FICA=8,942+ TRS=14,354+GHI=22,680=45976	45976	
		Benefits: Parent Liaison Coordinator FICA=3,235+TRS=5,192+GHI=7,154=15581	15581	
		Benefits: Local Educational Technology Specialist FICA=4471+TRS=7177+GHI=11340=22988	22988	
		Benefits: Bus Drivers; FICA=1085	1085	
		Benefits: After School & Sat. School; FICA=1392	1392	
		Benefits: Stipends; FICA=4230	4230	
				Object Total
				118,004
300	Purchased	Integration of Technology, 21 st Century Classroom; Interactive White Board Technology Training;	3000	
	Professional	Math Professional Development: (Problem Solving, Algebraic Skills, Geometry Skills, Analysis and Probability)	21000	
		Parent College & Career Preparatory Training Work Sessions:	5000	
		Literacy Professional Development: vocabulary development, writing portfolios, writing rubrics, and the different genres (argumentative, expository, and research papers).	24000	
	& Technical	Professional Development: Technology Integration in the Classroom: Macon College: 2 days @ 1500 each	3000	
		Local School Improvement Specialist: \$60/hr X 8 hrs/day X 2 days X 36 wks	34560	
		GLISI Professional Development: 5 teachers @ 2550 each	12750	
	Services			Object Total
				103,310
500	Other	Postage, communication with parents	300	
		Travel, Academic Coaches	400	
		Travel, Parent Liaison Coordinator	500	
		Travel, Site Director	400	
		Fuel for Buses-After School & Sat. School 3 buses X 120 days X \$80	28800	
	Services			Object Total
				30,400
600	Supplies	Media Tablets for students (426 X 900)	384,859	
		Printers for classrooms (34 X 500)	17,000	
		Interactive White Boards for High School	108,800	

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

		Classrooms (34 x 3200=108,800)		
		Software Site License, Office 2013 Pro (All high school staff)	9000	
		Laptops for teachers	40800	Object Total
				560,459
700	Property (Capitalized Equipment)			
				Object Total
				\$ -
800	Other Objects			
				Object Total
				\$ -
900	Other Uses			
				Object Total
				\$ -

School Total	\$ 1,194,260
	-

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012
Attachment 2 - Budget Detail

LEA Name: Wilkinson County Schools

School Served: Wilkinson County High School

Intervention Model: Transformation Model

Fiscal Year: July 1, 2014 through June 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	Salary, SIG Coordinator/Site Director (225-day contract) Based on T7 10 year experience	77330
		Salary, Math Coach (205-day contract) Based on T6 6 year experience	58442
	Services	Salary, Literacy Coach (205-day contract) Based on T6 6 year experience	58442
		Salary, Parent Liaison Coordinator (205 day contract) Based on T5 Entry Level-Non Certified Position	42281
		Salary, 2 Teachers for Sat. School & After School 260 hours X \$35/hr	18200
		Salary, Teachers for Ninth Grade Summer Transition, (4 teachers X 5 days X \$35 X 5 hrs)	3500
		Salary, Local Educational Technology Specialist (205-day contract)Based on T6 6 year experience	58,442
		Salary, Bus Drivers, Saturday School (3 X 35 X 15 Saturdays)	1575
		Salary, Bus Drivers, After School (3 X 35/day X 115 days)	12075
		Salary, Bus Driver, Ninth Grade Summer Transition (3 X 35/day X 5)	525
		Incentives for Academic Achievement for Teachers EOCT 21 teachers x 1500 =31500 Incentive Pay: 89 staff X 200 = 17800	49300
		Professional Learning Stipends(Off contract hours for faculty participating in required or assigned professional learning)	6000
(Salaries)		Object Total	

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

			386,112	
200	Benefits	Benefits: Site Director FICA=5,916+ TRS=9496+GHI=11340=26752	26752	
		Benefits: Math & Literacy Coaches FICA=8,942+ TRS=14,354+GHI=22,680=45976	45976	
		Benefits: Parent Liaison Coordinator FICA=3,235+TRS=5,192+GHI=7,154=15581	15581	
		Benefits: Teachers for Ninth Grade Transition: FICA=268	268	
		Benefits: Local Educational Technology Specialist FICA=4471+TRS=7177+GHI=11340=22988	22988	
		Benefits: Bus Drivers; FICA=1085	1085	
		Benefits: After School & Sat. School; FICA=1392	1392	
		Benefits: Stipends; FICA=4230	4230	
			Object Total	
			118,272	
300	Purchased	RTI Training: 3 days @ 1200 ea	3600	
		Professional	Math Professional Development: (Problem Solving, Algebraic Skills, Geometry Skills, Analysis and Probability)	20720
			Co-Teaching Professional Development 5 days @1400 ea	7000
	Literacy Professional Development: vocabulary development, writing portfolios, writing rubrics, and the different genres (argumentative, expository, and research papers).		24000	
	Local School Improvement Specialist: \$60/hr X 2 days X 8 hr/day X 36 wks		34560	
	& Technical	GLISI Professional Development 5 teachers @ 2550 each	12750	
		Services		
			Object Total	
			102,630	
500	Other	Postage, communication with parents	300	
		Travel, Academic Coaches	400	
		Travel, Parent Liaison Coordinator	500	
		Travel, Site Director	400	
	Services	Fuel for Buses-After School & Sat. School 3 buses X 120 days X \$80	28800	
		Fuel for Buses-Ninth Grade Summer Transition: 3 buses X 5 days x 80	1200	
			Object Total	
			31,600	
600	Supplies			

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

	Consumer Supplies for Saturday School & After School	1000	
	Print Cartridges for Printers	1000	
	Consumable Supplies for Ninth Grade Summer Transition Program: Notebooks, Pens, Pencils, Paper	4459	
			Object Total
			6,459
700	Property (Capitalized Equipment)		
			Object Total
			\$ -
800	Other Objects		
			Object Total
			\$ -
900	Other Uses		
			Object Total
			\$ -
School Total			<u>\$ 645,073</u>

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012
Attachment 2 - Budget Detail

LEA Name: Wilkinson County Schools

School Served: Wilkinson County High School

Intervention Model: Transformation Model

Fiscal Year: July 1, 2015 through June 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	Salary, SIG Coordinator/Site Director (225-day contract) Based on T7 10 year experience	77330
	Services	Salary, Math Coach (205-day contract) Based on T6 6 year experience	58442
		Salary, Literacy Coach (205-day contract) Based on T6 6 year experience	58442
		Salary, Parent Liaison Coordinator (205 day contract) Based on T5 Entry Level-Non Certified Position	42281
		Salary, Teachers for Sat. School & After School 260 hours X \$35/hr	18200
		Salary, Teachers for Ninth Grade Summer Transition, (4 teachers X 5 days X \$35 X 5 hrs)	3500
		Salary, Local Educational Technology Specialist(205-day contract) Based on T6 6year experience	58442
		Salary, Bus Drivers, Saturday School (3 X 35 X 15 Saturdays)	1575
		Salary, Bus Drivers, After School (3 X 35/day X 115 days)	12075
		Salary, Bus Drivers, Ninth Grade Summer Transition, (3 X 35/day X 5 days)	525
		Incentives for Academic Achievement for Teachers EOCT 21 teachers X 1500 = 31500 Incentive Pay 89 staff X 200 = 17800	49300
		Professional Learning Stipends(Off contract hours for faculty participating in required or assigned professional learning)	6000
		Signing Bonuses: Math Teachers: \$1500; Academic Coaches:	16000

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

		\$2500/each; SIG Site Director: \$5000; Parent Liaison Coord.: \$1500		
	(Salaries)			Object Total
				402,112
200	Benefits	Benefits: Site Director FICA=5,916+ TRS=9,496+GHI=11,340=26,752	26752	
		Benefits: Math & Literacy Coaches FICA=8,942+ TRS=14,354+GHI=22,680=45,976	45976	
		Benefits: Parent Liaison Coordinator FICA=3,235+TRS=5,192+GHI=7,154=15581	15581	
		Benefits: Teachers for Ninth Grade Transition: FICA=268	268	
		Benefits: Local Educational Technology Specialist FICA=4,471+TRS=7,177+GHI=11,340=22,988	22988	
		Benefits: Bus Drivers; FICA=1085	1085	
		Benefits: After School & Sat. School; FICA=1392	1392	
		Benefits: Stipends; FICA=4230	4230	
		Benefits: Signing Bonuses: FICA=1224	1224	
				Object Total
				119,496
300	Purchased			
	Professional	Math Professional Development: (Problem Solving, Algebraic Skills, Geometry Skills, Analysis and Probability)	20720	
		Local School Improvement Specialist: \$60/hr X 2 days X 36 wks X 8 hrs/day	34560	
		Literacy Professional Development: vocabulary development, writing portfolios, writing rubrics, and the different genres (argumentative, expository, and research papers).	24000	
	& Technical Services	GLISI Professional Development: 5 teachers @ 2550 each	12750	
				Object Total
				92,030
500	Other	Postage, communication with parents	300	
		Travel, Academic Coaches	400	
		Travel, Parent Liaison Coordinator	500	
		Travel, Site Director	400	
		Fuel for Buses-After School & Sat. School 3 buses X 120 days X \$80	28800	
		Fuel for Buses-Ninth Grade Summer Transition: 3 buses X 5 days x 80	1200	
	Services			Object

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

			Total
			31,600
600	Supplies	Consumer Supplies for Saturday School & After School	1000
		Print Cartridges for printers	1000
		Consumable Supplies for Ninth Grade Summer Transition Program: Notebooks, Pens, Pencils, Paper	4459
			Object Total
			6459
700	Property (Capitalized Equipment)		
			Object Total
			\$ -
800	Other Objects		
			Object Total
			\$ -
900	Other Uses		
			Object Total
			\$ -
School Total			\$ 651,697
			-

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

**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			
Wilkinson County High		1,194,260	645,073	651,697	2,491,030
LEA-level Activities					
Total Budget		1,194,260	645,073	651,697	2,491,030

**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. 	<p>✓ ✓ NA NA</p>

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. 	<p>✓ ✓ ✓</p>
<p>2. Capacity</p> <ul style="list-style-type: none"> ✓ Description identifies multiple resources (e.g., human, material, technical, etc.) and related support (e.g., commitment of school board to remove barriers, credentials of staff, recruitment process, area technical colleges and universities, job-embedded professional learning, etc.). ✓ Complete all parts of Section B. 2. ✓ 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 implementation of the contract. 	<p>✓ ✓ NA ✓</p>

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

Attachment 3 – Checklist

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

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

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

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 align="center">√</p>

Section D. ASSURANCES	
✓ The superintendent agrees to the assurances for the School Improvement Grant.	√

Section E. WAIVERS	
✓ The superintendent agrees to the waivers included in the School Improvement Grant.	√

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

Attachment 4 - Rubric

CONCEPT	NOT EVIDENT-0	NEEDS REVISION-1	MEETS-2
<p>Rationale</p>	<p>There is no evidence to support that data was analyzed to determine school needs and select the most appropriate intervention model.</p>	<p>Data has been collected; however, there is limited evidence that the data collected has been sufficiently analyzed to determine school needs resulting in the selection of an appropriate intervention model.</p>	<p>Sufficient data, including student achievement, process, demographic, and perception data, has been collected and analyzed to support the selection of the intervention model. The rationale clearly justifies the selection of the intervention model based on data analysis and school needs.</p>
<p>Capacity</p>	<p>There is no evidence in the application that indicates the LEA has the capacity to provide adequate resources and support to fully and effectively implement the intervention model selected.</p>	<p>Actions described in the application lack the detail necessary to ensure the LEA is prepared and committed to fully and effectively implement the selected intervention model. More specific information regarding resources, support, and commitment is needed.</p>	<p>Actions described in the application indicate that the LEA is prepared and committed to provide the necessary resources and support to implement the selected intervention model fully and effectively. In addition, the application indicates the LEA is prepared and committed to provide the school sufficient operational flexibility to fully implement a comprehensive approach to substantially improve student achievement outcomes.</p> <p>To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for:</p> <ul style="list-style-type: none"> • Demonstrating capacity to devote staff, facilities, funding, services, and other resources exclusively to the management contracting function. • Demonstrating flexibility in removing barriers for the contract schools. • Ensuring that the LEA's central office staff will support successful implementation of the contract.

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

CONCEPT	NOT EVIDENT-0	NEEDS REVISION-1	MEETS-2
Capacity			<p>To ensure that the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively, the SEA will look for specific examples of the following actions for:</p> <ul style="list-style-type: none"> • Reviewing local board policies which would restrict a school's ability to implement requirements of the intervention models for 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.

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

CONCEPT	NOT EVIDENT-0	NEEDS REVISION-1	MEETS-2
Implementation	There is no evidence in the application that indicates implementation of the intervention model has been thoroughly planned.	Actions described in the application are not fully aligned with the final requirements of the intervention model selected. Actions lack innovation and do not reflect a strong focus on improving student achievement.	<p>Actions described in the application reflect comprehensive and strategic planning to ensure implementation of the intervention model. The actions described include specific processes and strategies that are aligned with the final requirements of the intervention model selected. The actions are innovative, comprehensive, and focus on improving student achievement.</p> <p>To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for:</p> <ul style="list-style-type: none"> • Developing a written policy and procedure for selecting external providers and utilizing the process. • Demonstrating that it has used a rigorous selection process to choose contract school providers, which will include: <ul style="list-style-type: none"> ○ A Public Notice of Intent process. ○ An assessment of the applicant provider’s knowledge of, skill with, and success rate related to the intervention model selected. ○ A thorough review of each applicant’s administrative, organizational structure, legal, and financial perspectives. ○ Documentation that references have been contacted to verify prior successful implementation of the selected intervention model.

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

CONCEPT	NOT EVIDENT-0	NEEDS REVISION-1	MEETS-2
<p align="center">Implementation</p>			<ul style="list-style-type: none"> • Ensuring that the providers know how to choose and manage school leaders who have the competencies to work effectively in a reform environment. • Clarifying the roles for the school provider and LEA that will be a part of the contract. • Defining a process for cancelling the contract and restructuring when a contract provider is not successful. • Including stakeholders such as parents and community groups throughout the entire process. • Establishing clear goals and closely monitoring school performance. • Establishing a clear timeframe for measuring gains in student achievement. <p>To ensure alignment of other resources with the interventions, the SEA will look for specific examples of actions the LEA has taken or will take for:</p> <ul style="list-style-type: none"> • Developing a plan complete with strategies that focus on the individual school's student achievement needs. • Ensuring Title I school-wide schools are consolidating ESEA funds to upgrade the entire educational system of the school. • Providing job-embedded professional learning for teachers. • Ensuring that each school has developed the intervention model that aligns all funding available to the school to implement specific strategies.

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

CONCEPT	NOT EVIDENT-0	NEEDS REVISION-1	MEETS-2
<p>Allocation of Funds</p>	<p>There is no evidence that sufficient funds are allocated to support implementation of the intervention model, and the actions and strategies funded do not align with the final requirements of the intervention model selected.</p>	<p>Funds are allocated to support the implementation of the intervention model; however, the actions and strategies funded are not consistently aligned to improving student achievement and/or the final requirements of the intervention model.</p>	<p>The actions and strategies funded directly support improving student achievement and are aligned to the final requirements of the intervention model. Funds allocated are sufficient to support implementation of the intervention model selected.</p>
<p>Sustainability</p>	<p>There is no evidence in the application that indicates actions will be taken to maintain implementation of the processes and strategies that positively impact student achievement.</p>	<p>An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies required for the intervention model selected; however, the plan does not describe the specific actions the LEA will take after the funding period ends.</p>	<p>An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies that positively impact student achievement. The plan identifies preliminary steps that will be taken to retain human, material, and financial resources after the funding period ends. In addition, the plan addresses LEA support (e.g., policies, professional learning opportunities, protected time, etc.) for the actions and strategies that positively impact student achievement.</p> <p>To ensure that reforms are sustained after the funding period ends, the SEA will review the LEA process for:</p> <ul style="list-style-type: none"> ✓ Developing a plan with a timeline for continued implementation of the intervention strategies. • Measuring progress and adjusting strategies that have not proven to be effective. • Aligning funds to continue supporting successful intervention efforts and progress. Providing continued professional learning opportunities that link to the intervention strategies and annual goals for student achievement.