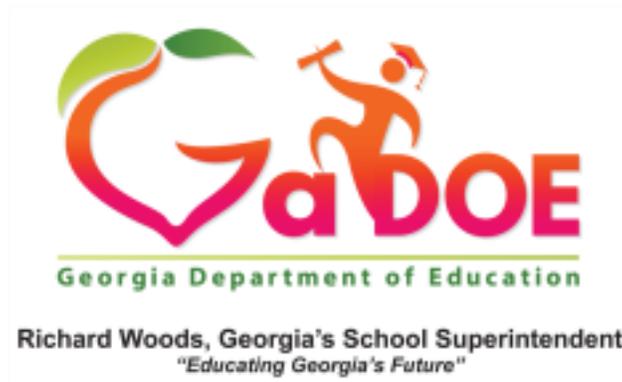


School Improvement Grants

Application for School Improvement Grant New Awards Competition Cohort 5

**Section 1003(g) of the
Elementary and Secondary Education Act, as amended by the
No Child Left Behind Act of 2001**

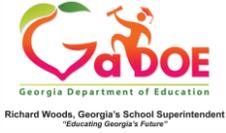
CFDA Number: 84.377A



Georgia Department of Education
1870 Twin Towers East
205 Jesse Hill Jr. Drive, SE
Atlanta, Georgia 30334

Georgia Department of Education
Richard Woods, State School Superintendent

July 2016



**Georgia Department of Education
School Improvement Grant 1003(g)**

**LEA Application - Cohort 5
Cover Page
Due Date: September 5, 2016**

| | |
|-----------|----------------------|
| LEA Name: | LEA Mailing Address: |
|-----------|----------------------|

LEA Contact and Coordinator (person responsible) for the School Improvement Grant:

Name:

Position and Office:

Contact's Mailing Address:

Telephone:

Fax:

Email Address:

| | |
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| Board Chairman (Print Name): | Telephone: |
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|------------------------------|-------|
| Signature of Board Chairman: | Date: |
|------------------------------|-------|

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| Superintendent (Printed Name): | Telephone: |
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| Signature of Superintendent: | Date: |
| X _____ | |

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.

LEA Name:

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.

The models the LEA may include are: (1) turnaround; (2) restart; (3) closure; (4) transformation; (5) state-determined model, if approved; (6) evidence-based whole school reform model; and (7) early learning model. The Georgia state-determined model is *Community-Based Vertical Approach* (see Appendix E)

| SCHOOL NAME | NCES ID # | PRIORITY | INTERVENTION |
|-------------|-----------|----------|--------------------------------------|
| | | | (print name of selected model below) |
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Note: ¹An LEA that has nine or more priority schools may not implement the transformation model in more than 50 percent of those schools.
²An LEA in which one or more priority schools are located must serve all of these schools before it may serve one or more focus schools. If the state-determined model is selected, a focus school may be included in the feeder pattern.

Funding Priority and Schools to be Served

The Georgia Department of Education utilizes School Improvement Grant (SIG) 1003(g) grant funding to incentivize districts in implementing comprehensive and sustainable reforms to transform the lowest achieving schools in the state.

Eligible Applicants: Local education agencies (LEAs) with designated Priority Schools during the 2015-2016 academic year. Cohort 3 and Cohort 4 priority schools that were previously identified and received School Improvement Grant funds to implement a reform model are not eligible to apply for the Cohort 5 grant. Priority schools that previously received FY 2009 or FY 2010 (Cohort 1 and Cohort 2) SIG 1003(g) grant funding and are still reflected on the Priority school list are eligible to apply for the Cohort 5 grant.

LEAs should notify the Georgia Department of Education of its intent no later than **July 15, 2016**.

Funding: Successful LEA applicants are awarded a minimum of \$50,000 and up to \$2,000,000 annually per school for the term of the grant. The Georgia Department of Education reserves the right to fund applications at a lesser amount if the grant application does not fully justify the budget expenditures.

With the exception of the schools implementing the closure model, grants are awarded initially for a planning/pre-implementation year and renewable for up to four years, which includes a final year of sustainability, contingent upon federal SIG funding and progress in implementing and meeting student achievement goals established by the LEA and approved by the Georgia Department of Education and progress on SIG leading indicators. Each LEA/school will be required to submit an annual report via the Indistar system in order to receive the grant renewal.

Reporting and Evaluation Requirements

Applicants awarded SIG funds must satisfy periodic reporting and accountability requirements throughout the term of the grant. These requirements address (a) fiscal accountability, (b) program accountability, (c) fiscal and program reporting, (d) site visits, and (e) internal evaluation.

Fiscal Accountability

SIG grant funds awarded under Section 1003(g) funds must be used to supplement not supplant state and local funds that the school would receive in the absence of Title I funds. SIG funds cannot be used to supplant non-federal funds or to replace existing services. Additionally, SIG grant recipients must comply with all appropriate federal statutes and regulations pertaining to federal funds.

Program Accountability

Each LEA and school SIG 1003(g) grant recipient is responsible for the quality of implementation of the school improvement efforts described in its approved grant application and action plan.

Fiscal and Program Reporting Requirements

SIG grantees must submit monthly implementation progress action steps through Indistar. Additionally, LEA staff must ensure the timely drawdown of SIG 1003(g) grant funding. Each LEA must agree to respond to data requests from the GaDOE and the United States Department of Education including EdFACTS data. All data for both leading and lagging indicators as listed in the SIG 1003(g) Final Requirements must be collected and submitted as required.

The LEA must monitor each SIG 1003(g) school to ensure that:

1. The school is led by a principal capable of leading the reform efforts
2. The school is meeting ambitious annual goals, established by the LEA and school, for student academic achievement on Georgia assessments in both mathematics and reading/language arts. Additionally, if the school serves a high school population, the LEA and school must set annual goals for graduation rate and student attendance.
3. The school is making progress on the leading indicators described in the SIG 1003(g) Final Requirements. These include:
 - Number of minutes within the school year;
 - Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
 - Dropout rate (if applicable);
 - Student attendance rate;

- Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
 - Discipline incidents;
 - Truants/Chronic absenteeism rate;
 - Distribution of teachers by performance level on the Georgia Teacher Keys Evaluation System; and
 - Teacher attendance rate
4. The school is implementing the selected reform model with fidelity.
 5. The school is utilizing formative and summative assessments to provide continuous feedback to stakeholders and to identify those practices that are most promising in raising student achievement.

Application Instructions and Application Review

The LEA must submit three (3) computer-generated copies of the following documents:

- i. LEA application
- ii. School Level application (turnaround, restart, closure, transformation, state-determined model: *Community-Based Vertical Approach*, evidence-based whole school reform, or early learning model) for each eligible school that the LEA commits to serve, a spending plan (budget justification documents), and a 5 year budget which includes as the first year planning/pre-implementation and the final year being sustainability.

Due Date: September 5, 2016

These pages must be mailed or delivered to **Dr. Will Rumbaugh** at the address listed below:

Georgia Department of Education
1870 Twin Towers East
205 Jesse Hill Jr. Drive, SE
Atlanta, Georgia 30334

Please submit one (1) electronic copy to ksuddeth@doe.k12.ga.us and mcrawl@doe.k12.ga.us the email version must include scanned signed assurances of the LEA application.

Application Review

A team of GaDOE reviewers will rate each application according to the rubric. Only those applications with an acceptable rubric score will be invited to interview with a panel of evaluators. The panel will assess LEA capacity during the interview to ensure that the LEA application accurately captures the district's commitment to comprehensive and sustainable school improvement.

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School Improvement Grant 1003(g) - LEA Application 2015-2016

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. An LEA may not exceed sixty (60) pages for this entire section.

LEA Capacity

- (1) For each priority school, that the LEA commits to serve, the LEA must complete a comprehensive needs assessment and analysis (Appendix A), resulting in the selection of an appropriate intervention for each school. The LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, based on a needs analysis that, among other things, analyzes the needs identified by families and the community. Utilizing the summary and conclusion of the analysis of each of the areas detailed in Appendix A, provide a narrative that discusses how the needs assessment aligns with the selection of the specific SIG 1003(g) intervention model selected by the LEA for each Priority school.
- (2) For each priority school, that the LEA commits to serve, the LEA must demonstrate that it has taken into consideration family and community input in selecting the intervention. What methods and consideration did the LEA use to consult with relevant stakeholders including principals, teachers, staff, parents, student, school board members and community members on the LEA's application and selection of intervention models in its Priority school(s) prior to submitting an application to the Georgia Department of Education?
- (3) The LEA must describe actions it has taken, or will take, to design and implement a plan consistent with the final requirements of the turnaround model, restart model, school closure, transformation model, evidence-based whole school reform model, early learning model, or state-determined model.
- (4) The LEA must describe actions it has taken, or will take, to determine its capacity to provide adequate resources and related support to each priority school, identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation.
- (5) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such providers for their performance. The LEA must demonstrate how they will recruit, screen, and select any vendor that may receive \$75,000 or more, throughout the term of the grant. The LEA must demonstrate a rigorous recruiting, screening, and selection process that includes the following:
 - A process for identification of potential providers;

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- A protocol for analysis of the connection between the provider's experience and the district and each school's comprehensive needs assessment;
 - A description of the provider's responsibilities and alignment with each school's needs, as well as the LEA and provider's shared accountability for the full and effective implementation of the intervention model and student achievement in the selected school.
- (6) The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.
- (7) The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively. Additionally, how will the LEA ensure that the SIG 1003(g) school has sufficient flexibility from barriers that may inhibit the reform efforts? How has the LEA assessed what possible barriers may arise? How will the LEA work with the Local Board of Education to address potential barriers?
- (8) The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve (for example, by creating an LEA turnaround office).
- (9) The LEA must describe how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.
- (10) The LEA must describe how it will sustain the reforms in its SIG 1003(g) schools after the funding period has concluded.
- (11) The LEA must describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.
- (12) The LEA must describe how it will monitor and evaluate progress of each priority school, that receives school improvement funds by
- a. Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics;
 - b. Measuring progress on the leading indicators as defined in the final requirements; and
 - c. Monitoring implementation of interventions.
- (13) An LEA must hold the charter school operator, CMO, EMO, or other external provider accountable for meeting SIG 1003(g) requirements, if applicable.
- (14) For an LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school, the LEA must include a

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description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to a plan with successful implementation of the selected intervention which must begin on the first day of the first school year of implementation.

- (15) For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, the LEA must provide rationale for modifying the element and describe in an identified plan how it will meet the intent and purpose of that element.
- (16) For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the LEA must describe how it will
- Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served;
 - Partner with a whole school reform model developer, as defined in the SIG requirements; and
 - Sustain the reform at the conclusion of the grant period.
- (17) For an LEA that applies to implement the restart model in one or more eligible schools, the LEA must describe the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school or schools. Furthermore, the LEA must demonstrate and document a process to ensure that the charter school, CMO, or EMO has sufficient internal controls and oversight to properly administer Federal education funds. The LEA must describe how the reforms will be sustained at the conclusion of the grant period.
- (18) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA's application.
- (19) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement. **(Not Applicable)**
- (20) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds. **(Not Applicable)**
- (21) What is the LEA's strategy for recruitment and selection of effective Turnaround school leaders, teachers, and staff to work in its lowest performing schools? How does the LEA anticipate utilizing the Turnaround Leader competencies to staff the SIG school(s)?
- (22) How does the process for support and response to the SIG school(s) differ from the support and response to other, higher-achieving, schools? (e.g.: Principal's direct access on a regular

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basis to the Superintendent; District organizational structure reorganized to provide direct and differentiated support including district SIG staff and areas of curriculum to SIG school(s),etc.) Describe the LEA School Improvement Grant team that will support and oversee the implementation of selected models and strategies in the SIG school(s). Include descriptions of competencies and responsibilities of any new or existing district staff who will serve SIG schools. Two members of the team must be the district's Director of Federal Programs and the Director of Human Resources.

(23) If the LEA has chosen not to apply for SIG 1003(g) funding for all of its eligible Priority Schools, the LEA must include in the narrative a reason why the LEA does not have the capacity to serve all of its eligible schools with SIG 1003(g) funding and support.

(Respond Here)

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School Improvement Grant 1003(g) - LEA Application 2015-2016

C. BUDGET: An LEA must complete a proposed 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 five (5) year proposed budget narrative and fill out the corresponding budget templates that are provided in this application. The budget narrative and templates must reflect the amount of school improvement funds the LEA will use each year to:
 - a. Implement the selected model in each SIG 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 proposed budget should cover all of the 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 through SIG 1003(g). Any funding for activities during the pre-implementation period must be included in the first year of the LEA's budget plan. Additionally, an LEA's proposed budget may include up to one full academic year for planning activities and up to two years to support sustainability activities. An LEA may not receive more than five years of SIG funding to serve a single school. An LEA must include reasonable and necessary expenditures that are in compliance with federal funding requirements.

An LEA's proposed budget for each year may not exceed the number of Priority schools it commits to serve multiplied by \$2,000,000.

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2015-2016**

| LEA Proposing a Planning Year for One or More Schools | | | | | | |
|--|---------------------------------|--|--|--|--|-------------------------|
| LEA PROJECTED BUDGET: (Enter LEA Name Here) | | | | | | |
| List Below the Priority Schools Identified | Year 1 Budget (Planning) | Year 2 Budget (Full implementation) | Year 3 Budget (Full implementation) | Year 4 Budget (Full implementation) | Year 5 Budget (Sustainability Activities) | Five- Year Total |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Total Budget: | | | | | | |

Georgia Department of Education
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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 SMART (specific, measurable, attainable, relevant and time-bound) annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure annual progress on the leading indicators in section III of the final requirements (<http://www2.ed.gov/programs/sif/sigguidance032015.doc>) in order to monitor each Priority school that it serves with school improvement funds.
- (3) Report to the SEA the school-level data required under section III of the final requirements (<http://www2.ed.gov/programs/sif/sigguidance032015.doc>).
- (4) Ensure that each priority school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (5) If it implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the partner, charter management organization, or education management organization accountable for complying with the final requirements.
- (6) 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.
- (7) 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.

Georgia Specific Assurances are listed below:

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Georgia Program Specific Assurances
School Improvement Grant 1003(g)

1. All funds will be used in accordance with the guidance requirements of the School Improvement Grant (SIG) 1003(g).
2. SIG schools will be served as school-wide and not targeted assistance schools.
3. All teachers in SIG schools will be highly qualified.*
4. There will be no reduction to state funding in SIG schools.
5. The LEA will implement the TKES/LKES evaluation systems in the SIG schools.
6. Incentives may be provided to secure highly effective teachers and high-performing turnaround principals within the SIG schools.
7. Incentives and rewards will be provided to retain highly effective teachers and high-performing turnaround principals within the SIG schools.
8. A process will be developed for removing teachers from SIG schools, who after ample opportunity have not improved. Further, ineffective teachers will not be transferred to SIG schools.
9. The LEA will maintain a high-performing turnaround principal in SIG schools.
10. The LEA must ensure that principal selection for SIG schools is approved by the GaDOE.
11. The SIG schools will implement the Georgia Standards of Excellence (GSE) and use Georgia's Frameworks in core academic subjects.
12. The SIG schools will establish SMART (specific, measurable, attainable, relevant and time-bound) annual goals for student achievement on the Georgia's assessments in both reading/language arts and mathematics and measure annual progress on the leading indicators in order to monitor each Priority school and feeder school that it serves with school improvement funds.
13. The SIG schools will administer benchmark framework assessments and analyze results to guide instruction.
14. The SIG schools will implement short-term action plans and report the plans via QCIS/Indistar®.
15. The SIG schools will address targeted areas from the GSAPS through short-term action plans.
16. The SIG schools will analyze teacher attendance and develop action plans if needed.
17. The SIG schools will analyze student attendance and develop action plans if needed.
18. The SIG schools will analyze discipline records and develop action plans if needed.
19. The SIG schools will participate in the mandated GaDOE professional learning for School Improvement Grant schools.
20. The SIG schools will provide increased learning time as defined by the SIG guidance. The increased learning time will include a minimum of 60 additional hours added to the school year for all students.
21. The SIG schools will provide mechanisms for family and community engagement.

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22. Relevant, ongoing, high-quality, job-embedded professional development for all staff, which may include common planning time, will be provided in SIG schools.
23. The LEA will modify practices and policies that interfere with the implementation of the School Improvement Grant as directed by the SIG guidance.
24. The LEA will provide the principal operational flexibility in the areas of staffing, scheduling, and budget.
25. The LEA will monitor and evaluate SIG funded external providers/vendors to ensure quality performance.
26. The LEA will monitor the SIG school to determine whether the school is implementing the intervention model with fidelity, making progress on the leading indicators described in the SIG Final Requirements, and meeting annual goals established by the LEA for student achievement. The LEA will submit the required monitoring reports via QCIS/Indistar®.
27. The Georgia Department of Education will assign a Turnaround School Effectiveness Specialist to provide technical assistance to the SIG school, and a Lead School Effectiveness Specialist to provide technical assistance, and a District Effectiveness Specialist to assist in monitoring the district while serving as a liaison.
28. The LEA will collaborate with representation from the GaDOE Division of School and District Effectiveness Team to support the reform efforts in the SIG school, and to provide a mid- and end-of-year SIG status update to the local BOE and an end-of-year status report for the SBOE.
29. The LEA will 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.

**Optional for SIG schools implementing the Restart model of reform*

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. NOT APPLICABLE FOR PRIORITY SCHOOLS

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. **NOTE:** Only LEAs in SEAs not approved for ESEA flexibility may request the following waivers. (**Not Applicable**)

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

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LEA Name:

School Name:

Turnaround Model. The LEA and school must complete the following prompts. Please discuss the actions necessary to implement the model requirements, how the actions align with the needs analysis, the timelines for accomplishing the model requirements, and staff responsible and accountable for the following areas

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.

A2. Using locally adopted competencies, measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students:

- (A) Screen all existing staff and rehire no more than 50 percent,
- (B) Select new staff; and
- (C) Implement the Teacher and Leader Effectiveness Systems (TKES/LKES).

A3. 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 the turnaround school.

A4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

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A5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA to obtain added flexibility in exchange for greater accountability.

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 Georgia Standards of Excellence (GSE).

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.

A8. Establish schedules and strategies that provide increased learning time for students (defined as 300 hours of additional time devoted to instruction for all students). Please describe how the school will provide at least 60 hours of instruction (through a longer day, week, or academic year) for all students and how the remaining 240 hours will be offered to all students through additional instructional activities, i.e., enrichment, acceleration, remediation, etc. The 240 hours of ILT required of a SIG school can be provided before school, after school, on Saturdays, and over the summer. These ILT opportunities for students are to be made available to all students, but are not required of all students. Teacher planning and collaboration as well as job embedded professional learning are also necessary but do not serve to satisfy the 300 hours of ILT for all students.

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A9. Partner with parents and parent organizations, faith- and community- based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.

B. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

C. Align additional resources with the interventions.

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.

E. Sustain the reform after the funding period ends.

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School Improvement Grant 1003(g) - LEA Application 2015-2016**

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| LEA Name: |
| School Name: |
| 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 SIG 1003(g) schools. Write the annual goals below. |
| Reading/English Language Arts |
| 2016-2017 School Year: |
| 2017-2018 School Year: |
| 2018-2019 School Year: |
| 2019-2020 School Year: |
| 2020-2021 School Year: |
| Mathematics |
| 2016-2017 School Year: |
| 2017-2018 School Year: |
| 2018-2019 School Year: |
| 2019-2020 School Year: |
| 2020-2021 School Year: |
| Cohort Graduation Rate (High Schools Only) |
| 2016-2017 School Year: |
| 2017-2018 School Year: |
| 2018-2019 School Year: |
| 2019-2020 School Year: |
| 2020-2021 School Year: |

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LEA Name:

School Name:

School Closure Model: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

The LEA and school must complete the following prompts. Please discuss the actions necessary to implement the model requirements, how the actions align with the needs analysis, the timelines for accomplishing the model requirements, and staff responsible and accountable for the following areas

A. Describe specific action steps that the LEA will take to identify the school for closure, close the school, transfer students to their receiving schools, and inform and engage all relevant stakeholders in the implementation of the closure model.

B. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

C. Align additional resources with the interventions.

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LEA Name:

School Name:

Restart Model: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

The LEA and school must complete the following prompts. Please discuss the actions necessary to implement the model requirements, how the actions align with the needs analysis, the timelines for accomplishing the model requirements, and staff responsible and accountable for the following areas:

A. Provide a rationale for selection of this intervention model. Describe how the restart model will allow the school to implement the interventions consistent with the final requirements of the SIG guidance for the selected model to increase student academic outcomes.

B-1. Conduct a rigorous review process to recruit, screen, and select a charter school operator, a charter management organization (CMO), or an education management organization (EMO). List potential charter school operators, CMO and/or EMO and the qualifications of each.

B-2. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

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C. Align additional resources with the interventions.

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D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.

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E. Sustain the reform after the funding period ends.

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| LEA Name: |
| School Name: |
| 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 SIG 1003(g) schools. Write the annual goals below. |
| Reading/English Language Arts |
| 2016-2017 School Year: |
| 2017-2018 School Year: |
| 2018-2019 School Year: |
| 2019-2020 School Year: |
| 2020-2021 School Year: |
| Mathematics |
| 2016-2017 School Year: |
| 2017-2018 School Year: |
| 2018-2019 School Year: |
| 2019-2020 School Year: |
| 2020-2021 School Year: |
| Cohort Graduation Rate (High Schools Only) |
| 2016-2017 School Year: |
| 2017-2018 School Year: |
| 2018-2019 School Year: |
| 2019-2020 School Year: |
| 2020-2021 School Year: |

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2015-2016

LEA Name:

School Name:

Transformation Model. The LEA and school must complete the following prompts. Please discuss the actions necessary to implement the model requirements, how the actions align with the needs analysis, the timelines for accomplishing the model requirements, and staff responsible and accountable for the following areas:

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.

A2. Implement the Teacher and Leader Effectiveness Systems (TKES/LKES) as a method to improve teacher and leader effectiveness in the school building.

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.

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.

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School Improvement Grant 1003(g) - LEA Application 2015-2016

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.

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 Georgia Standards of Excellence (GSE).

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 all students and student subgroups.

A8. Establish schedules and strategies that provide increased learning time for students (defined as 300 hours of additional time devoted to instruction for all students). Please describe how the school will provide at least 60 hours of instruction (through a longer day, week, or academic year) for all students and how the remaining 240 hours will be offered to all students through additional instructional activities, i.e., enrichment, acceleration, remediation, etc. The 240 hours of ILT required of a SIG school can be provided before school, after school, on Saturdays, and over the summer. These ILT opportunities for students are to be made available to all students, but are not required of all students. Teacher planning and collaboration as well as job embedded professional learning are also necessary but do not serve to satisfy the 300 hours of ILT for all students.

A9. Partner with parents and parent organizations, faith- and community- based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.

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School Improvement Grant 1003(g) - LEA Application 2015-2016

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.

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

B. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

C. Align additional resources with the interventions.

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.

E. Sustain the reform after the funding period ends.

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2015-2016

| |
|---|
| LEA Name: |
| School Name: |
| 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 SIG 1003(g) schools. Write the annual goals below. |
| Reading/English Language Arts |
| 2016-2017 School Year: |
| 2017-2018 School Year: |
| 2018-2019 School Year: |
| 2019-2020 School Year: |
| 2020-2021 School Year: |
| Mathematics |
| 2016-2017 School Year: |
| 2017-2018 School Year: |
| 2018-2019 School Year: |
| 2019-2020 School Year: |
| 2020-2021 School Year: |
| Cohort Graduation Rate (High Schools Only) |
| 2016-2017 School Year: |
| 2017-2018 School Year: |
| 2018-2019 School Year: |
| 2019-2020 School Year: |
| 2020-2021 School Year: |

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2015-2016

LEA Name:

School Name:

State-Determined Model: *Community-Based Vertical Approach Model*. The LEA and school must complete the following prompts. Please discuss the actions necessary to implement the model requirements, how the actions align with the needs analysis, the timelines for accomplishing the model requirements, and staff responsible and accountable for the following areas:

A1. Replace or retain the principal based on model guidance and grant the 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.

A2. Implement the Teacher and Leader Effectiveness Systems (TKES/LKES) as a method to improve teacher and leader effectiveness in the school building.

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.

A4. Provide staff ongoing, high-quality, job-embedded professional development (e.g., Professional Learning Communities that focus on 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.

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2015-2016

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 school identified in a feeder pattern for reform.

A6. Use data to identify and implement an instructional program that is research-based, aligned with Georgia Standards of Excellence (GSE), and vertically aligned from one grade to the next and one school to the next within the feeder pattern of schools in a cluster.

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 all students and student subgroups.

A8. Establish schedules and strategies that provide increased learning time for students (defined as 300 hours of additional time devoted to instruction for all students). Please describe how the school will provide at least 60 hours of instruction (through a longer day, week, or academic year) for all students and how the remaining 240 hours will be offered to all students through additional instructional activities, i.e., enrichment, acceleration, remediation, etc. The 240 hours of ILT required of a SIG school can be provided before school, after school, on Saturdays, and over the summer. These ILT opportunities for students are to be made available to all students, but are not required of all students. Teacher planning and collaboration as well as job embedded professional learning are also necessary but do not serve to satisfy the 300 hours of ILT for all students.

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School Improvement Grant 1003(g) - LEA Application 2015-2016**

A9. Establish and offer a full-day kindergarten program and establish or expand a high-quality preschool program.

A10. Partner with parents and parent organizations, faith- and community- based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.

A11. 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.

A12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

B. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

C. Align additional resources with the interventions.

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2015-2016

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.

E. Sustain the reform after the funding period ends.

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2015-2016**

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|--|
| LEA Name: |
| School Name: |
| 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 SIG 1003(g) schools. Replicate this page and set goals for each school in the feeder pattern. Write the annual goals below. |
| Reading/English Language Arts |
| 2016-2017 School Year: |
| 2017-2018 School Year: |
| 2018-2019 School Year: |
| 2019-2020 School Year: |
| 2020-2021 School Year: |
| Mathematics |
| 2016-2017 School Year: |
| 2017-2018 School Year: |
| 2018-2019 School Year: |
| 2019-2020 School Year: |
| 2020-2021 School Year: |
| Cohort Graduation Rate (High Schools Only) |
| 2016-2017 School Year: |
| 2017-2018 School Year: |
| 2018-2019 School Year: |
| 2019-2020 School Year: |
| 2020-2021 School Year: |

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2015-2016

LEA Name:

School Name:

Evidence-Based Whole School Reform Model: An evidence-based whole school reform model is one in which an LEA partners with a provider. An LEA seeking to use SIG funds to implement an evidence-based whole-school reform model in a school must choose from among the models reviewed and identified by the U.S. Department of Education as meeting applicable requirements.

The LEA and school must complete the following prompts. Please discuss the actions necessary to implement the model requirements, how the actions align with the needs analysis, the timelines for accomplishing the model requirements, and staff responsible and accountable for the following areas:

A1. Provide a rationale for selection of this intervention model. Describe how the evidence-based whole school reform model will allow the school to implement an intervention model consistent with the final requirements of the SIG guidance, increasing student academic achievement or attainment outcomes.

A2. Describe how the model is supported by evidence of effectiveness and include the following components: school leadership, teaching and learning in at least one full academic content area (including professional learning for educators), student non-academic support, and family and community engagement.

A3. The LEA must define the appropriateness of the model by considering the extent to which the evidence supporting the model includes a sample population or setting similar to the population or setting of the school to be served.

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2015-2016**

B. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

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C. Align additional resources with the interventions.

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D. Modify LEA practices or policies, if necessary, to enable the school to implement the partnership with the model developer (intervention) fully and effectively.

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E. Sustain the reform after the funding period ends.

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|---|
| LEA Name: |
| School Name: |
| 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 SIG 1003(g) schools. Write the annual goals below. |
| Reading/English Language Arts |
| 2016-2017 School Year: |
| 2017-2018 School Year: |
| 2018-2019 School Year: |
| 2019-2020 School Year: |
| 2020-2021 School Year: |
| Mathematics |
| 2016-2017 School Year: |
| 2017-2018 School Year: |
| 2018-2019 School Year: |
| 2019-2020 School Year: |
| 2020-2021 School Year: |
| Cohort Graduation Rate (High Schools Only) |
| 2016-2017 School Year: |
| 2017-2018 School Year: |
| 2018-2019 School Year: |
| 2019-2020 School Year: |
| 2020-2021 School Year: |

LEA Name: _____

School Name: _____

Early Learning Model. The LEA and school must complete the following prompts. Please discuss the actions necessary to implement the model requirements, how the actions align with the needs analysis, the timelines for accomplishing the model requirements, and staff responsible and accountable for the following areas:

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.

| |
|--|
| |
|--|

A2. Establish and offer a full-day kindergarten program and establish or expand a high-quality preschool program.

| |
|--|
| |
|--|

A3. Implement the Teacher and Leader Effectiveness Systems (TKES/LKES) as a method to improve teacher and leader effectiveness in the school building.

| |
|--|
| |
|--|

A4. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

| |
|--|
| |
|--|

A5. 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.

A6. 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 an early learning school.

A7. 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 Georgia Standards of Excellence (GSE).

A8. 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 all students and student subgroups.

A9. Establish schedules and strategies that provide increased learning time for students (defined as 300 hours of additional time devoted to instruction for all students). Please describe how the school will provide at least 60 hours of instruction (through a longer day, week, or academic year) for all students and how the remaining 240 hours will be offered to all students through additional instructional activities, i.e., enrichment, acceleration, remediation, etc. The 240 hours of ILT required of a SIG school can be provided before school, after school, on Saturdays, and over the summer. These ILT opportunities for students are to be made available to all students, but are not required of all students. Teacher planning and collaboration as well as job embedded

professional learning are also necessary but do not serve to satisfy the 300 hours of ILT for all students.

A10. Partner with parents and parent organizations, faith- and community- based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.

A11. 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.

A12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

B. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

C. Align additional resources with the interventions.

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.

E. Sustain the reform after the funding period ends.

| |
|---|
| LEA Name: |
| School Name: |
| 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 SIG 1003(g) schools. Write the annual goals below. |
| Reading/English Language Arts |
| 2016-2017 School Year: |
| 2017-2018 School Year: |
| 2018-2019 School Year: |
| 2019-2020 School Year: |
| 2020-2021 School Year: |
| Mathematics |
| 2016-2017 School Year: |
| 2017-2018 School Year: |
| 2018-2019 School Year: |
| 2019-2020 School Year: |
| 2020-2021 School Year: |
| Cohort Graduation Rate (High Schools Only) |
| 2016-2017 School Year: |
| 2017-2018 School Year: |
| 2018-2019 School Year: |
| 2019-2020 School Year: |
| 2020-2021 School Year: |

Year 1 – Planning/Pre-Implementation Year
FY17 - July 1, 2016 – September 30, 2017

LEA Name: _____

School Name: _____

Intervention Model _____

Budget Template Instructions: Please provide a comprehensive five-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 FY14 SIG Guidance – (<http://www2.ed.gov/programs/sif/sigguidance032015.doc>) regarding allowable expenditures.

| Function Code | Object Class | Item Description and Rationale | Costs | |
|---------------|--|--------------------------------|-------|---------------------|
| | 100 Personal Services (Salaries) | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ - |
| | 200 Employee Benefits (Break out benefit codes) | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ - |
| | 300 Purchased Professional & Technical Services | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ - |
| | 400 Repairs/Maintenance | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ - |
| | 500 Other Purchased Services | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ - |
| | 600 Supplies/Equipment | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ - |

| | | | | | |
|---------------------|------------|---|--|--|---------------------|
| | 700 | Property (Capitalized Equipment) | | | |
| | | | | | |
| | | | | | Object Total |
| | | | | | \$ - |
| | 800 | Other Objects | | | |
| | | | | | |
| | | | | | Object Total |
| | | | | | \$ - |
| | 900 | Other Uses | | | |
| | | | | | |
| | | | | | Object Total |
| | | | | | \$ - |
| School Total | | | | | <u>\$ -</u> |

Year 2 – Implementation Year
FY18 - July 1, 2017 – September 30, 2018

LEA Name: _____

School Name: _____

Intervention Model _____

Budget Template Instructions: Please provide a comprehensive five-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 FY14 SIG Guidance – (<http://www2.ed.gov/programs/sif/sigguidance032015.doc>) regarding allowable expenditures.

| Function Code | Object Class | Item Description and Rationale | Costs | |
|---------------|--|--------------------------------|-------|---------------------|
| | 100 Personal Services (Salaries) | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ - |
| | 200 Employee Benefits (Break out benefit codes) | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ - |
| | 300 Purchased Professional & Technical Services | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ - |
| | 400 Repairs/Maintenance | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ - |
| | 500 Other Purchased Services | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ - |
| | 600 Supplies/Equipment | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ - |

| | | | | | |
|---------------------|------------|---|--|--|---------------------|
| | 700 | Property (Capitalized Equipment) | | | |
| | | | | | |
| | | | | | Object Total |
| | | | | | \$ - |
| | 800 | Other Objects | | | |
| | | | | | |
| | | | | | Object Total |
| | | | | | \$ - |
| | 900 | Other Uses | | | |
| | | | | | |
| | | | | | Object Total |
| | | | | | \$ - |
| School Total | | | | | <u>\$ -</u> |

Year 3 – Implementation Year
FY19 - July 1, 2018 – September 30, 2019

LEA Name: _____

School Name: _____

Intervention Model _____

Budget Template Instructions: Please provide a comprehensive five-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 FY14 SIG Guidance – (<http://www2.ed.gov/programs/sif/sigguidance032015.doc>) regarding allowable expenditures.

| Function Code | Object Class | Item Description and Rationale | Costs | |
|---------------|--|--------------------------------|-------|---------------------|
| | 100 Personal Services (Salaries) | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ - |
| | 200 Employee Benefits <small>(Break out benefit codes)</small> | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ - |
| | 300 Purchased Professional & Technical Services | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ - |
| | 400 Repairs/Maintenance | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ - |
| | 500 Other Purchased Services | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ - |
| | 600 Supplies/Equipment | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ - |

| | | | | | |
|--|------------|---|--|--|---------------------|
| | 700 | Property (Capitalized Equipment) | | | |
| | | | | | |
| | | | | | Object Total |
| | | | | | \$ - |
| | 800 | Other Objects | | | |
| | | | | | |
| | | | | | Object Total |
| | | | | | \$ - |
| | 900 | Other Uses | | | |
| | | | | | |
| | | | | | Object Total |
| | | | | | \$ - |

School Total \$ -

Year 4 - Implementation
FY20 - July 1, 2019 – September 30, 2020

LEA Name: _____

School Name: _____

Intervention Model _____

Budget Template Instructions: Please provide a comprehensive five-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 FY14 SIG Guidance – (<http://www2.ed.gov/programs/sif/sifguidance032015.doc>) regarding allowable expenditures.

| Function Code | Object Class | Item Description and Rationale | Costs | |
|---------------|--|--------------------------------|-------|---------------------|
| | 100 Personal Services (Salaries) | | | Object Total |
| | | | | |
| | | | | |
| | | | \$ - | |
| | 200 Employee Benefits (Break out benefit codes) | | | Object Total |
| | | | | |
| | | | | |
| | | | \$ - | |
| | 300 Purchased Professional & Technical Services | | | Object Total |
| | | | | |
| | | | | |
| | | | \$ - | |
| | 400 Repairs/Maintenance | | | Object Total |
| | | | | |
| | | | | |
| | | | \$ - | |
| | 500 Other Purchased Services | | | Object Total |
| | | | | |
| | | | | |
| | | | \$ - | |
| | 600 Supplies/Equipment | | | Object Total |
| | | | | |
| | | | | |
| | | | \$ - | |

| | | | | | |
|---------------------|------------|---|--|--|---------------------|
| | 700 | Property (Capitalized Equipment) | | | |
| | | | | | |
| | | | | | Object Total |
| | | | | | \$ - |
| | 800 | Other Objects | | | |
| | | | | | |
| | | | | | Object Total |
| | | | | | \$ - |
| | 900 | Other Uses | | | |
| | | | | | |
| | | | | | Object Total |
| | | | | | \$ - |
| School Total | | | | | <u>\$ -</u> |

Year 5 - Sustainability
FY21 - July 1, 2020 – September 30, 2021

LEA Name: _____

School Name: _____

Intervention Model _____

Budget Template Instructions: Please provide a comprehensive five-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 FY14 SIG Guidance – (<http://www2.ed.gov/programs/sif/sigguidance032015.doc>) regarding allowable expenditures.

| Function Code | Object Class | Item Description and Rationale | Costs | |
|---------------|--|--------------------------------|-------|---------------------|
| 100 | Personal Services (Salaries) | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ - |
| 200 | Employee Benefits (Break out benefit codes) | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ - |
| 300 | Purchased Professional & Technical Services | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ - |
| 400 | Repairs/Maintenance | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ - |
| 500 | Other Purchased Services | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ - |
| 600 | Supplies/Equipment | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ - |

| | | | | | |
|---------------------|------------|---|--|--|---------------------|
| | 700 | Property (Capitalized Equipment) | | | |
| | | | | | |
| | | | | | Object Total |
| | | | | | \$ - |
| | 800 | Other Objects | | | |
| | | | | | |
| | | | | | Object Total |
| | | | | | \$ - |
| | 900 | Other Uses | | | |
| | | | | | |
| | | | | | Object Total |
| | | | | | \$ - |
| School Total | | | | | <u>\$ -</u> |

APPENDICES

School Level Descriptive Information

School Comprehensive Needs Analysis:

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the areas as indicated. If there is no information for a particular area, please provide a N/A with an explanation. Based on the conclusion, the LEA should select the appropriate SIG reform model. (If considering the state-determined model, each school in the feeder pattern should complete this comprehensive needs analysis.)

| | | | | | |
|---|--|----------------|--|--|--|
| School Name: | | | Selected Intervention Model: | | |
| Provide a minimum of two years of data where indicated. | | | Provide a summary and conclusion of the analysis of each area. | | |
| 1. Student Profile Data | 2014-15 | 2015-16 | | | |
| Total student enrollment | | | | | |
| Grade level enrollment | | | | | |
| Number of students in each subgroup (List applicable subgroups below.) | | | | | |
| Attendance % | | | | | |
| Disciplinary Incidents | | | | | |
| AP, IB, and Dual Enrollment (#) | | | | | |
| Graduation Rate | | | | | |
| 2. Staff Profile Data | Provide a summary and conclusion of the analysis of each area. | | | | |
| Current Principal Length of time in position | | | | | |
| Teaching Staff Number of years' experience in profession | | | | | |
| 1 to 3 | | | | | |
| 4-10 years | | | | | |
| 11-20 years | | | | | |
| 21+ years | | | | | |
| Teaching Staff Percentage (%) of experience in the school | | | | | |
| 1 to 3 | | | | | |
| 4-10 years | | | | | |

| | | | |
|--|------------------|------------------|---|
| 11-20 years | | | |
| 21+ years | | | |
| Teacher attendance rate | 2014-2015 | 2015-2016 | |
| | | | |
| Teacher evaluation data by levels (Level 1 is equivalent to Ineffective and Level 4 is equivalent to Exemplary on TKES) | | 2015-2016 | |
| | | Level 1 | |
| | | Level 2 | |
| | | Level 3 | |
| | Level 4 | | |
| Student Achievement Data | 2014-2015 | 2015-2016 | Provide a summary of existing status and current needs. |
| Reading/Language Arts | | | |
| All Students category | | | |
| Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity | | | |
| Mathematics | | | |
| All Students category | | | |

| | | | |
|--|--|--|--|
| Subgroups: Economically disadvantaged students, Special education students English Language Learners | | | |
| Graduation rate (if applicable) | | (Estimate 2016 if data is not yet available) | |
| | 2014 | 2015 | |
| CCRPI Score: | | | |
| School Culture and Climate School Safety Student Health Services Attendance Support Social and Community Support Parental Support | Provide a summary of existing status and current needs. | | |
| Rigorous Curriculum- Alignment of curriculum with state standards across grade levels | Provide a summary of existing status and current needs. | | |

| | |
|---|--|
| Curriculum Intervention Programs | |
| Enrichment Programs | |
| Dual enrollment (if applicable) | |
| Advanced Placement (if applicable) | |
| Instructional Program | Provide a summary of existing status and current needs. |
| Planning and implementation of research based instructional strategies | |
| Use of instructional technology (by students and teachers) | |
| Use of data analysis to inform and differentiate instruction | |

| | |
|---|--|
| Number of minutes scheduled for core academic subjects | |
| Assessments | |
| Use of formative, interim, and summative assessments to measure student progress | |
| Timeline for reporting student progress to parents | |
| Parent and Community Support | Provide a summary of existing status and current needs. |
| Social, health, and community services to students and families | |
| Additional needs identified by families and community partners | |

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Appendix B - Scoring Rubric

| District: | Not addressed or ineffectively addressed (0-1 point) | Limited (2 points) | Moderate (3 points) | Strong (4 points) |
|--|--|--|--|---|
| <p>Item 1: LEA Narrative – Capacity</p> <p>Score:</p> | <p>The LEA is unable to provide an adequate description of the district leadership team OR the district leadership team does not possess expertise in working with federal grants, school improvement, and lacks direct access to the superintendent.</p> <p>The LEA has not reviewed its capacity to serve its schools and does not provide a description of support from staff, parents, students, and the school board.</p> | <p>The LEA provides a general description of the district leadership team but the district leadership team does not possess expertise in all areas necessary to managing a SIG grant (working with federal grants, school improvement, and direct access to the superintendent).</p> <p>The LEA has reviewed its capacity to serve its schools but does not provide an appropriate description of support from staff, parents, students, and the school board.</p> | <p>The LEA provides a detailed description of the district leadership team and the district leadership team possesses expertise in working with federal grants, school improvement, and human resources. The plan does not describe how the district leadership teams have direct access to the superintendent.</p> <p>The LEA has reviewed its capacity to serve schools and provides a detailed description and evidence of its commitment of support from staff, parents, students, and the school board.</p> | <p>The LEA provides a detailed description of a district leadership team that is comprised of professionals with expertise in working with federal grants, school improvement, human resources, and has direct access to the superintendent.</p> <p>Furthermore, the LEA has identified how it will provide effective oversight and support for implementation of the selected intervention.</p> <p>The LEA has reviewed its capacity to serve schools and provides a detailed description and evidence of its commitment of support from staff, parents, students, and the school board.</p> |
| <p>Item 2: Needs Analysis</p> <p>Score:</p> | <p>The LEA provides some data provided. Analysis of provided data is insufficient and/or there are logical fallacies in the conclusions.</p> | <p>The LEA provides data but the analysis or conclusions are not fully developed. Family and community input is not collected or utilized.</p> | <p>The LEA provides a comprehensive view of the data. The analysis, summary, and conclusions are provided. Identified needs are clearly articulated. Some stakeholders are represented but family and community input is not evident.</p> | <p>The LEA has provided extensive student achievement, staff, curriculum and instruction, school culture data, and needs identified by families and the community.</p> <p>A comprehensive analysis with corresponding summary and conclusions as well as family and community input are provided as support for the selected intervention model.</p> <p>Identified needs are clearly articulated and are logical given the analysis.</p> |

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| District: | Not addressed or ineffectively addressed (0-1 point) | Limited (2 points) | Moderate (3 points) | Strong (4 points) |
|---|---|---|---|--|
| <p>Item 3: Annual Goals</p> <p>Score:</p> | <p>The LEA has not reviewed the school's data and has set either extremely low student achievement goals or goals that are extremely unrealistic.</p> | <p>The LEA has provided a cursory review of the school's data and has set realistic student achievement goals. The LEA has articulated how it will plan for evaluation and monitoring but there is little evidence that suggest that the LEA is prepared to monitor progress toward annual student achievement goals, SIG leading indicators and implementation of interventions. Goals are measurable and time-bound</p> | <p>The LEA has reviewed the school's data and has set ambitious yet realistic student achievement goals. The LEA has articulated a plan for and monitoring inclusive of progress toward annual student achievement goals and the SIG leading indicators. Goals are measurable and time-bound.</p> | <p>The LEA has reviewed the school's data and has set ambitious yet realistic student achievement goals. The LEA has articulated how it will plan for on-going evaluation and monitoring that includes progress toward annual student achievement goals, SIG leading indicators and implementation of interventions. Goals are measurable and time-bound.</p> |
| <p>Item 4: Model specific school application</p> <p>Score:</p> | <p>The LEA does not provide a rationale for the selected intervention model based on the school's identified needs and addresses root causes of the school's low performance.</p> | <p>The LEA provides a general rationale for the selected intervention model. The alignment of the rationale with the school's identified needs is unclear.</p> | <p>The LEA provides a clear rationale for the selected intervention model based on the school's identified needs.</p> | <p>The LEA provides a compelling and clear rationale for the selected intervention model based on the school's identified needs and addresses root causes of the school's low performance.</p> <p>The LEA indicates how it will implement one or more evidence-based strategies as part of the intervention model selected.</p> |
| <p>Item 5: Budget</p> <p>Score:</p> | <p>A number of requests in the LEA and/or schools' budget are not reasonable or necessary expenditures. Budget activities are in not aligned with the goals of the grant.</p> | <p>A few items listed in the LEA and/or schools' budget are discussed in the justification template. The budget request is not fully aligned with the school's goals.</p> | <p>All items listed in the LEA and schools' budget are substantiated in the budget justification templates. All budget requests are reasonable, necessary, and allocable to the SIG grant. Activities are in alignment with the school's goals.</p> | <p>All items listed in the LEA and schools' budget are substantiated in the budget justification templates. Funds are planned to provide adequate resources and related support. Requests are reasonable and necessary expenditures and are in compliance with federal grant requirements (allocable). Activities are in clear alignment and support school goals with a commitment to implement fully and effectively the selected intervention model, beginning with the first day of the first school year of implementation.</p> |

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| District: | Not addressed or ineffectively addressed (0-1 point) | Limited (2 points) | Moderate (3 points) | Strong (4 points) |
|--|---|--|---|---|
| Item 6: Sustainability Plan Score: _____ | 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 required for the intervention model selected. The plan includes general steps with no or limited resources identified to support efforts to ensure sustainability. | A comprehensive plan describes actions the LEA will take to maintain implementation of the processes and strategies required for the intervention model selected. The plan includes specific steps on how the LEA will align other resources with the selected intervention to ensure progress toward goals and sustainability. |
| Written Application Total Score _____ | | | | |

Scoring of the Interview

| District: | Not addressed or ineffectively addressed (0-1 point) | Limited (2 points) | Moderate (3 points) | Strong (4 points) |
|---|--|---|---|---|
| Interview (if applicable, only applications receiving 15 or more points will be invited to interview) Score _____ | The LEA is unable to satisfyingly speak to the general plan for implementation of the grant. Action steps are vague or inadequate. The LEA is unable to discuss how all stakeholders will be kept abreast of the reform taking place at the SIG school(s). | The LEA can articulate a general plan for implementation of the SIG grant. The action steps, communication plan for stakeholders, and the plan for sustainability are somewhat unclear. | There is a solid plan to ensure overall success and sustainability. District leadership within the LEA is able to provide a clear articulation of the work necessary to successfully implement the chosen reform model. Action steps are specific and the LEA can articulate what barriers may arise and how stakeholders will be informed. | There is a comprehensive plan to ensure overall success and sustainability. District leadership within the LEA is able to provide a clear articulation of the work necessary to successfully implement the chosen reform model. Action steps are specific and the LEA can articulate how barriers will be removed, flexibility allowed, and how stakeholders will be involved and informed at regular intervals throughout the life of the grant. |
| Total Score (inclusive of interview) | | | | |

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Appendix C- Turnaround Leader

Turnaround Leader Competencies: Four Clusters of Competence

These are the competencies – or consistent patterns of thinking, feeling, acting and speaking – needed for school turnaround leader success. They were derived by “mapping” the cross-sector research on turnaround leader actions to high-quality competency studies of successful entrepreneurs and leaders in large organizations. The competencies chosen fit the activities that turnaround leaders share with leaders in these other contexts. Validation, refinement and further customization of these competencies will be possible as the number of successful school turnarounds grows and comparisons among more and less successful school turnaround leaders are possible. These competencies are arranged into four clusters of related capabilities.

Driving for Results Cluster – This cluster of competencies is concerned with the turnaround leader’s strong desire to achieve outstanding results and the task-oriented actions required for success. Competencies in this cluster include:

- Achievement
- Initiative and Persistence
- Monitoring and Directiveness
- Planning Ahead

Influencing for Results Cluster – This cluster of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone, but instead must rely on the work of others. Competencies in this cluster include:

- Impact and Influence
- Team Leadership
- Developing Others

Problem Solving Cluster – This cluster of competencies is concerned with leader’s thinking applied to organization goals and challenges. It includes analysis of data to inform decisions; making clear logical plans that people can follow; and ensuring a strong connection between school learning goals and classroom activity. Competencies in this cluster include:

- Analytical Thinking
- Conceptual Thinking

Showing Confidence to Lead – This competency, essentially the public display of self-confidence, stands alone and is concerned with staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds.

- Self-Confidence

Competencies selected from *Competence at Work: Models for Superior Performance*, Spencer and Spencer (1993). Leader actions from *School Turnarounds: A Review of the Cross-Sector Evidence on Dramatic Organization Improvement*, Public Impact for the Center on Innovation and Improvement (2007) and *Turnarounds with New Leaders and Staff*, Public Impact for the Center for Comprehensive School Reform and Improvement (2006).

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Appendix D – Reform Models

Brief Overview of the School Improvement Grant 1003(g) Reform Model

- 1. Turnaround Model:** Replace the principal, screen existing school staff, and rehire no more than half the teachers; adopt a new governance structure; and improve the school through curriculum reform, professional development, extending learning time, and other strategies.
- 2. Restart Model:** Convert a school or close it and re-open it as a charter school or under an education management organization.
- 3. School Closure:** Close the school and send the students to higher-achieving schools in the district.
- 4. Transformation Model:** Replace the principal and improve the school through comprehensive curriculum reform, professional development, extending learning time, and other strategies.
- 5. State-Determined Model:** An approved Georgia model entitled *Community-Based Vertical Approach Model*. This model focuses on feeder school patterns and encourages a cluster of schools to coordinate improvement efforts in a vertical manner. Family and community support is an essential component.
- 6. Evidence-Based Whole School Reform Model:** A model designed to improve student academic achievement or attainment that is implemented for all students in a school. It addresses, at a minimum, school leadership; teaching and learning in at least one full academic content area; student non-academic support, and family and community engagement. LEAs must choose from among models reviewed and identified by the U.S. Department of Education.
- 7. Early Learning Model:** Replaces the principal and improve the elementary school through specific elements such as full-day kindergarten and a high quality preschool program.



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SIG 1003(g) State Developed Model:

Community-Based Vertical Approach Model to School Improvement

Overview: Georgia proposes to offer local school districts a model that supports implementation of a vertical, feeder-school pattern approach to school improvement which includes a focus on collaborative planning as well as family and community involvement. By identifying priority schools that feed into one another, i.e., elementary, middle, and high school, schools may apply as a sub-grantee for SIG 1003(g) funding to provide vertical alignment in academics as well as non-academic areas to ensure overall school improvement and success. The intent of the *Community-Based Vertical Approach Model* is to enlist all stakeholders in the schools and community to increase the graduation rate and ensure all graduates are college and/or career ready. This model aligns with Georgia's approved ESEA Flexibility Waiver.

Rationale and Research: Georgia recognizes a need to improve its lowest performing schools, and that in some cases, schools in this situation are a result of a culture of low performance established within a cluster or feeder pattern of schools. This vertical model will seek to establish an aligned, collaborative, data-driven planning process through the use of Professional Learning Communities that serve to enhance collaboration and consistency in school and student performance. Feeder schools are reliant upon the work of one another and require sustained school turnaround leadership that is focused on school improvement and community enrichment through a productive cluster system of feeder schools. The *Community-Based Vertical Approach Model* will have a statistically significant effect on student outcomes and school success.

"Making the Move: Transition Strategies at California Schools with High Graduation Rates." California Comprehensive Center at WestEd, October 2011.

"Solving the High School Graduation Crisis: Identifying and Using School Feeder Patterns in Your Community." United Way Worldwide; Everyone Graduates Center at Johns Hopkins University; Civic Enterprises, 2013.

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School Leadership

The district will address school leadership by either:

1. Replacing the principal(s) who led each of the schools within the cluster of feeder schools prior to implementation of the Georgia SIG model, or
2. Retaining the principal(s) who led each of the schools prior to implementation of the model under the following conditions:
 - The LEA must demonstrate that it is making the decision to retain each principal based on:
 - School trend data demonstrating school improvement including improvement by student groups, particularly student groups that are underachieving
 - Evidence that the principal(s) demonstrates effective leadership and/or school turnaround competencies
 - The LEA must demonstrate how it will provide effective leadership support for the principals with ongoing collaboration opportunities within the cluster of feeder schools, leadership mentoring or coaching, professional development aligned with the needs of the principals and the schools, and additional support for data-driven processes used to improve overall school and cluster performance.
 - The LEA must assure that the cluster principals will participate in all SEA technical support and professional learning for leadership development. Additionally, the LEA will support the efforts of the cluster principals to participate in other leadership opportunities that support school administration and vertical collaboration as well as professional development of teacher leaders within the schools and cluster.
 - The LEA must demonstrate how it will continually review the performance of each principal using rigorous, high-quality, multiple-measure principal evaluation tools (Georgia LKES and, if desired, local measures) that assess
 - The ability to drive instructional excellence school wide as well as vertically within the cluster
 - Fidelity of implementation and impact of the School Improvement Plan/SIG *Community-Based Vertical Approach Model*.
 - The LEA must demonstrate how it will set and monitor each school's attainment of rigorous annual school and cluster academic and non-academic goals including goals for underachieving groups of students
 - The LEA must annually reassess the decision to retain or replace each principal based on (1) principal performance, (2) principal attainment of professional growth goals, (3)

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principal's work with the School Leadership Team, and (4) the school's progress and attainment of school and cluster academic goals including goals for groups of students. The LEA must identify the ultimate authority for the decision, provide a timeline for reviews, and articulate specific school and professional performance benchmarks that would trigger retention or replacement. If the LEA retains a principal based on annual assessment, the LEA must justify the decision as part of the grant extension application to the SEA.

Teaching and Learning

The cluster of schools in the feeder pattern will implement a comprehensive, research-based instructional program that is vertically aligned from one grade level to the next, using data, including data on achievement gaps between groups of students, to identify, align, and focus on at least one full academic content area, i.e., literacy, reading/language arts, and/or mathematics. The instructional program shall include elements for improving academic achievement and the graduation rate within the cluster that is

- Research-based
- Inclusive of a multi-tiered system of support
- Vertically aligned from one grade to the next and one feeder school to the next
- Includes strategies and practices developed for transition years between schools, i.e., 5th to 6th grade; 8th to 9th grade.
- Aligned with Georgia's academic standards (Georgia Standards of Excellence – GSE)
- Selected or designed based on evidence that indicates it will be effective in accelerating student achievement for underperforming student groups

The cluster of schools in the feeder pattern will hire at least one instructional coach and determine a schedule for providing services within a content area for schools within the cluster. The size of the cluster and/or the content areas selected may deem it necessary to staff more than one instructional coach in the cluster. The instructional coach will assist the principals in developing coordinated instructional programs within the cluster, provide professional development to collaborative groups (PLCs), model instruction, and provide support to individual teachers. A systematic, collaborative process will be used proactively for curriculum planning, and common expectations for standards, curriculum, assessment, and instruction will be in place throughout the cluster.

Practices for maintaining or establishing a high quality teaching staff will include recruiting, hiring, and retaining effective teachers as an essential component for school improvement. The cluster of schools in the feeder pattern will utilize rigorous, transparent, and equitable evaluation and support systems for teachers that meet Georgia requirements, i.e., Georgia TKES, that include four performance levels, provide clear and timely feedback, and guide professional development.

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Teacher attendance will be monitored and rewarded at the school and cluster level to encourage outstanding teacher attendance.

The cluster of schools in the feeder pattern will create a comprehensive professional development plan and coordinated calendar to provide staff ongoing, high-quality, job-embedded professional development that:

- Is aligned with the cluster as well as each school's comprehensive instructional program
- Includes strategies for vertical collaboration within the cluster
- Promotes the continuous use of student data (such as formative and summative assessments as well as state assessment data) to enhance instruction
- Is designed with input from school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies

Student Non-academic Support

The cluster of schools in the feeder pattern is encouraged to identify an area of focus that serves to increase student, staff, and community engagement, i.e., fine arts strand, career pathways or academies, community literacy project, etc. Working collaboratively, the cluster will identify root causes and develop strategies to significantly improve:

- Attendance
- Discipline
- Engagement in classes and school events

Chronic absenteeism and school tardiness/checkouts will be addressed with specific strategies, processes, and protocols designed through collaborative efforts of the cluster of feeder pattern schools. The cluster will incorporate input from family and community members to establish coordinated expectations for these areas of non-academic support.

Family & Community Engagement

The cluster of schools in the feeder pattern will hire a Family and Community Engagement Coordinator to coordinate activities among the schools in the cluster and the community. The size of the cluster may deem it necessary to hire more than one coordinator. The cluster of schools will incorporate input from family and community members to ensure staff are sensitive to and equipped to address community concerns related to teaching, learning, attendance, engagement, behavior, and discipline. The Family and Community Engagement Coordinator will serve as a liaison to:

- Create and implement a plan to provide ongoing mechanisms for family and community engagement, both academic and non-academic, throughout the cluster of schools, and
- Strengthen and/or develop community and business partners that provide support and services to the cluster of schools.

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Vertical Feeder School Elements

The criteria for establishing a cluster for the purpose of implementing this model is as follows:

- There must be a clear feeder pattern between the schools.
- All schools in the feeder pattern must be represented within the grant application which clearly reflects a coordinated vertical approach within the feeder pattern.
- Each qualifying SIG school will be funded separately. Non-SIG schools would not be eligible for an individual award as a SIG grantee.
- Elementary schools are required to incorporate the Early Learning model requirements
- All schools in the cluster must be designated as Title I or Title I eligible schools.
- All schools in the cluster may share in the SIG grantee award in the following areas:
 - Professional learning opportunities designed to meet cluster needs may be provided to all schools in the cluster with funds from the SIG grantee award.
 - Cluster coordinated identification and purchase of behavioral intervention systems, instructional programs and materials may be provided with SIG grantee award funds.
 - Staff involved in collaborative and/or vertical planning times that are off contract hours may be compensated with a stipend or wage with funds awarded to the SIG grantee.
 - Instructional Coaches, Graduation Coaches, Social Workers, and Family and Community Coordinators may be paid with funds from the SIG grantee award and have flexibility to serve all schools in the cluster.
 - Rewards and Incentives Plans may be designed to include cluster goals and achievements and may be paid with SIG grantee award funds.
 - Other coordinated cluster elements may be considered for SIG grantee award funding with SEA approval based on allowability and reasonableness.
- All schools in the cluster must designate at least 90 minutes per week for collaborative planning and at least 120 minutes per month of collaborative, vertical planning.
- Rewards and Incentives Plans must be collaborative in nature and aligned throughout the cluster.
- All SIG schools in the cluster must adhere to the SIG 1003(g) Guidance and Requirements.
- The LEA must assure sufficient operational flexibility, e.g., staffing, calendars/time, budgeting, curriculum implementation, transportation, and programming.
- The LEA must adhere to the Assurances and Guidelines for SIG 1003(g)

Eligibility and Sustainability Criteria

Schools that choose the Community-Based Vertical Approach Model must be Title I or Title I eligible schools. Schools that are already designated as SIG 1003(g) will be eligible to apply for up to two years of sustainability funding, not to exceed a total of five years of funding.