

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

**Gwinnett County Public Schools
Meadowcreek High School Executive Summary**

Overview

Meadowcreek High School is a traditional 9-12 school setting located in Norcross, Georgia. The school serves more than 2,800 students and provides an overall school program that supports teaching and learning in a highly diverse setting. Due to complex variables that impact the school environment, overall school performance at Meadowcreek High School has been low, particularly in the areas of mathematics and graduation rates. While the students at Meadowcreek face many challenges, the school's faculty and administration, and the district are fully committed to ensuring that students learn and achieve at increasingly higher levels, and are prepared to be successful at the post-secondary level and/or the workplace.

Needs Assessment

Over time, staff and administration of Meadowcreek High School have sought to meet the needs of its student population through varied initiatives, programs, and strategies. However, the level of improvement has been disparate, including minor improvements in academic and non-academic figures. Given that the results of student achievement data and overall performance culture of Meadowcreek High School need to improve sharply and consistently in the future, strategies and interventions should be in place to 1) improve the instructional program and increase levels of rigor, relevance, and readiness for college, career, military service, and citizenship; 2) increase engagement levels of students, staff, parents, teachers, and community members in all matters related to the school program; 3) improve the capacity of teachers, the efficacy of students, and the quality of their work; 4) ensure that staff and faculty are committed to building a learning environment that supports the academic, social, and emotional needs of each student; and 5) provide additional opportunities for increased academic support and student learning.

The School Improvement Grant (SIG) 1003(g) funding will enable Meadowcreek High School to serve the academic, behavioral, social and emotional needs of each student, as measured by improved student achievement and increased graduation rates. SIG 1003(g) funds will support various initiatives throughout the grant's life cycle; however, the established initiative is further summarized below, in Section B-Descriptive Information and throughout this grant proposal.

Key Initiative

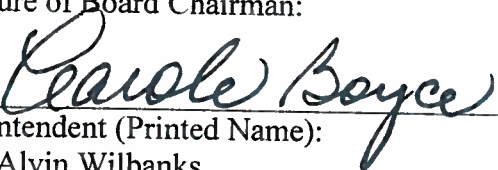

Meadowcreek High School will institute Career Academies where students will select a career pathway and have the opportunity to learn within a relevant, rigorous, and more personalized setting. The five (5) Career Academies most suitable for the Transformation reform model will include:

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1. Arts, Audio/Visual Technology & Communication Academy
2. Information Technology Academy
3. Science, Technology, Engineering & Mathematics (STEM) Academy
4. Hospitality & Tourism Academy
5. Business Management & Administrative Academy

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

LEA Name: Gwinnett County Public Schools MEADOWCREEK HIGH SCHOOL	LEA Mailing Address: 437 Old Peachtree Road, NW Suwanee, GA 30024
LEA Contact for the School Improvement Grant Name: Dr. Calvin J. Watts Position and Office: Assistant Superintendent, School Leadership and Operations Contact's Mailing Address: 437 Old Peachtree Road, NW, Suwanee, GA 30024 Telephone: 678-301-7387 Fax: 678-301-7326 Email Address: calvin_watts@gwinnett.k12.ga.us	
Board Chairman (Print Name): Ms. Carole Boyce CAROLE BOYCE	Telephone: 678-301-6040
Signature of Board Chairman: 	Date: 6/12/2013
Superintendent (Printed Name): Mr. J. Alvin Wilbanks	Telephone: 678-301-6010
Signature of Superintendent: X 	Date: 6-12-13
The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.	

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LEA Name: Gwinnett County Public 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
GIVE Center East	00308	X				X
GIVE Center West	03690	X				X
Meadowcreek High School	01980	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.

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LEA Name: Gwinnett County Public Schools

School Name: Meadowcreek 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.

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

- Number of days within the school year

There are 180 school days within the school year for Gwinnett County Public School students.

- Number of minutes within the school day/year

There are 415 minutes in the school day and 74,700 minutes in the school year.

Bell Schedule for Meadowcreek High School

Schedule		# of Minutes in School Day	# of Minutes in School Year
1st Period	7:15 AM - 8:10 AM	55	9,900
Class Change	8:10 AM - 8:15 AM	5	900
2nd Period	8:15 AM - 9:10 AM	55	9,900
Class Change	9:10 AM - 9:15 AM	5	900
3rd Period	9:15 AM - 10:05AM	50	9,000
Class Change	10:05 AM - 10:10 AM	5	900
4th Period *	10:10 AM - 11:20 AM	70	12,600
Class Change	11:20 AM - 11:25 AM	5	900
5th Period *	11:25 AM - 12:15 PM	50	9,000
Class Change	12:15 PM - 12:20 PM	5	900
6th Period *	12:20 PM - 1:10 PM	50	9,000
Class Change	1:10 PM - 1:15 PM	5	900
7th Period	1:15 PM - 2:10 PM	55	9,900
Students Dismissed			
TOTAL		415	74,700

*Includes lunch

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Period 4	Lunch A (10:10 - 10:30)
Period 4	Lunch B (10:35 - 10:55)
Period 4	Lunch C (11:00 - 11:20)
Period 5	Lunch D (11:25 - 11:55)
Period 6	Lunch E (12:15 - 12:35)

- Percentage of limited English proficient students who attain English language proficiency utilizing the Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS) exam

A. Attainment of Proficiency in English

1. **Absolute Bar:** EL Students attain proficiency in English and exit ESOL services when they attain a Composite Proficiency Level (CPL) of 5.0 or greater and a Literacy Proficiency Level (LPL) of 4.8 or greater on the ACCESS for ELL's exam.
2. **Language Assessment Conference:** EL Students may be determined to have attained proficiency in English when they attain a CPL of 4.0 to 4.9 and an LPL of 4.8 or greater, or a CPL of 5.0 and any LPL, if examination of other factors, such as grades, demonstrates that the student is ready to be successful without ESOL support.
3. Upon Attainment of Proficiency in English, student are monitored for two years and provided with supports and interventions to ensure a smooth transition to success in the mainstream classroom without ESOL support. During this period, they remain in the EL sub-group.

B. Meadowcreek High School

Overview

374 English Learners total

49% have not yet attained proficiency in English (183 students)

39% attained proficiency in 2010 or 2011 (146 students)

12% attained proficiency in 2013 (45 students)

Details by Grade

Grade 9 - 219 English Learners

1 Assessment Only (parents waived services)

153 Direct served

65 Monitored

18 Direct and 2 AO students attained proficiency in English in 2013

Grade 10 - 92 English Learners

2 Assessment Only (parents waived services)

47 Direct served

43 Monitored

1 AO and 12 Direct students attained proficiency in English in 2013

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Grade 11 - 26 English Learners

13 Direct served

13 Monitored

1 Direct student attained proficiency in English in 2013

Grade 12 - 37 English Learners

3 Indirect served

9 Direct served

25 Monitored

1 Direct served student attained proficiency in English in 2013

Meadowcreek HS

- Dropout Rate - 5.8%
- Attendance Rate - 92.5%
- Number of Discipline Incidents - 3,935
- Advanced Course work - 73.3%
- Teacher attendance rate

**With
in-service days**

	MEADOW-CREEK HS
Count Staff	160
Sick Days	922.00
Personal Days	139.34
In-service Days	276.68
Vacation Days	0.00
Other Days	31.06
Count of Used Days	1,376.51
Count of Possible Days	31,012.00
Attendance Rate	95.6%

**GCPS Average
for Teachers with
In Service 94.8%**

**Without
in-service days**

	MEADOW-CREEK HS
Count Staff	160
Sick Days	922.00
Personal Days	139.34
Vacation Days	0.00
Other Days	31.06
Count of Used Days	1,092.40
Count of Possible Days	31,012.00
Attendance Rate	96.5%

**GCPS Average
for Teachers
95.8%**

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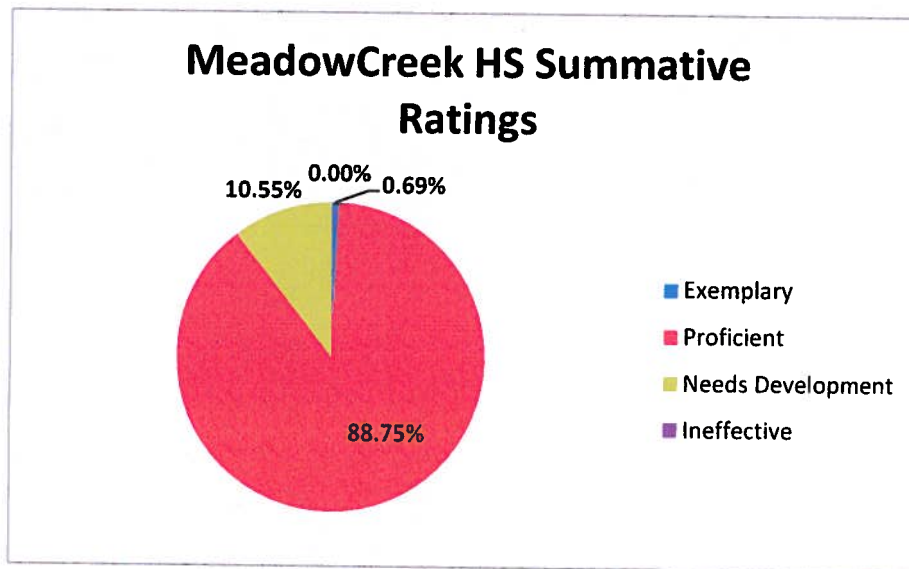
- Distribution of teachers by performance level as designated on the LEA's Teacher evaluation system

Formative Assessment Breakdown by Ratings

Meadowcreek

Count	Exemplary	Proficient	Needs Development	Ineffective	Total
	9	88	66	1	164
	5%	54%	40%	1%	

Summative Assessment Breakdown by Ratings



High School Profile Requirements

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

- Graduation rates (including the 2011 Cohort Graduation Rate).

MEADOWCREEK HIGH SCHOOL	
2011 4 YEAR GRAD RATE	48.54%
2011 5 YEAR GRAD RATE	47.87%

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- Number of teachers on staff

Meadowcreek High School			
Current Enrollment		Types of Teachers	# Tchrs
Grade 9	1,059	Regular Ed Teachers (Grades 9-12)	118
Grade 10	704	Local School Technology Coordinator	2
Grade 11	509	Media Specialist	1
Grade 12	426	Counselors	6
Total	2,698	Speech Pathologist	2
		Special Ed Teachers (Grades 9-12)	19
		Total	148

- Number of teachers evaluated
- Percentage of students completing advanced coursework, early-college high schools or dual enrollment classes
- Distribution of teachers by performance level as designated on the LEA's teacher evaluation system

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- Percentage of students (by subgroups) in grade 11 who met or exceeded the AMO proficiency levels in English Language Arts (ELA) and Mathematics on the Georgia High School Graduation Test (GHSGT).
- Percentage of students passing the Mathematics I and II, ELA: Ninth Grade Literature and Composition, and American Literature and Composition End of Course Tests (EOCTs).

MEADOWCREEK HS EOCT DATA 2010-2011	B	H	M	A	W	ED	EL	SWD	ALL
9LA MEETS AND EXCEEDS	80%	65%	87%	79%	87%	71%	31%	24%	85.7%
MEAN	423	413	437	431	443	417	387	384	417
AMER LIT MEETS AND EXCEEDS	81%	78%	100%	90%	100%	81%	52%	49%	84.7%
MEAN	419	418	431	441	427	422	400	419	422
MATH I MEETS AND EXCEEDS	44%	37%		69%	58%	42%	18%	9%	87.7%
MEAN	396	391		420	411	395	379	373	395
MATH II MEETS AND EXCEEDS	25%	34%	29%	51%	47%	35%	19%	11%	86%
MEAN	389	391	386	409	397	392	384	377	391
BIOLOGY MEETS AND EXCEEDS	62%	51%		76%	85%	58%	29%	22%	82.4%
MEAN	410	404		428	430	408	387	379	407
PHY SCI MEETS AND EXCEEDS	95%	91%		97%		93%			90.6%
MEAN	463	460		475		465			466
US HIST MEETS AND EXCEEDS	50%	45%	50%	78%	65%	52%	31%	34%	84.5%
MEAN	400	394	412	436	408	402	385	367	401
ECON MEETS AND EXCEEDS	57%	43%	65%	72%	75%	53%	16%	20%	98.7
MEAN	402	395	414	428	429	402	377	373	403

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- Average scale scores on the Mathematics and ELA assessments listed above:

MEADOWCREEK	B	H	M	A	W	ED	EL	SWD	SCALE SCORE	ALL
2009-2010										
9LA	74%	60%	75%	81%	76%	65%	35%	18%	416	67%
AMER LIT	80%	68%	92%	88%	82%	74%	49%	38%	420	75%
MATH 1	45%	40%	38%	65%	69%	41%	33%	20%	395	44%
MATH 2	34%	30%	55%	73%	71%	41%	21%	17%	397	40%
GHS GT ELA	90%	83%	93%	97%	92%	87%	72%	34%		88%
GHS GT MA	88%	91%	93%	100%	96%	92%	91%	45%		92%
GRAD RATE	76.6 %	76.0 %	83.3 %	87.3 %	76.9 %	29.2 %	65.9 %	29.2 %		77.9 %
2010-2011										
9LA	74%	67%	71%	74%	79%	69%	40%	25%	398	70%
AMER LIT	88%	78%	94%	87%	95%	83%	46%	40%	417	83%
MATH 1	29%	29%	19%	35%	52%	30%	15%	9%	390	31%
MATH 2	28%	26%	29%	64%	37%	29%	28%	6%	393	32%
GHS GT ELA	90%	84%	93%	90%	89%	86%	71%	31%		87%
GHS GT MA	83%	82%	87%	90%	84%	82%	77%	40%		84%
GRAD RATE	77.3 %	72.2 %	88.9 %	98.4 %	83.3 %	77.4 %	56.6 %	31.6 %		77.6 %

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- 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.

Meadowcreek High School is a traditional 9-12 school setting located in Norcross, Georgia. The school serves more than 2,800 students and provides an overall school program that supports teaching and learning in a highly diverse setting. While Meadowcreek High School has seen disparate improvement in the area of school performance, the School Improvement Grant (SIG) 1003(g) could provide additional resources to support the improvement of the overall school program.

The purpose of this application is to communicate the process of monitoring, measuring and achieving academic performance using the Transformation Intervention Model for Meadowcreek High School under the School Improvement Grant (SIG) 1003(g). This SIG application process included the participation of individuals who will implement and support the established school improvement plan. Information was gleaned from a variety of stakeholders, including members of the local school leadership team, local school staff, parents, students, and district level support staff. The individuals involved in the application process also assisted in gathering and analyzing data, were involved in collaborative discussions about how to better serve our at-risk population, provided parental input and perspective, provided instructional perspectives and suggested ways to better distribute the resources allocated from SIG 1003(g) funding. Selected Meadowcreek High School staff members reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example, trend data were discussed specifically for EOCT results, Gateway results, and graduation rate over several years. Not only did participants review overall data, but specific strand data for each content area were also discussed. By further analyzing detailed strands, specific skills were noted by content that should be addressed relative to instruction.

Current Practices and Performance:

Meadowcreek High School staff have established improvement plans on information regarding individual students and groups of students within the school who are not yet achieving to the State academic content standards [the Common Core Georgia Performance Standards (CCGPS)] and the State student academic achievement standards for all students, including: economically disadvantaged students; students from major racial and ethnic groups; students with disabilities; and students with limited English proficiency.

The specific processes and strategies that support our Transformation Model are directly aligned with our recent needs assessments within a recent GAPSS analysis and continued monitoring of areas in greatest need of improvement, including literacy, mathematics, and increased graduation rate. The actions in our plan are innovative and comprehensive, are focused on improving

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student achievement, support the increase teacher and leader capacity, and increase opportunities for student engagement, project based learning, and readiness for college and/or career. The plan provides a timeline and detailed actions which detail systematic and sustainable practices. The design of the various implementation strategies is based on data results, and the need to transform the performance culture and improve the overall school program for all students at Meadowcreek High School. These results specifically focused on strand performance data and further illustrate Meadowcreek High School's subgroup performance.

Using the Gwinnett County benchmark assessments in 2011-2012, the language arts, special education, and ESOL teachers were able to identify specific areas of strengths and weaknesses. Throughout the last school year, language arts, special education, and ESOL teachers collaborated in planning targeted intervention lessons to address any language arts standard that a student was not mastering. Each student taking the Georgia High School Graduation Test in language arts received test prep materials through their daily twenty-five minute advisement class called Mustang Pride. Advisement teachers monitored the students as they worked through the materials, and administrators monitored the classes through walk-throughs. During the advisement period, language arts teachers met with students who were in need of additional help to review test content standards. Language arts, ESOL, and special education teachers used the web based USATest Prep program while in the computer labs to give students additional test prep, to individualize intervention lessons, and to assess progress.

In 2010-11, in order to increase our scores on the Gateway Writing Test, the ninth and tenth grade language arts, science, social studies, special education, and ESOL teachers were trained on the use of writing rubrics to evaluate student writing samples and vocabulary development. Teachers were provided half-day release time to attend the workshop. In 2011-2012 teachers received professional learning on how to teach technical writing in language arts, science and social studies classes. In 2012-2013, focus will be on vocabulary development with an emphasis on writing for all teachers in the four core content areas. Other departments such as Fine Arts and Business Education will support the school in this initiative. Meadowcreek will also have a Flexible Learning Program for our most at-risk students supporting vocabulary instruction with writing in the content areas.

Research shows that a student's ability to read and think impacts academic success in language arts, math, science and social studies. In 2011-2012, Meadowcreek High School focused on school wide literacy and will continue its emphasis on school wide literacy programs throughout. All teachers are provided professional learning opportunities on how to teach content vocabulary in order to improve reading comprehension and writing in all content areas.

Math performance is an area of great concern for Meadowcreek. Even on strands where students improved from the previous year, the overall percentage is still low. For example, Black students performed three percentage points higher on the Algebra strand in 2012 than in 2011;

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however, overall Algebra performance for the Black student subgroup was still only 47.4 %. There was no Meadowcreek High School subgroup that did not score over 50%. Math I student performance reflect a pronounced need for math support.

In Math 1, none of the scores are where we feel that our students are capable of performing. Our SWD and ELL students performed the lowest of our sub groups. The highest of our subgroups were White, Asian, and Black students. In this area, Hispanic students fell between our highest and our lowest performing groups. In Math 2, students are performing at even lower percentages than in Math 1. Our highest scoring subgroup is Asian and they are meeting or exceeding at only 52.5%. Our next highest subgroup in Math 2 is our White students. They only had a 33.3% passing rate. That is close to 20% lower than the Asian subgroup. Also, there is a 10% gap between Black and Hispanic students.

In comparing our 2012 GHSGT scores to our 2011 GHSGT scores in the area of mathematics, the data indicates that the percentage of students scoring in the meets and exceeds category declined for all groups but Students with Disabilities.

To improve math performance in science during 2011-2012, teachers met once per month for professional development collaboration. During these sessions, math and science teachers developed a common vocabulary and identified science problems that required math skill and critical thinking. Science teachers were introduced to math exemplars as an assessment tool. The math and science teachers were given professional learning on differentiated instruction and standards-based classrooms.

With the State's change from the Georgia High School Graduation Test in Science to the End of Course Test in Biology, for 2011-12 Meadowcreek High School expanded science test preparation to include the ninth and tenth grade levels. As an additional graduation requirement, students in Gwinnett County Public Schools must pass the Gateway Science and Social Studies tests. The Gateway Science test continues to be challenging for students at Meadowcreek High School.

The U.S. History EOCT yielded very interesting results. The Asian population scored higher than all the other subgroups. The White subgroup followed at ten percentage points less. The Black and Hispanic Subgroups were much closer to one another, but significantly less than the White and Asian subgroups. As with the other EOCT scores, the Students with Disabilities and English Language Learners scored the lowest yielding the highest achievement gap between compared to the other subgroups. The "All Student" subgroup is also of great concern. Only 51% of students taking the U.S. History EOCT passed it in 2011-2012.

Meadowcreek steadily increased graduation rate from 2008 to 2010. Graduation rates from 2010 to 2011 only decreased .3%. The calculation for graduation rate changed in 2012. With the new

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graduation rate formula, Meadowcreek decreased their graduation rate by 29%. Meadowcreek High School has been committed to increasing the ways students can earn course credits during and beyond the regular school day. By changing from a six to a seven period day, we were able to provide students many opportunities to make up credits. We will continue with a 7th period day for the 2012-13 school year. In addition, courses in language arts, mathematics, science, and social studies will be offered through School Plus. School Plus is an after school program that provides students an opportunity to take additional courses that are required for graduation. Our Saturday Credit Recovery programs in October and November as well as in February and March also gave students the opportunity to recover credit in language arts, mathematics, science and social studies. Title I funds will pay teachers for direct instruction and provide the instructional materials for the classes. MHS will continue to offer School Plus to provide students an additional opportunity to stay on track for graduation. Meadowcreek will offer Preview Saturdays during the 2012-13 school year. Preview Saturdays offer students, first and second semester, the opportunity to be exposed to content vocabulary and writing activities that will support learning for the duration of the semester. Finally, Meadowcreek has students that struggle to pass the Gwinnett County Gateway Writing Tests in LA/SC and LA/SS. We will continue to offer support classes through Title I to help students who haven't passed the test, prepare to pass it.

National studies show that students who are not successful in their transition from 9th grade to 10th grade have only a 15% chance of graduating. It is imperative that Meadowcreek supports at-risk 9th graders so students progressing through the school stay on track for graduation. Meadowcreek will offer previewing classes Saturday for all at-risk students enrolled in EOCT courses. Title I funds will support the previewing program by paying teacher stipends and instructional materials for these classes.

In 2010-11 to prepare our students for the GHSGT main administration in March/April our language arts, math, science, and social studies teachers developed a review week called "Creek Week". The focus was a final review of course content as well as test taking strategies. "Creek Week" was preceded by an all-night mini review called "Junior Jam". With the focus now on the EOCT our final review of content will be extended beyond the eleventh and twelfth grades. During the summer of 2012, to ease ninth grade students' transition from eighth to ninth grade and provide increased opportunities for graduating, a readiness camp was offered. First time ninth grade students were offered an opportunity to preview high school. During the camp, rising ninth grade students met with their language arts, math, science and social studies teachers once a day to preview the course content. Ninth grade counselors also met with the students to develop strategies for studying, test taking and stress management.

Meadowcreek High School will continue to improve our seventh period advisement program through Mustang Pride. Teachers from each grade level will continue to coordinate the specific

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activities and lessons. All Mustang Pride teachers will have professional development on reading transcripts, student goal setting, and promotion criteria. Advisement folders may be provided with Title I funds. Students will set goals and monitor their progress in the folder during the advisement sessions. Counselors will conduct test talks and career opportunities. Community Health staff from the East Metro Health District will continue the mentoring programs for high school students. Our intervention programs during and after school will continue in language arts, writing, mathematics, science and social studies. Meadowcreek High School staff will expand the Positive Behavior Intervention and Support Program to improve student achievement, attendance and behavior.

The major strengths of the overall school program included committed teachers and administrators. Meadowcreek High School has not identified specific strengths in a particular content area because students are struggling in all content areas. Students seem to score higher in American Literature and 9th Grade Language Arts compared to all other EOCT content areas. Our lowest strands in 9th grade for all sub groups were "Writing" and "Conventions." In American Literature, the lowest strands for all sub groups were "Writing" and "Reading" and "Literature." There is still room for improvement in Language Arts as there is an achievement gap between our "All Students" and "Students with Disabilities" and "English Language Learners." More detail can be found in earlier portions of this component. Although our scores are not available at this time, Meadowcreek students performed poorly overall on the writing portion of the High School Gateway.

The major needs that were discovered included achievement gaps between several subgroups. Meadowcreek High School students struggle with content literacy and writing. Based on student retake performance on the GCPS High School Gateway exam (measures content knowledge and writing ability), the largest achievement gaps across the board were with "All Students" compared to "Students with Disabilities" and "English Language Learners." Math is also an area of great concern. Our Math I scores for all students showed only 44% of students meeting or exceeding. Our Math II scores were even lower for all subgroups. Only 29.2% of "All Students" passed the EOCT in Math II. The number of students taking the Math II test was low because we had many students unable to move forward because our Math I students were also very low for all subgroups across the board. The weakest strand in Math I was "Data Analysis and Probability." The "Algebra" strand was also low.

Meadowcreek High School exists for the purpose of providing a quality education for its students, and ensuring that students complete established graduation requirements. Meadowcreek steadily increased graduation rate from 2008 to 2010. Graduation rates from 2010 to 2011 only decreased .3%. The calculation for graduation rate changed in 2012. With the new graduation rate formula, Meadowcreek decreased our graduation rate by 29%. Meadowcreek High School has been committed to increasing the ways students can earn course credits during and beyond the regular school day.

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GAPSS Analysis Summary Results

According to the 2012 Elementary and Secondary Education Act (ESEA) Waiver Request, Meadowcreek High School qualified as a Priority School based on Title I status and “All Students” subgroup performance within the lowest 5% of Title I schools in the State of Georgia. As a result, the school is currently monitored by a GaDOE sponsored School Improvement Specialist (SIS). In April 2013, the Georgia Department of Education conducted a GAPSS (Georgia Performance Standards for Schools) analysis that is correlated to *Georgia School Keys and Implementation Resource Guide*. The following were among the target areas for improvement: In the area of *Curriculum*, the recommendations were to ensure that the faculty has reached consensus on what formative assessment should look like. Provide Professional Learning on formative assessment and closely monitor implementation; expand the use of diagnostic assessment data to determine background knowledge and skills, to identify related instructional interventions, and to revise instruction in order to maximize student achievement and ensure continuous improvement for individual learners. This should include the increased use of Common Assessments; increase rigor and high expectations for achievement of all students by assuring that all teachers use the language of the standard throughout the sequencing of the lesson in all classes. Other routines that will enable students to take responsibility for their learning include: anchor papers, posted examples of student work noting areas that meet the standard/elements, feedback as students work through the unit using written commentary, teacher conferences, and rubrics/scoring guides developed by teachers and students which outline expectations to meet the standards and benchmark assessment results; integrate a variety of research-based learning strategies in order to move away from whole-class instruction to processes that promote active student engagement and emphasize higher order thinking skills as evidenced by student work products that consistently reflect conceptual understanding and students’ achievement of AKS/CCGPS; ensure that all teachers differentiate instruction to support and meet each student’s instructional needs by:

- developing a core understanding of differentiated instruction
- modeling specific strategies for differentiation
- using frequent and purposeful flexible groups based on data (diagnostic or readiness, interests, and learning styles)
- designing and executing lessons which are differentiated by process, product and/or content

The use of a variety of strategies, e.g., tiered lessons, parallel tasks, scaffolding, targeted mini-lessons, anchor activities, open-ended questions; provide additional professional learning for all teachers in the appropriate use of available technology; and increase rigor and high expectations for achievement of all students by ensuring that:

- teachers collaborate to develop a common understanding of the intended outcome(s) of the CCGPS standards
- teachers communicate the language of the standard throughout the sequencing of the lesson
- teachers incorporate all elements of the CCGPS at a rigorous level, i.e., Webb’s DOK levels 3 and 4, revised version of Bloom’s Taxonomy

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- students work requires higher-order reasoning and independent application of CCGPS to reflect mastery of the standards.

Rationale for Selection of Transformation Model:

District level leaders and the leadership team of Meadowcreek High School reviewed the needs assessment data, including the GAPSS analysis data, in relation to the four models offered as part of the SIG 1003(g), including Closure, Restart, Turnaround, and Transformation. Using a collaborative process, the Transformation model was selected. This model clearly supports the school's needs for the following reasons:

1. Meadowcreek High School is one of 18 traditional 9-12 educational settings in GCPS which serve to meet the academic needs of all students, and student performance, attendance, and graduation rates are in need of profound and sustainable improvement.
2. A positive working culture already established at Meadowcreek High School will facilitate the investment of job-embedded professional learning to increase the capacity of the staff.
3. A schedule exists that provides for general staff collaboration and professional learning opportunities.
4. Selected staff attended the GCPS Summer Leadership Academy (SLA) in 2012, and will attend both the GCPS SLA, as well as the Georgia Department of Education Summer Leadership Academy in 2013.
5. Plans are in place to continue developing instructional, operational, and community leadership skills through a long-standing, productive partnership with GLISI, MRESA, The State University of West Georgia (SUWG), and the University of Georgia (UGA), and on-site professional learning.
7. A leadership team has already been established and utilizes an effective shared-decision making process.
8. The principles of continuous quality improvement and the creation of SMART goals drive the Local School Plan for Improvement (LSPI) process.
9. The trend in student achievement shows the opportunity, as well as the propensity for growth over the past three years.

Transformational Initiatives:

The Transformation reform model will enable Meadowcreek High School to significantly alter its overall school program based on the following implementation strategies and plans:

9th Grade Academy: Freshmen students who enroll at Meadowcreek will be provided an introduction to Career Academies within a formal 9th Grade Academy. Historically, 9th grade students have failed to pass prerequisite courses at disproportionately higher levels than 10th-12th grade students. As a result, these 9th grade students are in need of immediate and substantial support to prepare them to matriculate to the most appropriate grade level, particularly in the content areas of

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English Language Arts and Mathematics. The 9th Grade Academy will offer not only an introduction to Career Academies, but will also provide the necessary guidance, and both academic and social/emotional support to ensure a smoother transition to high school and promote long term success for each student.

Career Academies: Meadowcreek will offer five (5) "Career Academies" to emphasize relevant and rigorous instruction. The Career Academies will also provide opportunities to improve students' engagement, and readiness for college and career in grades 9-12. One local school administrator will provide leadership support and oversight management of an academy. The "Career Academies" will be established based upon the descriptions from the Georgia Career Clusters, and the State of Georgia's respective Career Pathways. Given career clusters currently in operation, along with existing resources and facilities at Meadowcreek High School, the five (5) "Career Academies" most suitable for the Transformation reform model include:

Arts, Audio/Visual Technology & Communications Academy

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

- Music Technology
- Audio/Video Production
- Computer Art
- Band, Chorus, Orchestra, Dance

Information Technology Academy

Building linkages in Information Technology occupations for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.

- Computer Programming
- Computer Hardware Specialists
- Technical Support

Science, Technology, Engineering & Mathematics (STEM) Academy

Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

- Engineering
- Robotics
- Architecture

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Hospitality & Tourism Academy

Preparing individuals for employment in career pathways that relate to families and human needs such as restaurant and food/beverage services, lodging, travel and tourism, recreation, amusement and attractions.

- Culinary Arts
- Sports and Entertainment Marketing

Business Management & Administration Academy

Careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

- Entrepreneurship
- Executive Leadership
- JROTC

These Career Academies were selected because all but one (ie. STEM) currently exist on the campus of Meadowcreek High School and would provide a formalized opportunity to complete the career pathways and additional course requirements. Even though the career theme serves to pique the interest of each student, the Common Core Georgia Performance Standards are rigorous and focused on strengthening literacy, mathematics, and interpersonal skills, as well as developing higher-order, critical thinking skills. The Office of Technical Education will serve as an integral part of the academic program of study. Along with the completion of core content, students will be exposed to all aspects of their respective careers through college tours and occupational field trips, job shadowing experiences, college and career fairs, as well as classroom guest speakers. The Technical Education program will also help students build vital workplace skills that will prepare them for college and careers. Educational learning labs and an industry certified curriculum will be utilized in each academy. The Transformation Model and requisite funding provided by the School Improvement Grant will allow Gwinnett County Public Schools to formalize Career Academies at Meadowcreek High School. The additional funding will also provide the school with opportunities to support:

1. Increased learning time to improve student achievement
2. Increased stakeholder engagement with a focus on educating parents to support their children under the direction of a parent community coordinator
3. Focused leadership development for local school leaders in order to achieve learning goals
4. A thorough integration of instructional technology to support teaching and learning
5. Job embedded professional learning and consultant support with a 3-year focus on the areas from our needs assessment

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6. The continuous monitoring of behavioral change rather than regulation of change to ensure sustainability
7. Plan to retain effective teachers and remove ineffective teachers – incentives, rewards and implementation of TKES performance evaluation system
8. Structures in place for effective collaborative instructional planning
9. Improving literacy and mathematics knowledge and performance for all with the addition of instructional coaches

1. 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.

GCPS has the capacity to use SIG 1003(g) funds to provide adequate resources and related support to focus on target areas within Meadowcreek High School as determined by the most recent GAPSS findings, completed April 2013 (see previously stated Target Areas). Appropriate instructional and administrative staff will be provided necessary resources, as well as intensive training and support for the primary purpose of increasing student achievement. GCPS will follow an existing policy (DJE) to ensure that external providers are secured appropriately and are considered “necessary and reasonable” to the improvement of the overall school program at Meadowcreek High School. GCPS will continue to develop a selection criteria process to attract quality external agencies and to secure top quality instructors in order to train teachers and local school leaders in the best use of research-based strategies. GCPS will also monitor on an ongoing basis the professional development provided by the agencies, including the effectiveness of the implementation and the impact of the agencies on an ongoing basis.

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

Not applicable for Gwinnett County Public Schools’ proposal

3. Complete the appropriate portion of Attachment 1 (1a: Turnaround Model, 1b: School Closure Model, 1c: Restart Model, 1d: Transformation Model) that corresponds to the model selected for each Priority school. Attachment 1 addresses the LEA’s actions it has taken, or will take, to:
 - a. Design and implement the interventions consistent with the final requirements of

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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.

Please see Attachment 1d: Transformation Model

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

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

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

The LEA has communicated and consulted with stakeholders regarding the application and plans for implementation of the transformation model for school improvement at Meadowcreek High School.

- School board members, Mrs. Boyce and Dr. Murphy, have been included in discussions regarding the SIG application process.
- Meadowcreek High School's leadership team has met to discuss the various aspects of the grant, as well as the leadership support and assistance necessary to facilitate school improvement using multiple Career Academies as a primary vehicle.
- The school system will continue to inform internal and external stakeholders by sending informational letters to staff members, and high and middle school parents explaining the proposed grant and the benefits for students. Opportunities for questions and answers will

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continue to be provided by the local school.

- District level leaders within the Division of School Leadership and Operations have met with members of the Divisions/Departments of Human Resources, Research & Evaluation, Leadership Development, and Information Management to discuss the impact the grant would have on training for teachers and resources needed for implementation.
- The area superintendent, assistant superintendent and the principal of Meadowcreek High School met to provide information, guidance and support.
- In-depth discussions occurred between the Principal and the Leadership Team about professional learning, stipends, and assessment procedures. Follow up discussions will continue to take place with faculty and staff in small and large group sessions.
- A form documenting internal and external stakeholder participation is attached (See Appendix A)

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

The LEA must describe any preliminary activities requiring funding that will be carried out during the pre-implementation period to help prepare for full implementation in the following school year, including a proposed budget to support these activities. *(For a description of allowable activities during the pre-implementation period, please refer to Section J of the US ED FY 2010 SIG Guidance-March 11, 2012 (<http://www2.ed.gov/programs/sif/faqaddendum030112.doc>)*

1. The LEA activities and proposed budget should include the following elements:
 - The first year budget includes funds to cover preparatory activities carried out during the pre-implementation period. (See budget templates Attachments 2 and 2a)
 - The funds for the first year cover full and effective implementation through the duration of the 2013-2014 school year, in addition to preparatory activities carried out during the pre-implementation period
 - The pre-implementation activities:
 - Are reasonable and necessary.
 - Are allowable
 - Directly related to the full and effective implementation of the model selected by the LEA.
 - Address the needs identified by the LEA.
 - Advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools.
 - Adequately prepare the school and district leaders to effectively and fully implement the selected model.

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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.

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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>).

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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.

Attachment 1d - Transformation Model

LEA Name: Gwinnett County Public Schools
School Name: Meadowcreek High School

The LEA must:

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

Actions:

The new principal has completed his second school year as the Principal of Meadowcreek High School. Prior to his appointment in September 2011 as principal of Meadowcreek High School, he also served as assistant principal of Meadowcreek High School. During his tenure as assistant principal, he served on the leadership team, assisted in the implementation of the Common Core Georgia Performance Standards, monitored the implementation of student and staff leadership initiatives, and completed the Quality Plus Leadership Academy. As principal, he has monitored the learning interventions during and after school to ensure standards-based practices and provided feedback to staff and students.

He has worked to steadily improve staff quality by his visibility, teacher evaluations, feedback, and removal of ineffective staff.

Timeline:

The new principal was approved by the GCPS Board of Education on September 16, 2011.

Professional Learning:

The principal will undergo intense professional learning and leadership development through an aligned GLISI Boot Camp and Summit experience in 2013-2014.

Monitoring/Evaluation:

The new principal will report to the Area Superintendent. The Area Superintendent will meet individually with the principal

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<p>The recent GAPSS analysis even indicates that the he employs effective leadership practices to produce a supportive learning environment for teachers and students, including:</p> <p>The administrative team maintains high visibility within the school and at school and community events.</p> <p>The school administrative team maintains a safe, orderly, and inviting school environment for students and staff.</p> <p>The principal is focused on instructional improvement and is clearly the instructional leader in the school.</p> <p>The principal is commended for going the extra mile in finding strong teachers by going to other district schools to observe potential transferring teachers prior to approving their transfer.</p> <p>Due to his leadership training, experience, and commitment to the Meadowcreek cluster and community, the new principal has demonstrated that he has the capacity to implement and sustain the school improvement efforts and actions included in the SIG.</p>	<p>monthly during year one to provide support and guidance in implementing the SIG 1003 (g).</p> <p>The School Improvement Specialist will meet with the principal weekly and the Area Superintendent monthly to provide ongoing grant monitoring.</p>
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A2. Implement the Teacher and Leader Effectiveness Systems (TKES/LKES).

<p>Actions: Year 1, 2 and 3</p> <p>In 2012 -2013, Meadowcreek High School piloted the new Teacher Evaluation System. Currently, all certified instructional staff members are evaluated using the GCPS TKES and the principal has been credentialed to use LKES.</p> <p>Data support that a disproportionately high percentage (88%) of teachers were evaluated as “Proficient”. This evaluation gap supports the students’ underperformance and lower achievement. This data point also supports the recent GAPSS Analysis Review which states that Meadowcreek High School teachers need to increase rigor and high expectations for achievement of all students, and ensure that all teachers differentiate instruction to support and meet each</p>	<p>Timeline:</p> <p>2012-2013 – Pilot for TKES</p> <p>2013-2014 – Full Implementation of TKES and LKES. Implement GLISI Teacher and Leader Development initiatives.</p> <p>2014-2015 – Continue full implementation of TKES and LKES. Implement GLISI Teacher and Leader</p>
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<p>student's instructional needs.</p> <p>Ongoing training and support from the Georgia Leadership Institute for School Improvement (GLISI), including Base Camp and Summit activities, as well as continued training and development of TKES and LKES will be provided to all staff members.</p> <p>Each Meadowcreek HS teacher and staff member will understand the demands and expectations of the SIG. Only teachers and staff who are fully committed to the implementation of the SIG will remain.</p> <p>Conduct formative and summative evaluations and conference with all teachers and leaders. Identify and conference with any staff members who have received a Professional Development Plan.</p>	<p>Development initiatives.</p> <p>2015- 2016 – Continue full implementation of TKES and LKES. Implement GLISI Teacher and Leader Development initiatives</p>
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A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

<p>Years 1, 2, and 3</p> <p>Over the next three years, school leaders, teachers, and other staff members who effectively implement the transformation model through Career Academies, and subsequently show an increase in students' achievement and in the graduation rate will be awarded an incremental reward in accordance with their content area (English, language arts, math, science, or social studies) or as a whole group (all teachers).</p> <ul style="list-style-type: none"> • If Meadowcreek HS makes a minimum 8% increase on the EOCT in a content area (ELA, math, science, or social studies), teachers in the content area that meet this increased level of success will be awarded \$100 at the end the first year, \$175 at the end of the second year, and \$250 at the end of the third year. • If the school makes a minimum 8% gain in ELA, math, and the graduation rate, all certified staff will be awarded \$200 at the end the first year, \$300 at the end 	<p>Timeline:</p> <p>July 2013:</p> <p>Teachers will be informed of the specific rewards and incentives component.</p> <p>July/August 2013 – 2014:</p> <p>Leadership Team will develop and support annual targets for rewards.</p> <p>May and June: Awards distributed to staff for reaching goals</p> <p>May: Adjust smart goals for rewards and incentives for next year.</p>
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<p>of the second year, and \$500 at the end of the third year.</p> <p>Achievement data points for Meadowcreek show consistent underperformance and minimal growth based upon mathematics and ELA academic indicators, as well as secondary indicators, including graduation rate and attendance. As a result of the pending Pay for Performance System of Compensation, monetary rewards will be awarded based upon increased student achievement and growth targets instead of years of experience and/or certification levels.</p> <p>Through the inception and advancement of Career Academies, the Transformation Model will be implemented with fidelity to improve student achievement and increase graduation rates. Appropriate staff, including school leaders, faculty, and classified employees who work to bring about significant growth in student achievement will be compensated annually.</p> <p>Monitoring Plan: The school administration and Area Leadership Team staff will monitor and document teacher performance through multiple effectiveness measures so that appropriate rewards are based on increased student achievement, and administered fairly and consistently.</p> <p>Sustainability: This compensation plan will be sustained through district funds beyond the SIG 1003(g) implementation.</p>	<p>August 2014 – May 2015</p> <p>Leadership Team determines the targets for incentives</p> <p>May and June: Rewards distributed to staff for reaching goals May: Adjust smart goals for rewards and incentives for next year.</p> <p>July 2015 – June 2016</p> <p>The district will implement Pay for Performance by year three of the SIG life cycle to sustain the reward component. Ongoing evaluations will be conducted to determine the effectiveness of implementation and impact based on student growth and achievement.</p>
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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: Year 1, 2, and 3</p> <p>While striving to meet school improvement needs of Meadowcreek HS, the primary purpose of professional learning is to advance the system vision, mission, and goals; to improve performance; and to help employees develop quality leadership knowledge, skills, and dispositions required to lead in the 21st century. For the benefit of Meadowcreek HS, the ultimate goal of professional learning</p>	<p>Timeline:</p> <p>August 2013: Identify Instructional Leadership Support Team members and develop action plan, including scope of work and scope of support.</p>
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<p>is to improve student achievement.</p> <p>To build capacity and retain effective teachers at Meadowcreek HS, appropriate professional learning opportunities must be provided. To fully support professional learning for internal stakeholders, the school will select staff members to serve on the Instructional Leadership Support Team (ILST).</p> <p>To ensure ongoing district level support, the GCPS Departments of Staff Development and Curriculum and Instruction will conduct rigorous and effective professional learning experiences. These combined efforts are essential to improving instruction and increasing student achievement.</p> <p>The district's staff development teams, in tandem with the local school, will work directly with school administrators on the development and implementation of effective professional learning plans designed to achieve improved performance in the areas of mathematics, English/Language Arts, and to build capacity in the areas related to the design and implementation of effective Career Academies.</p> <p>Timely and effective professional learning opportunities and services will be provided to improve instructional practices, teacher efficacy, and the overall school culture. Meadowcreek High School improvement efforts will be directly linked to the local school plan for improvement and the accompanying professional development action plan. The professional development plan will be designed based upon the school's GAPSS analysis data, classroom observations, instructional leadership team input, and specific developmental needs of teachers.</p> <p>The professional development action plan will be implemented by Meadowcreek High School staff, and guided and supported by the school's ILST. This representative body will serve to identify, prioritize and select appropriate professional learning activities that meet the academic needs of students. Specific strategies include co-teaching, modeling, peer observations, videotaping, analyzing student work samples, and more intensive professional learning for teachers according to specific needs.</p>	<p>2013-2016: Provide scope of work and support from district Departments of Staff Development and Curriculum and Instruction.</p> <p>2013-2014: The professional learning focus for year one will include data analysis, instructional strategies (math- and literacy-focused), collaborative learning environments, and project-based learning.</p>
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This cross-functional team will include members of Meadowcreek's instructional staff, including Department Chairs, Instructional Coaches, Graduation Coaches, Administrators, Mentor Teacher, and a full-time, grant-funded School Improvement Specialist to help facilitate the planning process for professional learning.

Meadowcreek HS teaching staff will be offered timely and effective professional learning in the areas of instructional and collaborative planning. Meadowcreek's school improvement efforts will also be linked to student performance, teachers' instructional practices, teacher growth and performance, and improvement of the overall school program.

Professional learning will occur after school, on scheduled teacher workdays, and/or on Saturdays. In addition, professional learning opportunities will occur during the weekly collaborative planning sessions. These types of sessions will afford teachers and staff the opportunity to actively participate in the professional learning experience. These professional learning experiences will also enable instructional staff to effectively design, implement, and reflect upon lessons through modeling, observations, videotaping, discussion, and self-assessment.

Monitoring Plan:

For planning purposes, the Instructional Leadership Support Team will meet weekly after school. Teachers will engage in data analysis during these meetings to examine end-of-the-year state test data and semester benchmark scores. As noted in the GAPSS analysis summary, diagnostic assessments at the course level will also be used to systematically determine background knowledge and skills, including adjustment of content, process, product, and learning environment based on individual students' needs.

Furthermore, after diagnostic testing occurs, formative assessments would need to be implemented to revise instruction for all learners and to identify related instructional interventions. Increased opportunities for collaboration and

2014-2015:

The focus for professional learning in year two will support effective instructional practices within each Career Academy, including but not limited to project/problem/inquiry-based instruction, assessments, and targeted professional learning according to instructional staff needs.

2015-2016:

Continue focused professional learning in the areas identified as greatest need, and reinforcing professional development that has been delivered.

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effective use of formative data during study groups and Leadership Team meetings will improve both student achievement and the graduation rate in the long run.

Meadowcreek HS will also contract the services of Southern Regional Education Board (SREB). Based upon the key practices associated with High Schools That Work (HSTW) and Technology Centers That Work (TCTW), SREB will assist with the development of Career Academy programs at Meadowcreek HS.

By designing and implementing a career-focused program of study, Meadowcreek HS will partner with SREB to meet the needs of its student population through establishing rigorous and relevant pathways of study, internship and other on-the-job experiences, and career academies.

GCPS has enjoyed a longstanding and effective partnership with SREB, and will continue to utilize the high yield strategies and associated with the SREB HSTW and TCTW Framework. This partnership will serve to improve overall school performance, increase student achievement and prepare students for college and career readiness.

Sustainability:

In order to sustain this high-quality, job-embedded professional learning is anticipated that after three years of targeted professional learning, Meadowcreek High School will have developed several on-site experts who can provide professional development to staff as needed.

In addition, the district provides ongoing embedded professional development through the Departments of Staff Development Office and Curriculum and Instruction, from Instructional Coaches, as well as local and national consultants. These activities are funded through a variety of sources such as Title I and CTE.

July 2013- 2016:

Teachers and administrative staff will participate in on-going professional learning experiences provided by SREB.

These respective professional learning experiences will continue to be funded through existing and available sources other than SIG.

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

<p>Actions:</p> <p>Year 1</p> <p><u>Career Growth:</u></p> <p>In an effort to prepare students for success in college and career, Meadowcreek High School will endeavor to improve the leadership skills of teachers and increase the level of engagement, rigor, relevance, through Career Academies. The Career Academy transformation at Meadowcreek will be based on Georgia's Career Clusters, which allow students to choose an area of interest in high school. Students will then enroll in courses that are tailored to their specific area of interest.</p> <p>In a continuing effort to build capacity and improve instructional leadership, the principal and an eight (8) member team from Meadowcreek HS School Improvement Team will participate in two three-day Leadership Academy sessions through the Georgia Leadership Institute for School Improvement (GLISI's Base Camp and Summit) at a cost of \$2,250 per participant. Interested participants will need to apply for acceptance into the academy and if selected will earn a stipend of \$500 and receive PLU credits. A team of four teachers will be selected to participate in the initiative.</p> <p>Years 1, 2, and 3</p> <p>The concepts of support and accountability will be consistently applied by the Departments of Staff Development and Curriculum and Instruction in GCPS. Subsequently, teachers at Meadowcreek High School who have less than three years of experience will be assigned a mentor.</p> <p>Twenty Instructional Leadership Team Mentors will be trained by GCPS instructional coaches and will be paid a stipend of \$500 per semester to work with beginning and struggling teachers. Teachers new to the system, whether inexperienced or experienced and teachers on a Professional Development Plan will be given intensive support through</p>	<p>Timeline:</p> <p>August 2013:</p> <p>Establish local availability of GLSI Base Camp.</p> <p>2013-2014:</p> <p>Implement Growth Opportunities for Staff:</p> <p>Offer financial incentives, including but not limited to extended work days on Saturdays and during the summer months</p> <p>Provide career growth opportunities in the areas including but not limited to Mentor Teacher, professional learning, and curriculum planning.</p> <p>Provide flexible working opportunities including but not limited to common planning/collaborative planning periods, professional learning conference attendance, and staggered work schedules.</p> <p>2014-2016:</p> <p>Continue full implementation of plan.</p> <p>Monitor continuous improvement cycle for staff</p>
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<p>training and coaching by school leaders, and GCPS instructional coaches. Substitute teachers will be utilized to provide release time when teachers of record need to engage in additional training or observe in a model teacher's room.</p> <p>Any new teacher who fails to successfully improve and implement strategies will be placed on a professional development plan for a period of not less than one year. Failure to meet the terms of the professional development plan within the year will result in a recommendation of a non-renewal of the teacher's contract.</p> <p>This approach includes revamping pre-service preparation programs; considering more innovative and coordinated approaches to teacher retention; creating a flexible work schedule; implementing a systematic and supportive induction process for the early years of teaching; and adjusting the schedule to allow for maximum collaboration.</p> <p>All math, science, language arts, social studies and modern and classical languages new teachers will be provided an extra planning period to allow new teachers an opportunity to gain pedagogical skills and support to retain 1st year teachers. Participants will benefit from mentor support, model instruction and co-teaching experience to enhance professional learning. This will require one additional teacher in Math, Science, Language Arts, Social Studies, and Modern and Classical Languages.</p> <p>To further expand the scope of financial incentives, Meadowcreek High School will implement a strategic plan that outlines incentives to include extra financial provisions for resources and materials, stipends for educational coursework certifications/or endorsements, and incentives for accepting additional assignments. Additional transformational teacher incentives will include signing bonuses to hire talented teachers in "hard to staff" content areas, and extra pay for teachers who return to work prior to regular school opening to plan and receive professional development.</p>	<p>success.</p> <p>Evaluate the plan annually and adjust as needed.</p> <p>2013-2016:</p> <p>Teachers in need of support will be continually identified, monitored and evaluated for progress.</p>
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<p>Monitoring Plan:</p> <p>For purposes of monitoring and accountability, the Meadowcreek High School Leadership Team will review the plan annually to ensure that teachers with marginal performance are not receiving incentives and to verify that high performing teachers are being rewarded appropriately.</p> <p>Sustainability:</p> <p>This plan will be sustained through district funds beyond the SIG 1003(g) implementation.</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>Year 1, 2 and 3</p> <p>Through the review of the data, the Meadowcreek High School Leadership Team identified a need to increase rigor, student engagement, and relationships. In addition to the district and the in-school support for instruction, the need for more intense strategies will be provided through expert consultants that will offer current research-based professional development to increase the standard and quality of math instruction and instructional practices in English/Language Arts. The instructional strategies learned through professional development will improve student engagement, encourage higher-order thinking, expand the use of differentiation strategies, and increase the rigor in the classroom. To accomplish these goals, additional classroom materials and resources are needed to enrich instructional experiences for students so that engagement will increase and thinking skills will expand.</p> <p>In an effort to develop an environment that fosters a culture of rigor, relevance and relationship, and to bring about needed structure to the school and the instructional program. Meadowcreek High School will institute an introduction to Career Academies for 9th grade students, including middle-school students who have not met prerequisite requirements for 9th grade. Upon enrolling at Meadowcreek, students' academic, social and emotional needs will be assessed and a</p>	<p>Timeline:</p> <p>2013-2014:</p> <p>Establish planning and implementation strategy to develop culture of rigor, relevance, and relationship in grades 10-12.</p> <p>Design and plan the Freshmen Academy with support from the GCPS Area Leadership Office and the Office of Career and Technical Education.</p> <p>2014-2015:</p> <p>Implement the five (5) Career Academies which emphasize quality instruction, student engagement, and college and career readiness.</p> <p>2015-2016:</p> <p>Provide full implementation of the five (5) Career Academies in</p>

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<p>plan will be developed to support students as they matriculate to the next grade level. A teacher, counselor, social worker, and respective administrative staff will monitor and support each student to ensure success. Career Academies will also be designed and implemented for students in grades 10-12.</p> <p>The five (5) Career Academies at Meadowcreek HS include:</p> <ol style="list-style-type: none"> 1) Arts, Audio/Visual Technology & Communications Academy; 2) Information Technology Academy; 3) Science, Technology, Engineering & Mathematics (STEM) Academy; 4) Hospitality & Tourism Academy; and 5) 5) Business Management & Administration Academy <p>These themes were selected because, with the exception of STEM, the exact Career Pathways currently exist within the Meadowcreek HS course of study.</p> <p>The Office of Career and Technical Education (CTE) will play an integrated role in the academic program of study in support of these Career Academies. In addition to their academic courses, students will participate in specific career technical courses to help them see the relevance of academic theories. Students will be exposed to all aspects of their respective careers through college tours and occupational fieldtrips, job shadow experiences, college and career fairs, as well as classroom guest speakers.</p> <p>The Career and Technical Education Office will also train and prepare instructors to help students build vital workplace skills that will prepare them for college and careers. In order to develop the Career Academies at Meadowcreek HS, one Teacher on Special Assignment (TOSA) will be hired to begin planning and development of each of the five (5) Career Academies. In year one, a full TOSA salary will be supported through SIG funds. In year two, the respective salary will be funded by SIG at .50. In year three, the salary of the respective TOSA will be funded at .25. For purposes</p>	<p>grades 10-12.</p> <p>Sustainability: The Career Academies at Meadowcreek will be sustained through district and external partnership support.</p> <p>August 2013- May 2014</p> <p>Hire one Math Specialist, and continue funding one Reading Specialist with 1003(a) funding, to develop teachers' content knowledge and pedagogical strategies. The district will employ a sustainability plan through use of Title I funds or other district funds.</p> <p>The JROTC startup salary and benefits costs for two positions (Commanding Officer and Staff Officer) will be forward funded for year one of the grant period. Each following year the salary and benefits will be funded at .50 and .25, respectively.</p>
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<p>of sustainability, Meadowcreek HS will absorb these teachers through its staffing allotment from the Division of Human Resources.</p>	
<p>Educational learning labs and industry certified curriculum will be utilized in each Career Academy. To help ensure the successful implementation of each Career Academy, an Academy Leader (will be responsible for providing instructional leadership. The purpose of the position is to create a positive culture of learning around their career theme, and to ensure that their students are successful in this transformed school culture which will afford each student the opportunity to remain in school and begin a career while continuing with post-secondary education.</p>	
<p>In support of the comprehensive instructional improvements, Meadowcreek will hire Mathematics and Literacy instructional coaches, and target specific needs of teachers: Meadowcreek High School will use data from 2012-2013 GAPSS analysis report and the annual CCRPI report which included improvement in the following areas:</p>	
<p>Math</p>	<p>August 2013- May 2014</p>
<p>Goal 1 :</p>	
<p>Meadowcreek High School will increase the academic achievement in mathematics as measured on the EOCT for all students and decrease the achievement gaps between subgroups by 25% over the three-year grant period.</p>	<p>August 2014- May 2015</p>
<p>Implementation Design:</p>	
<p>Teachers and support staff will place an emphasis on vocabulary development through increased application of writing skills in all classrooms to increase student achievement.</p>	
<p>1. Math teachers will improve students' content writing development through:</p> <ul style="list-style-type: none"> A) Directly pre-teaching content on a daily basis as a portion of their warm-up and/or summarizing activity; B) Maintaining a content-related "word wall" C) Requiring students to employ the content-related vocabulary in writing solutions in the given context at least once a week 	<p>August 2015 –May 2016</p>

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<p>2. All teachers will improve their instructional effectiveness in the classroom by:</p>	<p>August 2013- May 2014</p>
<p>A) Employing three targeted “Core Six” Instructional Strategies” daily in the classroom. (Literacy across the content areas) daily in the classroom;</p>	<p>August 2014- May 2015</p>
<p>B) Professional Learning Communities (PLC)participate in “instructionally focused Thursdays” collaborating in curricular conversations guided by protocols, to guide:</p>	<p>August 2015 –May 2016</p>
<ul style="list-style-type: none"> i. develop pre, mid and final common assessments ii. data analysis iii. unpacking content standards iv. designing effective lesson plans that align with content standards v. common formative assessments to include vocabulary development vi. examine student work and progress vii. develop common and consistent grading practices (i.e. rubrics, grading scales, make up policy) viii. examine student work and progress ix. develop common and consistent assessment data (using the Classroom Assessment module) to determine best practices, needed interventions, and next steps for instruction. 	
<p>C) Working collaboratively with subject teams to develop and review lesson plans for evidence of data use, interventions, enrichment, and vocabulary development.</p>	
<p>D) Administering district benchmarks or local school common assessments at the 1st, 9th and 18th week</p>	
<p>E) Use formative classroom to adjust classroom instruction according to student mastery within 9th grade (one per week) and displaying these common assessment results within the classroom to track student progress</p>	
<p>3. Participating in and implementing the learning from three school-wide staff developments on:</p>	<p>August 2013- May 2014</p>
<p>A) Effective instructional strategies for literacy and vocabulary development, including Dr. Kevin Raczinksy’s cross curricular Writing training on:</p>	<p>August 2014- May 2015</p>
<ul style="list-style-type: none"> a. how to create writing prompts, b. how to use various strategies to assist 	<p>August 2015 –May 2016</p>

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<p>students in adding more detail to their writing and how to grade writing using a modified rubric.</p> <p>B) Differentiated Instruction aligned to the new Gwinnett Teacher Effectiveness System for increased individualized student achievement.</p> <p>C) School-wide book studies on the Core Six: Essential Strategies for Achieving Excellence with the Common Core by Silver, et.al (2012) and Pathways to the Common Core: Accelerating Achievement by Calkins, et.al. (2012)</p>	
<p>4. The math and science intervention teachers and instructional coach will:</p>	<p>August 2013- May 2014</p>
<p>A) Offer extended learning opportunities during "Mustang Pride" time or during the extended 7th period schedule</p>	<p>August 2014- May 2015</p>
<p>B) Review benchmark test results to provide direct instructional support for teachers to readdress identified weak trends</p>	<p>August 2015 –May 2016</p>
<p>C) Provide targeted extended learning opportunities to identified at-risk student based upon pre EOCT performance.</p>	
<p>D) Provide pull out sessions with at-risk students for EOCT preparation.</p>	
<p>E) Provide instructional support within EOCT classes to enrich or support students based upon pre EOCT performance.</p>	
<p>F) Provide Credit recovery options within the day, after school and during Saturday school.</p>	
<p>G) Provide sponge activities and student study materials to be used during EOCT focus time with "Mustang Pride."</p>	
<p>5. Implement additional support staff: A Math Specialist will promote growth and learning opportunities within the school to improve instruction.</p>	

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This will include working exclusively with math teachers with less than three years' experience in Georgia, focusing on teacher reflection and continuous improvement; facilitating curriculum meetings for math teachers focusing on data analysis, review of student work, and quality instruction and assessment; collaborating with math curriculum chairpersons at each grade level to address student achievement data and teachers' responses to professional learning needs modeling GCPS Quality-Plus Teaching Strategies specific to mathematics instruction, including individual and small group, to increase student achievement in math; lead and attend professional learning opportunities within the district and state specific to improve mathematics instruction; develop and facilitate opportunities to increase parent involvement, particularly with mathematics instruction; and collaborate with leadership team to increase support to teachers.

Literacy

Goal 2:

Meadowcreek High School will increase the academic achievement in reading and writing as measured on the EOCT, Gateway, Lexile and GHSWT for all students and decrease the achievement gaps between subgroups by 10% annually.

Implementation Design:

1. Teachers will improve students' content vocabulary development through:
 - A) Directly pre-teaching challenging content-related (and SAT-related) vocabulary prior to engaging in any assigned text (give definition(s) and provide context when teaching new word);
 - B) Using content-related vocabulary reviews on a daily basis as a portion of their warm-up and/or summarizing activity;
 - C) Using a content-related "word wall" that involves displaying the vocabulary words as they are introduced as well as a visual representation for each word.
 - D) Having students write daily, incorporating their learned vocabulary
 - E) Continuing to study and implement a variety of the vocabulary development strategies as provided by

August 2013- May 2014

August 2014- May 2015

August 2015 –May 2016

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<p>Dr. Janet Allen.</p>	
<p>2. All teachers will improve their instructional effectiveness in the classroom by:</p>	<p>August 2013- May 2014</p>
<p>A)Employing three targeted “Core Six” Instructional Strategies” daily in the classroom. (Literacy across the content areas) daily in the classroom;</p>	<p>August 2014- May 2015</p>
<p>B)Professional Learning Communities (PLC)participate in “instructionally focused Thursdays” collaborating in curricular conversations guided by protocols, to guide:</p> <ul style="list-style-type: none"> i. Develop pre, mid and final common assessments ii. data analysis iii. unpacking content standards iv. designing effective lesson plans that align with content standards v. common formative assessments to include vocabulary development vi. examine student work and progress vii. develop common and consistent grading practices (i.e. rubrics, grading scales, make up policy) viii. examine student work and progress ix. develop common and consistent assessment data (using the Classroom Assessment module) to determine best practices, needed interventions, and next steps for instruction. 	<p>August 2015 –May 2016</p>
<p>C)Working collaboratively with subject teams to develop and review lesson plans for evidence of data use, interventions, enrichment, and vocabulary development.</p>	
<p>D)Administering district benchmarks or local school common assessments at the 1st, 9th and 18th week</p>	<p>August 2013- May 2014</p>
<p>E) Use formative classroom to adjust classroom instruction according to student mastery within 9th grade (one per week)</p>	<p>August 2014- May 2015</p>
<p>F) Displaying common assessment results posted within the classroom to track student progress</p>	<p>August 2015 –May 2016</p>
<p>3. Participating in and implementing the learning from</p>	

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<p>three school-wide staff developments on:</p> <ul style="list-style-type: none"> i.) effective instructional strategies for literacy and vocabulary development, including Dr. Kevin Raczinsky's cross curricular Writing training on: <ul style="list-style-type: none"> a. how to create writing prompts, b. how to use various strategies to assist students add more detail to their writing c. how to grade writing using a modified rubric. ii) Differentiated instruction aligned to the new Gwinnett Teacher Effectiveness System for increased individualized student achievement. iii) School-wide book studies on the Core Six: Essential Strategies for Achieving Excellence with the Common Core by Silver, et.al (2012) and Pathways to the Common Core: Accelerating Achievement by Calkins, et.al. (2012) 	
<p>4. Meadowcreek High School will continue to utilize existing staff including ILST and district level professional learning staff to support schoolwide literacy improvement. Collectively, these staff members will provide literacy support to ninth grade students will:</p>	<p>August 2013- May 2014</p> <p>August 2014- May 2015</p>
<ul style="list-style-type: none"> A) Develop and implement school-wide literacy support plan for writing and reading strategies B) Offer extended learning opportunities during "Mustang Pride" time or during the extended 7th period schedule C) Review benchmark test results to provide direct instructional support for teachers to readdress identified weak trends D) Provide targeted extended learning opportunities to identified at-risk student based upon pre EOCT performance. E) Provide pull out sessions with at-risk students for EOCT preparation. F) Provide instructional support within EOCT classes to enrich or support students based upon pre EOCT performance. G) Provide Credit recovery options within the day, 	<p>August 2015 –May 2016</p>

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after school and during Saturday school.

H) Provide sponge activities and student study materials to be used during EOCT focus time with "Mustang Pride."

5. Implement additional support staff:

The Reading Specialist will facilitate and implement reading plans, provide professional development to staff, track and manage data, assist teachers in designing intervention plans, design progress monitoring plans, promote alignment thus maximizing the effects of school and district initiatives directly tied to student achievement, and a host of other literacy related activities.

Graduation Rate:

Goal 3:

Meadowcreek High School will increase the 2013-2014 Graduation rate by 10% for all students graduating in four years.

Implementation:

- 1) Local school Social Worker (2)
- 2) Additional Counselor (3)
- 3) Alternative Pathways to Success
- 4) Advisement/academic contact (student monitoring)
- 5) Grade level specified Mustang Pride (advisement) teachers and counseling staff will assist in improving graduation rate.
 - a. Mustang Pride (advisement/academic contact) teachers will assist individual students in creating a four-year- academic plan for graduation , college and career readiness to ensure students graduate and have a post- secondary plan.
 - b. Mustang Pride teachers will monitor graduation testing requirements monthly for all grade levels, increasing to bi-monthly for seniors in the spring semester. (GHSGT, EOCT, Gateway)
 - c. Mustang Pride teachers will receive continuous quality improvement training through professional development in the area of academic advisement for all grade levels. The professional development

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opportunities include academic advisement, diversity, teacher/student relationship and student engagement.

- d. Mustang Pride teachers will review attendance and progress report data every three weeks with students.
- e. Ninth grade Academy counselors will meet with students failing three or more classes and place them on an academic contract at nine weeks.
- f. At risk ninth graders will be assigned a social worker.

6) Counselors, department chairs, academic intervention specialists and team leaders will review strand data for students that did not meet testing requirements for Gateway and Georgia High School Graduation Test.

- a. Develop student specific lesson plans for student tutors (student leaders, National Honor Society, Math Club etc.) implementation.
- b. Credit recovery options will be available during school hours and after school for students to get back on track for graduation

7) Administrators, Counselors and Department Chairs serving as mentors, will increase graduation rate through collaboration with "Tweeners" (off-track students).

- a. Review graduation requirements through monthly advisement sessions.
- b. Create an accelerated four-year-plan.
- c. Focusing graduation criteria, graduation status, parent communication and accurate schedules.

8) Intervention specialists will increase graduation rate through:

- a. Providing targeted credit recovery during the school day using online credit recovery efforts.
- b. Through high quality interventions in study skills class intended for reviewing GHSGT and Gateway.
- c. Provide support for upcoming 9th graders participating in the Radloff Lighthouse Academy

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

Actions:

Year 1, 2 and 3

Meadowcreek High School's Professional Learning Communities (PLC) participate in "instructionally focused Thursdays" collaborating in curricular conversations guided by data protocols, to guide:

- i. develop pre, mid and final common formative and summative assessments
- ii. airdate analysis
- iii. unpacking content standards
- iv. designing effective lesson plans that align with content standards
- v. common formative assessments to include vocabulary development
- vi. examine student work and progress
- vii. develop common and consistent grading practices (i.e. rubrics, grading scales, make up policy)
- viii. examine student work and progress
- ix. develop common and consistent assessment data (using the Classroom Assessment module) to determine best practices, needed interventions, and next steps for instruction.

Defining desired learning results for students is critical to the Transformational Process. Teachers will use diagnostic tests as well as formative, interim, and summative assessments to determine readiness, learning style and ability.

Pre-tests and diagnostic assessments will be used to determine baseline performance levels. Various methods of diagnosis will be utilized to assess student academic levels. This data will be used to design differentiated instruction, use of flexible grouping and other differentiation techniques. Increase the identification and placement of students in Gifted classes via the AP Placement Exam.

Formative assessments will be used for on-going monitoring and student mastery and to determine students' needs for continued instructional support. Results from these assessments are used to modify teaching strategies and to

Timeline:

August 2013- May 2014

August 2014- May 2015

August 2015 –May 2016

August 2013- May 2014

August 2014- May 2015

August 2015 –May 2016

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<p>differentiate instruction. Formative Assessments strategies such as, observations, projects, simulations, questioning, discussion, conferences, and reviews will be an integral part of our ongoing assessment of student progress.</p>	
<p>Benchmark Assessments such as unit tests will be used to monitor progress towards mastery of the Georgia Common Core Performance Standards and will drive acceleration and scaffolding techniques. Benchmark assessments will be aligned to instructional units and adopted to scope and sequence.</p>	<p>August 2013- May 2014</p>
<p>Summative Assessments (GHS GT, EOCT, AP) will be used to measure annual mastery of Georgia Common Core Performance Standards as well as to promote the continuous use of student data, to inform and differentiate instruction, the following will occur:</p>	<p>August 2014- May 2015</p>
<p>1) The school will establish a data team per grade/content area and one for the entire school to receive professional learning and become the on-site experts on using data to make informed focused decisions on how to increase student achievement.</p>	<p>August 2015 –May 2016</p>
<p>2) District-level experts/consultants will begin training all teachers and site administrators on in-depth analysis of student work, in- class assessment strategies, analysis of standardized test data, and developing instructional strategies for differentiating instruction.</p>	<p>August 2013- May 2014</p>
<p>3) The school will utilize weekly PLC (content area meetings) to analyze student work and lesson plan effectiveness.</p>	<p>August 2014- May 2015</p>
<p>Teachers will be required to carefully monitor each class and the use of data to inform instruction.</p>	<p>August 2015 –May 2016</p>

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

<p>Actions: Year 1, 2, 3</p> <p>Increased Learning Time</p> <p>To address the need to increase learning time, all students will be enrolled in an academic study course called Mustang Pride. Targeted at risk 9th grade students and off track students will be provided an additional 60 minutes of instruction per day. The course will be a formative-assessment-driven which utilizes flexible grouping to remediate and accelerate all students.</p> <p>This support class will also be used for credit recovery using programs such as GCPS online campus and USA test prep. Adding an academic study skills class every day for all students will provide hours that meet the definition of increased learning time. In addition, this course will expand opportunities for off track students to earn credits (½ Carnegie unit per semester will assist in improving our graduation rate). The instructional technology specialist will collaborate with teachers and support students with online options for credit recovery.</p> <p>Opportunities will also exist to support the needs of students who have mastered the curriculum. The Meadowcreek Leadership Team will discuss, develop, and monitor increased learning time experiences for all students based on their current academic needs and levels of performance. These opportunities will include, and not be limited to Work-based Learning, where Meadowcreek students will be provided learning opportunities through apprenticeships or internships.</p> <p>Each student has an individualized plan that outlines learning objectives that support academic growth particularly in English, math and critical-thinking. Student hours vary depending on the nature of the assignment but often extend beyond the regular school schedule. Online virtual learning options could help students complete course work from offsite locations. Professional learning opportunities in the areas of Work-based learning, and online learning would be provided for teachers, so that students are appropriately monitored and supported.</p> <p>Continued support for Advanced Placement, and enrichment</p>	<p>Timeline:</p> <p>August 2013 - May 2014</p> <p>August 2014 - May 2015</p> <p>August 2015 - May 2016</p> <p>August 2013 - May 2014</p> <p>August 2014 - May 2015</p> <p>August 2015 - May 2016</p>
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opportunities will support the needs of all students at Meadowcreek High School.	
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Attachment 1d - Transformation Model

A9. Provide ongoing mechanisms for family and community engagement.	
<p>Actions:</p> <p>Year 1, 2, and 3</p> <p>Meadowcreek High School staff member are aware that communities and schools are improved when they work to effectively communicate and collaborate together. School members also know that when parents are involved, students tend to achieve more, regardless of socio-economic status, ethnic/racial background or parents' educational level. When parents are involved in students' education, those students generally have high grades and test scores, better attendance, and more consistently complete homework. Subsequently, students whose parents are involved in their lives have higher education rates and greater enrollment rates in post-secondary education.</p> <p>To increase parent involvement, Meadowcreek will:</p> <p>Target 9th graders and ensure they receive support teachers who will plan and oversee all parent involvement activities campus wide, assisting parents in navigating the educational system, and referring students/families to external resources. The support teachers will remain connected to a group of 30 students and provide instructional and family engagement.</p> <p>Meadowcreek High School will provide a local school social worker to connect with each student, maintain an ongoing, respectful relationship with each student, and to ensure that services and resources are adequately provided to meet their social and emotional needs. The social worker will also establish and develop relationships and systematic communication with student who are in the most at-risk situations.</p> <p>To assist in increasing the graduation rate, a graduation coach will provide evening/weekend advisement sessions at local churches and apartment complexes to increase awareness, trust and provide parents with convenient advisement for college or career readiness.</p>	<p>Timeline:</p> <p>August 2013- May 2014</p> <p>August 2014- May 2015</p> <p>August 2015 –May 2016</p> <p>August 2013: identify support teachers</p> <p>2013-2014: Hire an additional graduation coach, and social worker to serve the needs of students and parents.</p>

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<p>Meadowcreek High School will use funds to hire a community outreach specialist who will build relationships with students' parents, inform parents and community about school activities and positive accomplishments made by the school, and solicit and maintain strong educational partnerships for purposes of continued support and sustainability. Recruitment has begun for qualified staff pending grant approval and support from Division of Human Resources.</p> <p>Sustainability:</p> <p>Given the long-term demographic forecast of the Meadowcreek HS attendance zone, the current needs associated with Meadowcreek High School's lower performance will persist. Based upon these findings, the need for a graduation coach, a social worker, and community outreach specialist will continue to exist. As a result, the district will continue to plan and develop processes to support multi-tiered responses to students' underperformance, career counseling, improved graduation rates, and overall strategies to sustain high levels of academic, social, and emotional support.</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: Year 1, 2 and 3</p> <p>Increased Learning Time</p> <p>Meadowcreek High School will hire two teachers on a modified workday 10am-6pm allowing for instructional support to take place after traditional school hours via online support using a blended model of instruction and student support. Recruitment has begun for qualified staff pending grant approval and support from Division of Human Resources. In further support of improved student achievement and increased graduation rates, Meadowcreek will also:</p> <p>1) Work with district (Human Resources) to modify staff selection procedures to support the core subject areas of Math and ELA to eliminate vacancies and to ensure hiring of highly qualified staff.</p>	<p>Timeline:</p> <p>August 2013- May 2014</p> <p>August 2014- May 2015</p> <p>August 2015 –May 2016</p>

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<p>2) Establish a yearly calendar that has been strategically designed to include embedded professional learning, extended day activities, and teacher planning/collaboration without interfering with time allotted for instruction.</p> <p>3) Develop research-based strategies and protocols that will provide flexibility in school scheduling, staffing, and budgeting to meet district goals related to student achievement.</p> <p>4) Establish a school cross-functional team to work as needed to identify and modify local practices that pose a challenge to operational decisions promoting improved student outcomes.</p> <p>5) Provide opportunities for the principal and members of the leadership team to travel to schools (with similar demographics) that utilize innovative operational strategies related to scheduling, staffing and budgeting in ways that advance student performance outcomes.</p> <p>6) Provide leadership team the opportunity to travel to conferences that focus on operational and school business management.</p>	
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<p>A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>	
<p>Actions: Year 1, 2 and 3</p> <p>Meadowcreek High School will receive support from the LEA and SEA personnel.</p> <p>With the assistance of the SEA, the district will develop a monitoring tool/protocol for ongoing evaluation of the school improvement process and a formal overall program evaluation to be conducted yearly.</p> <p>The district will seek the support and assistance of a full-time School Improvement Specialist (SIS) who will report directly to the principal. The Specialist will work with the principal to ensure consistency and fidelity to the goals of SIG 1003 (g). The role and responsibilities of the SIS should include:</p>	<p>Timeline:</p> <p>August 2013- May 2014</p> <p>August 2014- May 2015</p> <p>August 2015 –May 2016</p>

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<ul style="list-style-type: none"> • Monitoring corrective action plan • School-wide monitoring of implementation and follow-up to professional development & sch. Imp. plan • Leadership team support for data based decision making • Alignment of work to school improvement plan • Support for standards-based CCGPS instruction • Data analysis for differentiation and ongoing assessment • Monitoring overall school improvement plan • Support of graduation plans • Mini GAPSS Reviews • Data team development <p>To also ensure collaboration and shared leadership, the area superintendent will also attend leadership team meetings as appropriate. Meadowcreek High School will utilize support from the SEA. According to GaDOE requirements, a School Improvement Specialist (SIS) will work with the principal, the academy leaders, and other members of the school's leadership team to assess the progress of the transformation efforts in each Career Academy and make recommendations for modifications when appropriate.</p> <p>During Years 2 and 3, the support will become less intensive to assist us in the effort to build capacity, sustainability, and to ensure that best practices are institutionalized.</p> <p>The SIS will continue to support the implementation of the SIG1003 (g). Evaluations will occur after year 3 to determine the need for continued support by the SIS.</p>	<p>August 2013- May 2014</p> <p>August 2014- May 2015</p> <p>August 2015 –May 2016</p>
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<p>B-1. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.</p>	
<p>Not Applicable.</p>	

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E. Sustain the reform after the funding period ends.	
<p>Actions:</p> <p>Meadowcreek High School will be able to sustain the reform effort after the funding period ends for the following reasons:</p> <ul style="list-style-type: none"> • The district and the Division of Human Resources will develop and implement a strategic staffing plan to support the sustainability of positions considered critical to providing social and emotional support, improving graduation rates, and preparing students for success in college and career including a graduation coach and a social worker. • The district and the Division of School Leadership and Operations will implement a strategic plan to sustain the Transformation Intervention efforts (ie. instructional and operational) beyond the three year period, including the Career Academies at Meadowcreek High School. • Identify existing expenditures that extend beyond the three-year funding period, and engage in long-range, ongoing planning to identify additional resources that can sustain interventions both individually and collectively after funds from SIG 1003 (g) are received. • The district will assess and modify, if necessary, current polices (staffing ratios, scheduling, budgeting, etc) to ensure the Transformation model is supported and sustained. • Work to maintain and strengthen its relationships with community organizations, corporations, and colleges/universities that are essential to supporting and sustaining instructional and student programs (i.e., Career Academies, professional learning, etc.). • Develop a plan to solicit the support of new community. This plan should include sharing data points that demonstrate the district's capacity to implement programs that positively impact student achievement. 	<p>Timeline:</p> <p>August 2013- May 2016 Implement grant initiatives pending approval and award.</p> <p>May 2016 – beyond Implement sustainability measures as described.</p>

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- Realign budget and timeline each year to maximize the support of school needs so that maximum progress is made before SIG 1003 (g) funding ends.
- School will incorporate the train the trainer model to support the duties performed by the consultants and other experts. Professional Development will be conducted by the instructional coaches, Instructional Support Team Leaders, Staff Development Office, and trained teachers.
- While rewards for increased student achievement could be sustained by the district through the Pay for Performance System, actual funds may be administered differently.
- Personnel hired with grant funds will work closely with teacher leaders during Year 1, 2, and 3 with the purpose of transitioning the roles to teacher leaders.
- Developing teachers as leaders will help move the sustainability to the current staff. A beginning teacher institute will ensure that all staff members are committed to adopting reform measures.
- Regulation of change to ensure sustainability. Structures/processes for examining all data will be institutionalized to sustain efforts that the grant will afford the school.

These procedures will ensure that best practices will continue to become part of the school's culture and will allow Meadowcreek High School to sustain ongoing adjustments aimed at improved graduation rates and increased student achievement.

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Attachment 1d - Transformation Model
 LEA Name: Gwinnett County Public Schools

School Name: Meadowcreek 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

The student achievement meets and exceeds rate for 9th Grade Literature (2012) will increase from 72% to 77% in 2014.

The student achievement meets and exceeds rate for American Literature (2012) will increase from 82% to 88% in 2014.

The student achievement meets and exceeds rate for the HSGWT (2012) will increase from 95% to 96% in 2014.

2014-2015 School Year

The student achievement meets and exceeds rate for 9th Grade Literature (2014) will increase from 77% to 82% in 2015

The student achievement meets and exceeds rate for American Literature (2014) will increase from 88% to 93% in 2015.

The student achievement meets and exceeds rate for the HSGWT (2014) will increase from 96% to 98% in 2015.

2015-2016 School Year

The student achievement meets and exceeds rate for 9th Grade Literature (2015) will increase from 82% to 87% in 2016.

The student achievement meets and exceeds rate for American Literature (2015) will increase from 92% to 97% in 2016.

The student achievement meets and exceeds rate for the HSGWT will increase from 98% to 100% in 2016.

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Mathematics
<p>2013-2014 School Year</p> <p>The student achievement meets and exceeds rate for Math I (2012) will increase from 43% to 51% in 2014.</p> <p>The student achievement meets and exceeds rate for Math II (2012) will increase from 34% to 44% in 2014.</p>
<p>2014-2015 School Year</p> <p>The student achievement meets and exceeds rate for Math I (2014) will increase from 51% to 58% in 2015.</p> <p>The student achievement meets and exceeds rate for Math II (2014) will increase from 44% to 54% in 2015.</p>
<p>2015-2016 School Year</p> <p>The student achievement meets and exceeds rate for Math I (2015) will increase from 58% to 78% in 2016.</p> <p>The student achievement meets and exceeds rate for Math II (2015) will increase from 54% to 74% in 2016.</p>
Cohort Graduation Rate (High Schools Only)
<p>2013-2014 School Year (base 2013 – 56% predicted graduation rate)</p> <p>The graduation rate for all students will increase from 56% in 2013 to 66% in 2014.</p>
<p>2014-2015 School Year</p> <p>The graduation rate for all students will increase from 66% in 2014 to 76% in 2015.</p>
<p>2015-2016 School Year</p> <p>The graduation rate for all students will increase from 76% in 2015 to 86% in 2016.</p>

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Attachment 2 - Budget Detail

LEA Name: Gwinnett County Public Schools

School Served: Meadowcreek High School

Intervention Model: Transformation

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

Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please refer to the FY10 SIG Guidance -March 1, 2012 (<http://www2.ed.gov/programs/sif/faqaddendum030112.doc>) regarding allowable expenditures.

Object Class		Item Description	Costs	
100	Personal	Social Worker x 1 @\$60,000	\$60,000	
		Graduation Coach x 1 @ \$60,000	\$60,000	
	Services (Salaries)	Math Specialist @ \$60,000	\$60,000	
		SIG Coordinator @ 80,000	\$80,000	
		Stipends for Staff Development	\$113,333	
		Achievement Incentives x 120 Core Teachers	\$12,000	
		Achievement Incentives x 150 Cert. Teachers	\$30,000	
		5 Career Academy Teachers on Special Assignment @ \$60,000 (Forward funded @ 1.0 for SY14)	\$300,000	Object Total
		Hiring bonus for each of the 5 Career Academy Teachers on Special Assignment (\$2,000 at completion of SY14)	\$10,000	
		Community Outreach Specialist	\$60,000	
		Business Management/Executive Leadership-JROTC: Commanding Officer and Staff Officer (Forward funded @ 1.0 for SY14)	\$120,000	
				\$905,333
200	Benefits	5 Career Academy Teachers on Special Assignment @ \$20,000 (Forward funded @ 1.0 for SY14)	\$100,000	
		1 Social Worker, 1 Graduation Coach, 1 Math Specialist & 1 Community Outreach Specialist @ \$20,000	\$80,000	
		SIG Coordinator @ \$20,000	\$20,000	Object Total
				\$ 200,000
	& Technical Services	Mentor Teachers Training/Supplement	\$15,000	
		Instructional Leadership Support Team Model	\$10,000	Object Total

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		classroom training		
		GLSI Base Camp and Summit	\$18,000	
				\$ 43,000
500	Other Purchased Services			
				Object Total
600	Supplies			
		Awards and ribbons	\$2,500	
				Object Total
				\$ 2,500
				-
700	Property (Capitalized Equipment)	Hospitality Industrial Kitchen Equipment Start-up (1 of 2 kitchens)	\$200,000	
		Business Management/Executive Leadership-Technology and wiring Start-up	\$12,000	
				Object Total
				\$ 212,000
				-
800	Other Objects			
				Object Total
				\$ -
900	Other Uses			
				Object Total
				\$ -

School Total

\$ 1,362,833

-

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

Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please refer to the FY10 SIG Guidance -March 1, 2012 (<http://www2.ed.gov/programs/sif/faqaddendum030112.doc>) regarding allowable expenditures.

Object Class	Item Description	Costs		
100 Personal	Social Worker x 1 @\$60,000	\$60,000		
	Graduation Coach x 1 @ \$60,000	\$60,000		
Services (Salaries)	Modified Day Teacher x 1 @ \$60,000	\$60,000		
	Math Specialist @ \$60,000	\$60,000		
	SIG Coordinator @ 80,000	\$80,000		
	Stipends for Staff Development	\$104,333		
	Achievement Incentives x 120 Core Teachers (A3.)	\$21,000		
	Achievement Incentives x 150 Cert. Teachers (A3.)	\$45,000		
	5 Career Academy Teachers on Special Assignment @ \$60,000 (Funded @ .50 for SY15)	\$150,000	Object Total	
	Hiring bonus for each of the 5 Career Academy Teachers on Special Assignment (\$3,000 at completion of SY15)	\$15,000		
		Community Outreach Specialist	\$60,000	
		Business Management/Executive Leadership-JROTC: Commanding Officer and Staff Officer (Funded @ .50 for SY15)	\$60,000	\$775,333
200 Benefits				
	Modified Day Teacher x 1 @ \$20,000	\$20,000		
	5 Career Academy Teachers on Special Assignment @ \$20,000 (Funded @ .50 for SY15)	\$50,000	Object Total	
	1 Social Worker, 1 Graduation Coach, 1 Math Specialist & 1 Community Outreach Specialist @ \$20,000 (Funded @ .50 for SY15)	\$40,000		
	SIG Coordinator @ \$20,000	\$20,000	\$ 130,000	
& Technical Services			Object Total	
	Mentor Teachers Training/Supplement	\$15,000		
	Instructional Leadership Support Team Model	\$10,000		

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	classroom training		
	GLSI Base Camp and Summit	\$18,000	\$ 43,000
500	Other Purchased Services		
			Object Total
			\$ -
600	Supplies		
	Awards and ribbons	\$2,500	Object Total
			\$ 2,500
			-
700	Property (Capitalized Equipment)		
	Hospitality Industrial Kitchen Equipment Start-up (2 of 2)	\$200,000	Object Total
			\$ 200,000
			-
800	Other Objects		
			Object Total
			\$ -
900	Other Uses		
			Object Total
			\$ -
			School Total
			\$ 1,150,833
			-

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

Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please refer to the FY10 SIG Guidance -March 1, 2012 (<http://www2.ed.gov/programs/sif/faqaddendum030112.doc>) regarding allowable expenditures.

Object Class		Item Description	Costs	
100	Personal	Social Worker x 1 @\$60,000	\$60,000	
		Graduation Coach x 1 @ \$60,000	\$60,000	
	Services (Salaries)	Modified Day Teacher x 1 @ \$60,000	\$60,000	
		Math Specialist @ \$60,000	\$60,000	
		SIG Coordinator @ 80,000	\$80,000	
		Stipends for Staff Development	\$105,334	
		Achievement Incentives x 120 Core Teachers	\$30,000	
		Achievement Incentives x 150 Cert. Teachers	\$75,000	
		5 Career Academy Teachers on Special Assignment @ \$60,000 (Funded @ .25 for SY16)	\$75,000	
		Hiring bonus for each of the 5 Career Academy Teachers on Special Assignment (\$5,000 at completion of SY16)	\$25,000	
		Community Outreach Specialist	\$60,000	
		Business Management/Executive Leadership-JROTC: Commanding Officer and Staff Officer (Funded @ .25 for SY16)	\$30,000	\$720,334
200	Benefits	Modified Day Teacher x 1 @ \$20,000	\$20,000	
		5 Career Academy Teachers on Special Assignment @ \$20,000 (Funded @ .25 for SY16)	\$25,000	
		1 Social Worker, 1 Graduation Coach, 1 Math Specialist & 1 Community Outreach Specialist @ \$20,000 (Funded @ .25 for SY16)	\$20,000	
		SIG Coordinator @ \$20,000	\$20,000	Object Total \$ 85,000

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& Technical Services			Object Total
	Mentor Teachers Training/Supplement	\$15,000	
	Instructional Leadership Support Team Model classroom training	\$10,000	
	GLSI Base Camp and Summit	\$18,000	
500 Other Purchased Services			Object Total
			\$ -
600 Supplies	Awards and ribbons	\$2,500	Object Total
			-
700 Property (Capitalized Equipment)			Object Total
800 Other Objects			Object Total
900 Other Uses			Object Total
School Total			\$ 850,834
			-

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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			
Meadowcreek High School	N/A	\$1,362,833	\$1,150,833	\$850,834	\$3,364,500
School Name					
School Name					
LEA-level Activities					
Total Budget					\$3,364,500

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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 has selected the transformation model. ✓ An explanation for the Priority schools that the LEA is not applying to serve has been provided. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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

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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 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. ✓ To ensure that reforms are sustained after the funding period ends, the SEA will review the LEA process for: <ul style="list-style-type: none"> • Developing a plan with a timeline for continued implementation of the intervention strategies. • Measuring progress and adjusting strategies that have not proven to be effective. • Aligning funds to continue supporting successful intervention efforts and progress. • Providing continued professional learning opportunities that link to the intervention strategies and annual goals for student achievement. 	<p align="center">□</p> <p align="center">□</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 align="center">□</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 align="center">□</p> <p align="center">□</p> <p align="center">□</p> <p align="center">□</p>

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

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

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

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

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Attachment 4 - Rubric

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

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CONCEPT	NOT EVIDENT-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.

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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.

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CONCEPT	NOT EVIDENT-0	NEEDS REVISION-1	MEETS-2
<p>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 as available to the school to implement specific strategies.

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CONCEPT	NOT EVIDENT-0	NEEDS REVISION-1	MEETS-2
Allocation of Funds	There is no evidence that sufficient funds are allocated to support implementation of the intervention model, and the actions and strategies funded do not align with the final requirements of the intervention model selected.	Funds are allocated to support the implementation of the intervention model; however, the actions and strategies funded are not consistently aligned to improving student achievement and/or the final requirements of the intervention model.	The actions and strategies funded directly support improving student achievement and are aligned to the final requirements of the intervention model. Funds allocated are sufficient to support implementation of the intervention model selected.
Sustainability	There is no evidence in the application that indicates actions will be taken to maintain implementation of the processes and strategies that positively impact student achievement.	An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies required for the intervention model selected; however, the plan does not describe the specific actions the LEA will take after the funding period ends.	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. 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.

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Appendix A

(See next 3 pages)

Spring Forward
2013/2014 Committees

* Monday April 22, 2013 Culture & Climate Location : Principal's Conference Room Time: 8:00-3:00	Attendees: Ms. Wylie, Mr. Smith, Mr. Einolf, Dr. Davis, Ms. Hernandez, Ms. Adkisson, Ms. Carr, Ms. Ruiz, Ms. Sengstacke
* Tuesday April 23, 2013 Facilities & Operations Location: Field House Time: 8:00-3:00	Attendees: Mr. Berlincr, Mr. Einolf, Ms. Vaughn, Ms. Gonzalez, Mr. Bryant, Mr. Waite, Mr. Smith, Dr. Harris
* Wednesday April 24, 2013 Financial Competency Location: Field House Time: 8:00-3:00	Attendees: Ms. Sharpton, Mr. Einolf, Ms. Dermid, Dr. Davis, Ms. Wells, Ms. Hansel, Dr. Long
* Thursday April 25, 2013 Instructional Leadership Location: Field House Time: 8:00-3:00	Attendees: Dr. Skinner, Ms. Dermid, Dr. Martin, Ms. Hernandez, Ms. Sherpton, Mr. Gratz, Ms. Carr, Ms. Gibson, Ms. Lawal, Ms. Larkin, Mr. Blair, Dr. Caldwell, Ms. Mitchell, Ms. Reese, Ms. Louizi, Ms. Tomova, Ms. N Nguyen, Ms. Richards, Dr. Egbuonu, Ms. Sengstacke

* Every Attendee was present each day.

L. Adkisson

Summer Leadership Planning

Principal Welch

Dr. Sarah Skinner

May 29, 30 & 31

Stephanie Auls

Pat Sharpton

ALL Admin

David Berliner

LaShawn Smith

L. Aulis

Dr. Connie Davis

Steven Wright

Kristian Dermid

Adrienne Wylie

Don Einolf

Robert Creswell * *invited*

Dr. Stefan Harris

Reuben Gresham

Gypsy Hernandez

Todd Hamilton

David Johns

Dr. Christopher Martin



Local School Council
 "Sustaining a culture of success with an emphasis on Rigor with Warmth"
 April 16, 2013

Tommy T Welch SY 12

We are what we repeatedly do. Success, therefore, is not an act but a habit. - Aristotle (adapted)

Please Sign In:

Name	School
Bronita Collins	Louise Radloff Middle
Sharon Bilton	Meadowcreek
Genia Jengstacke	Meadowcreek High School
Rachel Singleton	Ferguson Elementary
Willie Puffin	Ferguson
Judy Reina - Perez	Meadowcreek Elem.
Holly Moore	Meadowcreek ES
Jambika Haynes	Meadowcreek ES
Kuanth Daunay	Meadowcreek ES
Jackie Tison	Meadowcreek ES
Alicia White	Meadowcreek ES
Michael Dene	Lilburn MS
Al Taylor	LMS
Shamus Noel	Lilburn ES
Kiley Kallies	Ferguson ES
Dante Power	Radloff
Kelly McCune	Rockbridge ES
Sharon Penchard	Meadowcreek Elem.
Charlene Phillips	Hopkins Elem.
Clayborn Knight	Nesbit Elem.
Rena Clavijo	Hopkins Elem.
Mitch Green	Hopkins Elem.
Debbie Terp	LES LMS MHS
JUDITH FORD	K.P. Meadowcreek Elem.
Paron Hollis	Hopkins
Amara Verde	Lilburn ES
Latanya Hawkins	LMS
HANI MUMIN	LMS MS
KAHIMA NANZI	Meadowcreek High School

Collaborate, Inspire, Own

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