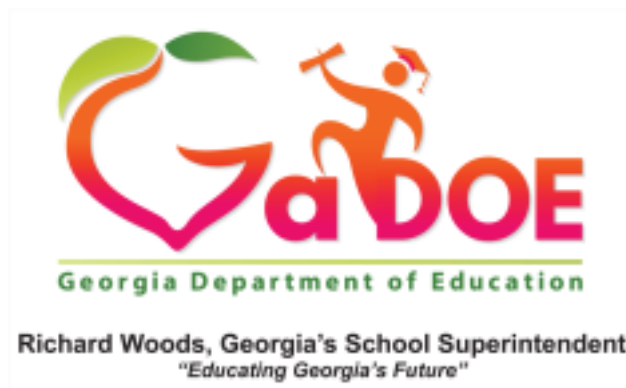# Application for School Improvement Grant
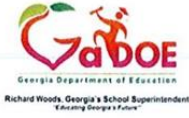# New Awards Competition
Cohort 5

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

July 2016

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

LEA Name: Dougherty County School System	LEA Mailing Address: 200 Pine Avenue Albany, Georgia 31701

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

Name: Dr. Paulette Richmond

Position and Office: SIG Program Manager

Contact's Mailing Address: 200 Pine Avenue Albany, GA 31701

Telephone: 229-483-6300 x3911

Fax: 229-431-1239

Email Address: paulette.richmond@docoschools.org

Board Chairman (Print Name): Velvet Riggins	Telephone: 229-483-6300 x5315
Signature of Board Chairman: *Velvet Riggins*	Date: 09/01/16
Superintendent (Printed Name): David Mosely	Telephone: 229-431-1285
Signature of Superintendent: X *David C. Mosely*	Date: 09/01/16

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: _____Dougherty County School System
_____

<table>
<tr><td colspan="4">**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.**</td></tr>
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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)
Martin Luther King Jr. Elementary School	1301830 02316	Priority	Evidence-Based Whole School Reform: *Success for All*

Note: [1]An LEA that has nine or more priority schools may not implement the transformation model in more than 50 percent of those schools.
[2]An 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 6, 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.

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;

• 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 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 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)

(1)
Martin Luther King Jr. Elementary School, has served students in Albany, Georgia in its new location since 1999. The original school building was lost in the flood of 1994. In 2013, the LEA embarked upon its own reform of the school by relocating the majority of the existing staff and assigning the current principal to serve as a turnaround principal. At that time, Martin Luther King Jr. Elementary School was the lowest performing school in the district. The principal was tasked with improving the student, parent, and staff culture and morale at Martin Luther King Jr. Elementary School to a growth mindset culture of high expectations. After the principal's first year at Martin Luther King Jr. Elementary School, the school moved from lowest performing school (on the state's Criterion-Referenced Competency Tests- CRCT) to fifth in the district among the 14 elementary schools.

During the 2014-2015 school year the state implemented a new, more rigorous assessment aligned to the Common Core State Standards, resulting in a decrease in proficiency scores across the state and the district. Martin Luther King saw the same proficiency drops. Since then, the principal and her leadership team have implemented job-embedded professional development and instructional strategies aligned to the new standards and state assessments.

Martin Luther King Jr. Elementary School (MLK) utilizes several sources of data each year to inform and develop school improvement efforts. The analysis of the student achievement data and the comprehensive needs assessment of MLK revealed significant challenges. Although students are demonstrating growth, their achievement gap between all students is still significantly greater than the state average.

For the first year of the Georgia Milestones (EOG) administration, the percentage of students in ELA scoring proficient or above (levels 3 and 4) in grades 3, 4, and 5 was 6%, 1%, and 5% respectively. The next year, 2016, there was growth; however no grade scored above 10% proficiency. Fourth grade reading proficiency lags behind significantly when compared to 3rd and 5th grade.
Though 41% of the third graders were reading on or above grade level according to the 2015 data, in 2016 when these same students were in fourth grade, only 24% of them were reading on or above grade level. After a root cause analysis the certification of fourth grade teachers surfaced as a common variable. Half of these fourth grade team teachers were middle grades certified and therefore not highly qualified to provide instruction in all content areas. The lack of literacy pedagogical knowledge greatly impacted student achievement. This data indicates a strong need for teacher development on literacy.

Historically, math has been a low performing content at Martin Luther King Jr. Elementary. In the area of mathematics the numeracy domain was the weakest domain in third and fourth grades, while measurement was the weakest domain in fifth grade. Numeracy skills are foundational for all future mathematics learning and the majority of the students at Martin Luther King Jr. Elementary fell into the "Remediate Learning" category in the numeracy domain. However, a two year data analysis revealed student achievement data showed an overall 31% increase in the percentage of scholars transitioning from beginning to developing learner. Furthermore, none of the 3rd – 5th grade math students tested at the distinguished learner performance level. The school currently has a Flexible Learning Program that operates before school, four days per week. Fifth grade scholars' performance increased 3.5% at the distinguished level in 2016.The school is currently using Number Talks Math (K-2) and I-Ready Math software (K-5). Consultants from both suppliers have provided training and on-site technical assistance to the FLP and math content teachers on each program. Teachers have reported some success, but overall, they still find math to be a weak area for students. In order to address this area of concern, a math coach will also be hired using SIG 1003(g) funds.

An analysis of the EOG data by subgroups reveals the struggles of our economically disadvantaged students which comprise 85% of the Martin Luther King Jr. student population. These challenges are mirrored with the largest subgroup (African American students) which comprises 97% of the student demographics. The most critical subgroup (according to the data) was the students with disabilities who showed a 0% proficiency rate. All of these figures demonstrate a need for culturally responsive pedagogy.

While enrollment data from 2015 and 2016 indicate a small decrease, this year's enrollment indicates growth with an enrollment of 555 students. The demographics of Martin Luther King Jr. Elementary School is 97% African-American, 80% economically disadvantaged, and approximately 20% of the students have disabilities. In the 2015-2016 school year, almost 30% of the students missed more than 5 days of school.

In 2015, the College and Career Ready Performance Index (CCRPI) included growth based on the EOG for the first time. All subject areas demonstrated more than 50% typical/high growth, and the average percent for all subjects demonstrating typical/high growth was 58.2%.

As the data is analyzed in comparison with the Teacher Assessment on Performance Standards (TAPS) there is a significant difference in the percentage of teachers demonstrating proficiency on the 10 standards and the achievement level of the students in which they teach. On the teacher self-assessment

data from the beginning of the 2016-2017 school year, teachers self-reported needs in the areas of Instructional Planning, Differentiated Instruction, Assessment Strategies and Uses, Academically Challenging Environment, and Communication. This self-actualization of need in these areas, which greatly impact student achievement, is a strength for the school. The teachers are aware of their own needs in these areas. Causal discussions around data, revealed a significant increase in disciplinary referrals from the 2014-2015 to the 2015-2016 school years. PBIS and other components of the selected reform model will address these challenges. This application comes at the end of the school's first year as a Priority School. During this first year, this designation afforded the school additional instructional improvement support from the state team. This work dove into root cause analyses, which disclosed a need to provide the children of Martin Luther King Jr. Elementary School the tools they need to be successful. It also revealed each child's need for a supportive home and school environment that provides academic and non-academic support   The LEA and the school decided at that time, despite its "status/designation", it would not continue to merely wonder "what to do" and "how to do it." Instead it decided to focus on **why** it had to be done. The root cause analysis also included an exploration of feeder pattern data from Martin Luther King Jr. Elementary School (currently Priority) to Southside Middle School (currently opportunity – identified) and Monroe High School (current Priority/SIG School.) The irony of this situation is Monroe High school will reap the rewards in student achievement gains from the investment and work at Martin Luther King Jr. Elementary School, if the proposal is approved and funds are secured for five years. The rewards should be highly visible in five years with a higher number of on grade level 9th graders beginning their high school career at Monroe High School.

(2)
The LEA consulted with groups of relevant stakeholders during the initial information gathering period. Meetings with Superintendent's cabinet members, DCSS Board of Education, Finance Committee along with the school's leadership team, faculty, students, and parents resulted in the stakeholders' understanding of the importance of their input as well as the need for this School Improvement Grant Award. The LEA and school conducted comprehensive needs assessments with clear identification of challenges and root causes. An informational parent meeting was held to explain to parents the intent to apply and the application process. Parents completed a perception survey to provide input on the school's continued school improvement efforts. The survey results indicate an overall positive insight on the school's academic focus and the belief that teachers are providing relevant and rigorous instruction. However, the parents expressed a need for additional resources to assist their children at home. Additionally, parents indicated a desire for early literacy services through a prekindergarten program located at the school.

Fourth and fifth grade students attended an informational assembly in which they learned about the grant, the school's intent to apply and how it would affect their school experience. During and after this session students were given the opportunity to write vision statements for improving the school culture and the direction for academic focus. Students submitted thoughtful responses that revealed their desire for a school that provided more time to learn, additional Accelerated Reader books, and more time for active movement while learning. Their visions also included a school where all children are able to come to school, have a roof over their heads, and clean clothes to wear. Students also mentioned that they would turn the cafeteria into a restaurant with menus and different tables as part of their ideal vision.
The grant process and proposal has been shared with the superintendent's cabinet and school board, finance committee.

Summary of planning meetings and activities conducted by the LEA and school	
July 21, 2016	GADOE Webinar
July 26, 2016	Faculty meetings to share possibility of applying for SIG Cohort 5 funding
July 27, 2016	Cohort 5 LEA meeting with Albany High School and Martin Luther King Jr. Elementary School
August 2, 2016	LEA team meeting and review of data to discuss Albany High School and Martin Luther King Jr. Elementary School
August 4, 2016	Follow-up/Planning meeting
August 5, 2016	Follow-up / Planning meeting at MLK Jr Elementary School
August 6, 2016	Planning meeting/writing session
August 9, 2016	Comprehensive Needs Assessment and Survey
August 12, 2016	Follow-up/Planning meeting with Comprehensive Needs Assessment and Root Cause Analysis
August 13, 2016	Follow-up/Planning meeting with Comprehensive Needs Assessment and Root Cause Analysis. Explored models based on root cause analysis.
August 15, 2016	Faculty meeting to share results of Comprehensive Needs Assessment and possible models.
August 16, 2016	Parent meeting to share results of Comprehensive Needs Assessment and possible model. In addition, parents completed surveys to indicate their ideas about the changes needed at the school.
August 18, 2016	School Board, Finance Committee update, SIG Cohort 5 school
August 19, 2016	Follow-up/Planning meeting (LEA and School leaders) Conference call with Success for All
August 20, 2016	Follow-up/Planning meeting (LEA and School leaders) and writing
August 22, 2016	Superintendent's Cabinet members update
August 29, 2016	Superintendent's Cabinet members update
A significant part of our planning time involved understanding the data and conducting root cause analyses.	

(3)
 The LEA has taken actions to design and implement a plan consistent with the requirements of the model by doing the following:
A review of the LEA and school's comprehensive needs assessment and the approved whole school reform models, led the LEA to select *Success for All* (SFA) as the most appropriate model to support the work at Martin Luther King Jr. Elementary School. The alignment between the needs identified at the LEA/school and *Success for All* was reassuring.

LEA/School needs identified after CNA and root cause analyses	*Success for All* Model	Turnaround principles
Literacy	Kindergarten: KinderCorner	Strengthening the school's instructional program

		specifically targets language and literacy development through the discussion of thematic concepts to promote children's phonological awareness, phonemic awareness, and oral-language development. 1st grade: Reading Roots 4th Edition is a ninety-minute comprehensive program that targets the needs of beginning readers. 2nd – 5th grades: Reading Wings 4th Edition is a research-proven reading curriculum that provides ninety-minute daily lessons and targets the needs of students reading on a second- through sixth-grade level who have successfully learned to decode but need to develop more sophisticated reading skills.	Using data to inform instruction for continuous improvement
	Poverty (Community)	As part of the Solutions team network, the parent involvement team sets realistic expectations for reaching families, educating them on what is going on at the school, and creating opportunities to build	Providing ongoing mechanisms for family and community engagement.

	partnerships to support learning.	
Professional Learning and teachers' levels of readiness to address needs of students	Extensive professional development and job-embedded coaching including initial trainings, and more targeted on-site days throughout the school year.	Strengthening the school's instructional program Using data to inform instruction for continuous improvement
Monitoring of the work	Component team meeting structures help school staff work together to set quarterly goals, select leverage points for improvement, measure progress, and celebrate successes. Member Center, an online data management system allows the leadership and teachers to collect and analyze data by student, class, component, grade, and school.	Ensuring that teachers are effective and able to improve instruction Using data to inform instruction for continuous improvement
Support infrastructure including communication and processes	Collaborative leadership approach involving district contact, school leadership and SFA.	Using data to inform instruction for continuous improvement

The DCSS was approved by the state board of education to become a charter system in 2016. This designation will create opportunities for autonomous flexibility at the school level for all schools. Our schools will have more freedom to innovate, exercise local school governance and gain broad community support to improve student achievement. It is the goal of the DCSS to provide resources, information and tools to help the public understand and support the LEA's implementation of its charter.

The LEA has learned many lessons from the three schools in the district that have received SIG 1003(g) funding. Lessons include but are not limited to the **efficient/effective** use of additional funding to truly support teachers and students. The LEA has begun the development of protocols and processes to ensure fidelity of implementation and monitoring. An example that references two of the needs (monitoring and support infrastructure) identified during the needs assessment is the recent creation of the process for budget and program updates. This protocol not only responds to the SEAs goal to have districts meet the

spending milestones, but it also creates opportunities for ongoing, collaborative, structured conversations about the work and student needs in our current SIG schools. We have seen first-hand that these conversations have already included the school, LEA and GADOE SES. The hope is that this small tweak in the work will lead to long term results for staff and students, when sustained.

(4)
During the development of the comprehensive needs assessment, the district used the Strengths, Weaknesses, Opportunities, Threats (SWOT) and affinity mapping processes to determine capacity to provide resources to all schools. With 85% of students reading below grade level and 85% of students qualifying for free and reduced lunches, it was determined that the Curriculum Director, curriculum point of contact and the Assistant Title I Director would collaboratively provide additional support to this Priority school.

Priority and focus schools were provided additional support from an assigned curriculum point of contact and assigned Federal Programs Specialist. Much of this differentiated support began with crucial conversations related to what the data said and how the district should respond to the data. The goal is to continue the dialogue and the work related to the foci which were established during our Summer Leadership: Literacy, Poverty and Instructional Technology. These areas were derived from the district comprehensive needs assessment. During the district needs assessment process, the district noted that schools were receiving support (sometimes similar) from multiple departments, however, leadership wanted to channel all efforts, time and expertise through a common path. Ongoing conversations and planning occurs during weekly Academic Services and Cabinet meetings and monthly district budget meetings. These meetings also allow for clarification of support, effort and clear plans to meet the needs of schools and students.

In addition to the current SIG Program Manager who provides support to two of the four Priority schools, Curriculum and Instruction has identified a point of contact for each school in the district designated as Priority, Focus and current Opportunity-identified. Similarly, Federal Programs (Title I and Title IIA) and the Special Services department provide additional support to schools with designations. According to a dated but still very relevant 2010 report by SREB, titled *The Three Essentials: Improving Schools Requires District Vision, District and State Support, and Principal Leadership*, "In the two highly supportive districts, however, district and school board leaders exhibited a clear vision of what constitutes a good school and have created a framework in which the principal has autonomy to work with faculty on an improvement agenda with collaborative support from the district." Such a vision and framework has and continues to guide the work of the district. The SIG 1003(g) award would allow Martin Luther King Jr Elementary School to become one of the models in Dougherty County Schools for "good school." During the 2015-2016 school year, the LEA hosted collaborative meetings with the GADOE and RESA staff assigned to schools designated as Priority and Focus in an attempt to coordinate and strengthen support according to the same 2010 SREB report. "Because the ultimate objective is to improve student learning in schools, the optimal actions for schools, districts and states must be back-mapped from that objective. None of these levels can succeed on its own in creating a system that better serves students." (SREB report, p.45) The goal is to resume those meetings by inviting GADOE and RESA to meet with the district team during the 2016 – 2017 SY.

In addition, as one of the areas identified in our needs assessment, the district will continue to develop processes that support collaboration and communication among district departments and schools.

(5)

The process for identification of the external provider was initiated by the evidence – based whole school reform models provided by the state. Subsequently, the LEA used the results of the comprehensive needs assessment to determine which model would best meet the challenges of the school. In addition, the LEA examined the approved models to find a model that had documented evidence of success with a student demographic similar to that of Martin Luther King Jr. Elementary School. *Success for All* (*SFA)* was ultimately selected as the external provider because the interventions provided by *SFA* most closely aligned with the school's needs and goals. The *SFA* model allows for all stakeholders to be involved in a holistic manner in support of the success of every child. Through this model, we will be engage not only the students, but our community, families, principal, teachers, district and staff. This Whole-School Reform model, *Success For All* enables the school to meet social, emotional (non-academic), and educational needs of all students attending this school designated as Priority. In addition, aligned to the district's literacy focus, *Success for All* will allow Martin Luther King Jr. Elementary School to make "literacy the centerpiece of school reform." Our vision is to see a more prepared 9th grade student at Monroe High School which is currently cohort 4 SIG/Priority school.

Success For All (SFA), headquartered in Baltimore, Maryland, is a nonprofit organization with 216 employees that is dedicated to the development, evaluation, and dissemination of educational programs with a strong research base for preschool, elementary, middle, and high schools, especially those serving many children considered at risk. The *Success for All* Foundation, in partnership with Johns Hopkins University, was officially founded in 1998. SFAF offers high-quality, research-proven educational programs to increase student learning and achievement with a special focus on cooperative learning. *Success for All* (SFA) programs have been used in schools for more than 25 years by more than 2 million students. SFAF currently serves more than 500 schools in at least 47 states, including schools in large urban districts, rural schools, and on Indian reservations. Most SFA schools include many economically disadvantaged children qualifying for free lunches.

Success for All (SFA), has been researched by over thirty institutions for more than two decades. *SFA* has been found to increase reading achievement, cut the achievement gap between African Americans, Hispanic, and white students, and prepare teachers to support the needs of English language learners. In 2010, *Success for All (SFA)* received the highest score in the Department of Education's Investing in Innovation (i3) scale-up competition, which required strong scientific evidence of effectiveness.
A meta-analysis of research on twenty-nine models categorized *Success for All* as one of only three programs with the "Strongest Evidence of Effectiveness" (Borman, Hewes, Overman, and Brown, 2003). *Success for All (SFA),* was evaluated in a three-year randomized control trial, the gold standard of research, funded by the U.S. Department of Education between 2002 and 2006. Students in *Success For All (SFA),* schools achieved at significantly higher levels than similar students in control schools. The difference in student performance in only three years was enough to cut the black-white achievement gap in half (Borman, Slavin, Cheung, Chamberlin, Madden, and Chambers, 2007).

(6)

The LEA will work collaboratively with Division of Academic Services and Federal Programs to align other resources with selected interventions. Fiscal meetings are currently conducted monthly to discuss budget updates and determine the challenges of our schools and the plan for support.

Resource alignment. The LEA has a number of resources aligned to improve academic outcomes. They include the following federal, state, and local resources:

- Title I – Resources, personnel, professional learning and parent engagement meetings
- Title IIA- Professional learning and instructional support
- Title III – Support for English Language Learners
- Child Nutrition Program- (CNP) provides daily meals through the U.S. Department of Agriculture (USDA) Community Eligibility Provision
- Students with disabilities and specialized instruction based on Individual Education Plan (IEP)S (state and federal funds)
- GADOE and RESA School and District Effectiveness Teams
- GADOE, School and District Effectiveness, SI 1003 (a) funds (state and federal finds)
- Seven of the district's elementary schools were awarded a Literacy Grant from the Governor's Office of Student Achievement. Although Martin Luther King Jr. Elementary School was not awarded one of the grants. District collegiality will allow for some sharing of the information received from grant recipients. The grant specifically provides expert Literacy coaching support and early literacy resources.
- All departments providing support collaboratively based on the needs of the school.
- Charter System
- An example of collective, collaborative use of resources is evident in the justification for the SIG Account Specialist and the subsequent decision to split-fund the position.
  In order to alleviate the cost of the SIG Account Specialist position for Martin Luther King Jr. Elementary in the Cohort 5 application, the SEA SIG Review committee suggested that the school's Records Clerk (bookkeeper) serve in this capacity as a part-time employee. Closer review of the work showed the following: The Records Clerks and Office Managers are cross-trained to ensure that all aspects of the day-to-day operations in the school are executed effectively. Regardless of an office staff member's absence, all duties and responsibilities can be accomplished without constituents returning the next day to address concerns. Furthermore, there is a district wide increased sense of urgency for monitoring various records weekly in our student information system to alleviate potential FTE errors during the statewide counts. There will be some instances where the SIG and school work may intermingle during the school day and will have to be justified for payroll especially use of SIG funds. As a Charter system, the office staff has additional responsibilities that will consume their time as well. The justifications referenced above led us to explore options to request at least 50% funding for the SIG Account Specialist. Due to the need for this position, we propose that the SIG Account Specialist be spilt funded fifty percent through SIG and another district funding source in order to address the various needs of the grant.

(7)
The LEA has shown a pattern of working with SIG schools and the GaDOE to remove barriers for schools. Currently, the LEA has a designated SIG Program Manager who works with the current SIG schools to identify and remove any barriers. If cohort 5 funding is secured, the district will revisit support for the future SIG school, Martin Luther King Jr. Elementary School. The Title I Director and Assistant Title I Director will be the LEA SIG point of contact. Cohort 5 funds will be used to hire a 49% SIG school-based program coordinator to support and monitor implementation of the grant and sustain school improvement efforts in the building. This SIG Program Coordinator will be a part of the school-based

SIG team which will include the building administrators, the SIG Account Specialist (SAS), the School Improvement Specialist (SIS), Success for All (SFA) point of contact and the LEA SIG point of contact. The Title I Director or the Assistant Title I Director will facilitate LEA monitoring meetings and serve with the Associate Superintendent for Academic Services to remove barriers. In addition, The Title I Director or the Assistant Title I Director and the Associate Superintendent for Academic Services will serve as the liaison to the GADOE. There are SIG collaborative planning meetings with both principals and district leadership at SIG schools. At school leadership team meetings, there is a district curriculum representative. This representative participates actively in the meetings. Now that the LEA is a Charter System, additional flexibility is offered to schools. As this could be the first SIG elementary school in Dougherty County School System, the school and the LEA will meet regularly to determine how best to support an elementary school with the SIG designation.

The LEA has demonstrated a deep commitment to the improvement of schools. The superintendent and his Cabinet (comprised of the Chief Financial Officer, the Associate Superintendent for Academic Services, the Assistant Superintendent of Support Services, the Director of Human Resources, and the Director of Federal Programs) have a strong connection with the school board and work diligently to maintain relationships and gain their support through constant two-way communication. The board members are made aware of changes before they happen and have expressed repeatedly their confidence in the superintendent's leadership and vision.

Martin Luther King Jr. Elementary School can anticipate LEA support, established processes for the work, and operational flexibility. The LEA is committed to allow the school the operational flexibility to screen and select teachers transferring and/or being hired to serve at the school site, particularly teachers that will teach reading/ELA and serve students with disabilities. As such, there will be no transferring of ineffective faculty and/or staff to Martin Luther King Jr. Elementary School and the principal will be given support and flexibility with the removal of ineffective personnel from Martin Luther King Jr. Elementary School. The LEA will review data to determine more optimal placement for teachers who hold middle school credentials in order to ensure all positions at Martin Luther King Jr. Elementary School are filled with educators who are certified in early childhood education based on the needs of the students. As situations or concerns arise, Martin Luther King Jr. Elementary School staff and stakeholders will communicate with district personnel to determine next steps and to alleviate barriers to effective implementation of SIG interventions.

(8)
The structure of support will include: weekly visits during the first two months of SY17 to ensure completion of SIG-funded staffing, training of the school improvement and account specialists and local school governance teams, review of the professional learning scheduling, duties and responsibilities of the administration and leadership team, and the organization and implementation of *Success for All*, the approved reform model. Local school governance teams and the current school improvement specialist will continue to work through the *Indistar* platform. Monthly monitoring meetings at the school will include SIG team members, school administration, and available GADOE staff. Monthly monitoring of SIG-Priority school indicators, non-negotiables will allow the SIG team to support the school's efforts to fulfill its goals and objectives to improve student achievement and teacher practice. The SIG program coordinator and LEA SIG point of contact will provide timely programmatic and fiscal guidance in accordance with the SIG 1003(g) requirements. Fiscal meetings with the school's account specialist, LEA fiscal analyst, principal, school improvement specialist, SIG program coordinator and LEA SIG point of

contact will be conducted monthly to review the status of the SIG budget, orders, and purchasing timelines. The LEA SIG team will be comprised of school leaders, Title I director, HR Director, Curriculum Director, Curriculum Content Coordinators, GADOE SDE representation, Special Education director, RtI coordinator, budget analyst, SIG program coordinator and LEA SIG point of contact. Inasmuch as non-SIG schools do not have a SIG program coordinator who continually monitors their school improvement processes or a SIG team, Martin Luther King Jr. Elementary School's district support will exceed the support given to other schools. Additionally, the content coordinators will work collaboratively with the MLK Jr Elementary School's instructional coach and the school improvement specialist to support the teachers by engaging them in professional learning that includes training, modeling, implementing and monitoring. The goal is that the SIG team will work collaboratively with the *Success for All* (SFA) team to provide optimal support.

(9)
The LEA will meaningfully engage families and the community in the implementation of the *Success for All (SFA)* intervention through a variety of ways. Prior to implementation, during parent orientation, the principal will provide information about the *Success For All (SFA)* initiative and allow parents and the community to ask questions. A survey will be provided for input and buy-in about *Success For All Foundation (SFA)*. Every two months (August, October, January, March, May), Parent Learning Opportunities (PLO) will be held at various times during and after school hours to provide families, the Local School Governance Team ,and community stakeholders, with observations of hands-on strategies in the classroom, data collection technology talks, and updates about the progress of the implementation process. All questions and concerns about *Success For All (SFA)* will be addressed during these sessions. These informative sessions will be conducted by the Principal, Parent Facilitator, school staff, and the district implementation team. The advertisement of the sessions will be sent via flyers posted in the community, local news media notices to parents, parent portal, school and district website, Remind 101, Class Dojo, school marquee, and entrance ways at the school. Upon completion of each session, evaluations will be completed by all participants to ensure that the implementation is addressing all needs and concerns in a timely manner prior to the next session.

(10)
After the conclusion of the funding period, the district leaders will sustain the reforms in its SIG school. The Assistant Superintendent / Chief Financial Officer recognizes the necessity to engage in ongoing conversations and planning for sustainability. As such, he conducts monthly collaborative budget meetings with the Associate Superintendent for Academic Services and the directors of all federal programs, including Title I, Title II-A, Migrant, and School Improvement Grant 1003 (g). These meetings will also allow the staff to address the programmatic status and needs of various district-sponsored activities, ensure the supplemental requirement of Title I, and identify available local, state, and federal program funding to ensure sustainability of those practices which produce the greatest student achievement and teacher/leader effectiveness outcomes. Utilizing *Indistar*, the LEA will continue to monitor and evaluate school and district practices and progress. The expectations we espouse now for sustaining school improvement practices will only be enhanced as schools begin to see improvements in student performance. Our commitment, however, is to hold the school accountable for implementing and monitoring substantive professional learning such as what will be provided by *Success for All (SFA)*. In addition to the accountability the Teachers Keys Evaluation System (TKES) will afford, we will conduct focus-walks, and review observation and focus walk data to determine the consistency of practices, strengths, and next steps.

Additionally, The *Success for All Foundation* (SFAF) will provide professional development which will enable Martin Luther King Jr. Elementary School and the LEA to build capacity to sustain the implemented strategies. Improved student achievement is the goal. Select leadership team members will receive additional training in the *Success for All (SFA)* coaching process, which will provide the skills needed to coach colleagues using a data-driven decision-making coaching model. *Success for All (SFA)* coaching will enable Martin Luther King Jr. Elementary School to build the capacity to sustain the whole-school reform model work. The level of professional learning gradually wanes during the five years of the grant. By the end of Year 4, Martin Luther King Jr. Elementary School will reevaluate and determine the level of support needed from *Success for All (SFA)*.

After the five year term of the grant has ended, Martin Luther King Jr. Elementary School will secure other funding sources to continue the processes and strategies used during the time with *Success for All (SFA)*. Funding sources may include Title I, Title IIA and other state/local funds and grants.

By the end of the SIG Cohort 5 award, the Parent/Family Involvement Team anticipates an increase in family and community engagement at Martin Luther King Jr. Elementary School. The work of the Parent/Family Involvement Team will be sustained and continued through the use of Title I Parental Involvement Funds.

The combination Schoolwide/School Improvement plans (already a district-wide requirement) will continue to include data and root cause analyses and goals and action steps that will sustain efforts including professional learning activities. The LEA will continue to have the support services provided by Academic Services, Federal Programs and Budget and Finance.

(11)
The *Success for All (SFA)* K–8 collaborative leadership system focuses energy in the school around continuously improving student achievement. School staff work together to set quarterly goals, select leverage points for improvement, measure progress, and celebrate successes. The *Leading for Success* component provides the framework for a collaborative leadership approach. Online data-management tools organize the information necessary for student success, and the online Member Center provides flexible access to this important information.

Success for All (SFA) is a collaborative leadership process that brings school staff together to focus everyone's efforts on success for every student. Together, staff members:
•   assess the current status,
•   set annual and quarterly goals for growth,
•   identify measurable targets for short-term improvement,
•   make a detailed action plan based on root causes and leverage points to ensure achievement of those targets, and
•   review progress quarterly, celebrate targets met, and then plan the actions to be taken.

The *Leading for Success* process is built around teams of staff members who take responsibility for different aspects of building school and student success.

Instructional component teams are convened to examine student progress and address the implementation quality for each of the academic components. Team members support one another to improve instruction and increase student learning.

Schoolwide Solutions teams are also created including those for attendance, intervention, parent and family involvement, cooperative culture *Getting Along Together program*, and community connections, focus on creating systems to support students, parents, and teachers. They design solutions to meet the needs of individual students.

Each of these teams makes a quarterly plan, meets regularly to put it in place, and reports progress to the entire school. Together they build a dynamic school culture that provides powerful instruction in every classroom and ensures that no student falls between the cracks.

Online Data Tools: Member Center

•   The *(SFA)* Member Center allows each teacher to have an ongoing record of students' progress to facilitate differentiated instruction, celebration of students' successes, and easy communications with parents. Data-management tools that link day-to-day classroom performance in reading with quarterly benchmarks make data easy to use for discussion and decision making throughout the year. The tool tracks the quality of students' spoken and written responses to questions related to the texts they read and their use of key reading-comprehension strategies. The reports address phonics skills, vocabulary development, and comprehension strategy use. Member Center reports produce summaries at the classroom, school, and district levels across grading periods.

Professional Development and Coaching

•   The *Success for All (SFA)* K–8 approach is supported by extensive professional development and job-embedded coaching that enables teachers and school leaders to make the most of *Success for All*'s research-proven approach.

•   Each *Success for All (SFA)* partner school in the United States is assigned an area manager in its region. Additionally, each school is assigned one or more point coaches who specialize in components of the program. These individuals are the school's first points of contact with *Success for All Foundation (SFAF)*, and they ensure that other supports are available as needed. The relationship with *Success for All Foundation (SFAF)* coaches is developed through topic-specific workshops, school visits, telephone conferences, e-mail, online resources, and online data sharing.

•   The school's *Success for All(SFA)* facilitator, Leading for Solutions coordinator, and district point staff receive additional training in the GREATER Coaching process, which provides the skills and practice to provide coaching to colleagues using a data-driven decision-making model. GREATER Coaching enables schools to build the internal capacity to sustain the whole-school reform model in later years, with minimal support from *Success for All (SFA)*.

•   The *Success for All Foundation (SFA*F) coaching network is comprised of more than one hundred former teachers, school leaders, principals, and superintendents. *Success for All Foundation (SFAF)* coaches monitor schools' reading-achievement data and work with school leaders to create schoolwide and individual-student achievement goals through achievement planning, data reviews, and program monitoring. These reviews serve the following two purposes:

1.   Establishing and measuring progress of annual goals beyond State assessments that the LEA will use to measure the success of the selected interventions that, if met, will result in the school meeting the annual student achievement goals on State assessments.

2.   Measuring progress on the leading indicators as defined in the final requirements (viz., 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; 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; distribution of teachers by performance level on an LEA's teacher evaluation system; and teacher attendance rate).

Schoolwide Support and Intervention Tools
Success for All's (SFA) research-proven strategies for solutions involve a cross section of the school's community working together in a problem-solving model that begins in the classroom and extends into the community. *Success for All (SFA)* helps schools establish a coordinated, proactive support network consisting of a core group of school leaders, teachers, parents, and support staff to address all barriers to individual students' success and to ensure that the school meets the targets set forth in its achievement plan. This network meets throughout the school year to discuss, monitor, and plan strategies to focus on issues such as parent involvement, attendance, school climate, behavior, and health.

The parent involvement team sets realistic expectations for reaching families, educating them on what is going on at the school, and creating opportunities to build partnerships to support learning.

Schoolwide Solutions teams design a schoolwide behavior-management plan based on the needs of each school. Data, including discipline referrals, suspension records, and teacher surveys, are used to assess behavior hot points and determine appropriate interventions for improvement. This approach includes:
- behavior-tracking mechanisms,
- proactive behavior management,
- behavior-management workshops, and
- end-of-year data reviews to update plans.

Getting Along Together is the *Success for All* Foundation's schoolwide social problem-solving curriculum. Implemented throughout the year, GAT includes literature-based lessons that:
- Introduce strategies for conflict resolution,
- Promote effective cooperative teamwork,
- And reward positive peer interactions.
  - Attendance
  - Community Connections
  - Structured individualized student interventions to help individual students who are identified as having difficulty.

Program Summaries
Cooperative learning is one of the most powerful tools teachers have in providing the level of engagement and academic and social support their students need to be successful. In the cooperative-learning classroom, all students benefit from the constant coaching, encouragement, and feedback of their peers. Teachers still initiate the learning process with fast-paced lessons, but after the initial instruction, more of the responsibility for learning rests on students and teams, allowing teachers to spend more time working with individuals and small groups of learners.

Research shows that cooperative learning provides opportunities for cognitive rehearsal, clarification, and re-teaching that have a positive effect on academic achievement. When students collaborate, they have an opportunity to discuss new concepts with someone close to their own level of understanding. They get to practice new ideas and ask questions in a small group before speaking to the whole class or finishing a written product. When students discuss and defend their ideas or solutions with teammates, they learn to think problems through, to support their own opinions, and to critically consider the opinions of others before coming to a conclusion. And they learn that, in the end, the responsibility for learning still rests with them.

The *Success for All (SFA)* K–8 curriculum emphasizes team goals that can only be achieved when all members of the team are learning and improving. The task is not only to do something as a team, but also to learn something as a team. Because individual students compare their scores only with their own past performance, every team member is able to contribute equally to the success of the team.

Differentiation and Grouping

In *Success for All (SFA)* K–8 schools, all teachers of grades 1–5 teach reading for ninety minutes at the same time each day. During this time, students move to reading classes in which every student is reading at one instructional level. Students are grouped across grades and across classes to allow this arrangement because increasing teacher-led instructional time and reducing seatwork increases students' progress in developing reading skills. Each grading period each student is placed in a reading class at his or her instructional level. Most students move to new reading levels every quarter, and many students who start at low reading levels catch up to grade-level performance within a year.

Getting Along Together
Getting Along Together is *Success for All's (SFA)* schoolwide social problem-solving program for elementary school. Through *Getting Along Together (GAT)*, students learn to use and master cognitive and interpersonal skills that create the foundation for academic and lifelong success. *Getting Along Together (GAT)* teaches students strategies to focus their thinking, manage their behavior, build positive social relationships, and understand and deal with their feelings—all in ways that support learning and life success.

KinderCorner is a comprehensive kindergarten program based on research indicating that young children learn best when material is delivered holistically rather than in isolation. Using a thematic approach to learning, *KinderCorner* addresses all key developmental domains for early learners. *KinderCorner* helps children make sense of the world around them, fostering the development of their language, literacy, math, interpersonal, and self-help skills and science and social studies concepts.
KinderCorner consists of thematic units that are designed to relate to children's lives, interests, and surroundings and introduce them to concepts that are then explored and reviewed through concrete, integrated, theme-related activities.
KinderCorner specifically targets language and literacy development through the discussion of thematic concepts to promote children's phonological awareness, phonemic awareness, and oral-language development. These activities include interactive story reading and storytelling, action songs and rhymes, and verbal guessing games. Each day, children choose from among Learning Labs and engage in reflection activities to promote their problem-solving skills. The literacy development emphasized through *KinderCorner* also includes the development of phonics and during the second half of the school year, a formal introduction to reading phonetically controlled text through *KinderRoots*.

KinderRoots provides kindergarten students with an introduction to reading, beginning halfway through the school year. Through structured lessons and Shared Stories, students are exposed to the use of sound blending and strategies for word recognition and text comprehension.

Reading Roots 4th Edition is a ninety-minute comprehensive program that targets the needs of beginning readers. It provides a strong base for successful reading through systematic phonics instruction supported by decodable stories, along with instruction in fluency and comprehension. *Reading Roots* also fosters

students' love of reading by providing rich literature experiences, extensive oral-language development, and thematically focused writing instruction. These objectives are embedded in a fast-paced, engaging, and highly effective instructional process. Students are assessed and regrouped according to their reading levels every quarter to ensure that they receive the most focused instruction.

Reading Roots is built around forty-eight lessons. Separated into four levels, it supports concept development in oral-language development, phonemic awareness, phonics, word skills, fluency, and writing. Second- and third-grade nonreaders can be regrouped into *Reading Roots* classes.

Extensive video vignettes and electronic materials for use on interactive whiteboards, computers with projectors, or DVDs include numerous presentations of letter sounds, sound blending, and vocabulary in addition to modeling of cooperative learning.

Reading Wings 4th Edition is a research-based reading curriculum that provides ninety-minute daily lessons and targets the needs of students reading on a second- through sixth-grade level who have successfully learned to decode but need to develop more sophisticated reading skills.

To ensure that students become proficient readers, *Reading Wings* uses *Success For All's* (SFA's) core instructional structures to target vocabulary development, reading comprehension, fluency, oral-language development, and written expression by providing students ample opportunities with both narrative and expository texts.

Targeted Treasure Hunts, a key component of the *Reading Wings* program, provide instruction focused on targeted reading skills and strategies. All the instruction accompanying each five- or six-day lesson cycle centers around a narrative or expository trade book or basal selection, allowing for background building, topic-specific and technical vocabulary development, utilization of targeted skills, team discussion, relevant writing activities, and assessment.

Reading Wings further supports reading comprehension through the *Savvy Reader.* The Savvy *Reader* provides intensive, engaging introductions to each of the four core comprehension strategies—clarifying, questioning, predicting, and summarizing. Additional *Savvy Reader* lessons provide comprehension-strategy instruction throughout the year, and this instruction is reinforced through Targeted Treasure Hunts.
Video vignettes for use on interactive whiteboards or other electronic formats include compelling introductions to novels and expository texts, modeling of advanced reading and writing strategies, and modeling of cooperative learning.

(12)

Monitor and evaluate progress	
a. Annual goals for student achievement on the State's assessments in both reading/ELA and math	- Leadership team meetings agenda items that are aligned with items a, b and c.
b. Leading indicators	- Ongoing review of data (formative assessment, unit assessments and
Number of minutes within the school year;	

Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;	Lexile/reading progress) - communication sent to stakeholders discussing progress of the work
Student attendance rate;	- Weekly desk – monitoring of Indistar school improvement tasks
Discipline incidents;	- Adherence to the GADOE status review / monitoring (LEA and SEA) schedule
Truants/Chronic absenteeism rate;	- SIG team meetings
Distribution of teachers by performance level on the Georgia Teacher Keys Evaluation System; and	- Monthly fiscal budget meetings - SIG team onsite visits
Teacher attendance rate	- Conference calls and face to face updates with *Success for All*
c. Implementation of interventions	- Superintendent's Cabinet and School Board update
	- We are exploring two options for computer based assessment tools for grades K-2.
	OPTION 1: Success for All (SFA) uses highly engaging and proven effective computer assisted tools to provide assessments and focused support to students through small group tutoring (Tier 2) and one-on-one (Tier 3) sessions. The tutoring programs provide 20 minutes of intense, complete daily instruction that directly supports what the child is learning in class.
	OPTION 2: Measures of Academic Progress (MAP) is a computer adaptive test which creates a unique set of test questions based on responses to previous questions. The primary grades are administered MAP for Primary Grades (MPG) test for grades K-2 in reading and mathematics. Most schools give the MAP assessment at the beginning, middle, and end of the school year. MAP provides crucial early childhood data and essential information about what each student knows and is ready to learn. The LEA and the school's leadership team will vet the viability of offering K-2 students a computer based assessment that provides progress monitoring data to guide instructional practices and indicate grade level readiness aligned to state standards. The assessment resources and training may be purchased with Title I funds. The cost for MAP is included in the SIG budget proposal for Martin Luther King Jr. Elementary School,

	however, during the pre-implementation year, the LEA will review data and explore the features of MAP to determine if it is a fit for the school and LEA.

The SIG program coordinator and LEA SIG point of contact will incorporate support and monitoring for the future SIG schools similar to the support being provided to the current Cohort 4 SIG schools plus additional layers of support. The structure of support for the future SIG school will include: a 49% school – based SIG program coordinator, weekly visits by the LEA SIG point of contact during the first two months of school year to ensure completion of SIG-funded staffing, training of key SIG staff including the SIG school-based program coordinator, review of the professional learning schedule, duties and responsibilities of the administration and leadership team, LEA and SFA. The GADOE status review/monitoring schedule, in addition to a bi-weekly desk-monitoring of Indistar to review coaching comments and the status of tasks, monthly monitoring meetings at the school will include SIG team members, school administration, and available GADOE staff. Monthly monitoring of SIG-Priority school indicators will allow the SIG team to support the school's efforts to fulfill its goals and objectives to improve student achievement and teacher practice. The SIG program coordinator will provide timely programmatic and fiscal guidance in accordance with the SIG 1003(g) requirements. Fiscal meetings with the SIG Program coordinator and LEA point of contact, LEA fiscal/budget analyst, principal, school improvement specialist, and SIG account specialist will be conducted monthly to review the status of the SIG budget, orders, and purchasing timelines to meet expenditure timelines. Teachers will be trained to review / analyze the data at the standards' level.

(13)

The LEA has established protocols for all external providers (including a clear scope of work) that are reviewed prior to an agreed upon plan for the work. If approved, the district will work with Success for All to develop a Memorandum of Understanding for the work that will be done at Martin Luther King Jr. Elementary school in Dougherty County Schools System. The agreement will be signed by all parties. In addition, monthly meetings are an expectation for the first three years of the grant. Quarterly meetings will be held for the last two years of the grant. This external provider will be expected to submit data-based quarterly reports.

(14)

Proposed activities to be carried out during the pre-implementation period			
Activities	Timeline	SFA Cost	LEA/School Cost
Leading for Success Kick-off for School Leaders (1 day) – Leadership team	Fall 2016	$2,250	Substitutes $1,470
Solutions Introduction for School Leaders (2 days) – Solutions team	Fall 2016	$4,500	Substitutes $1,960

Staff responsible for increasing school attendance, enhancing parent involvement, managing student interventions, and creating community engagement will be provided with workshops to develop the School-wide Solutions program for the school			
Overview with Getting Along Together training (1 day) – Full staff The entire staff will be introduced to the full program and also be trained to implement the Getting Along Together social problem-solving curriculum during the program overview.	Fall 2016	$2,250	Stipends $10,428
Materials for Leading for Success, Solutions, and Getting Along Together	Fall 2016	$9,817.50	
Access granted to Member Center Teachers and school leaders will have access to webinars, tutorials, instructional resources, and members of the *Success for All* Foundation community for implementation support.	Fall 2016	$1,000	
Onsite coaching and support visits (number of days depends on size of the school)	Winter/Spring 2017	8 days $18,000	Additional 3 days $7,500

Success for All coaches will visit throughout the year to assist with the interpretation of available assessment data, help to get SFA leadership structures (Leading for Success and Solutions) in place, and plan for the upcoming school-year reading implementation.			
Materials for Getting Along Together, implementing reading curriculum (grades 1-5)	May/June 2017	$78,473	

New Leaders Institute attendance by principal, facilitator, and solutions coordinator (5 days) plus additional school leadership team and district personnel. Principal and select leadership team members visit with current SFA schools.	July 2017 November 2016	$2,475	$20,000	
Program Overview for all staff (1 day)	July or August 2017		Stipends $13,164	
KinderCorner Program Introduction (kindergarten teachers) (2 days) These program-introduction workshops will present the school-wide structures and instructional processes with an emphasis on preparing teachers to use the *Success for All* instructional tools and classroom materials.	July or August 2017	$4,400	Stipends $4,632	
Reading Roots Program Introduction (first-grade reading level teachers) (2 days) These program-introduction workshops will present the school-wide structures and instructional processes with an emphasis on preparing teachers to use the *Success for All* instructional tools and classroom materials.	July or August 2017	$4,400	Stipends $2,976	

Reading Wings Program Introduction (second-fifth grade reading levels for elementary-age students) (2 days) These program-introduction workshops will present the school-wide structures and instructional processes with an emphasis on preparing teachers to use the *Success for All* instructional tools and classroom materials.	July or August 2017	$4,400	Stipends $10,200
Tutoring training for tutors (1 day) Tutoring training will be provided to any staff who will offer tutoring services.	July or August 2017 (can also occur in September if needed)		Stipends $408
Onsite coaching and support visits (the number of days will depend upon the size of the staff)	September 2017	1 day $2,200	
Stipends: Extended School Improvement PL. 50 faculty x 5 months x 3 hrs./mth (up to $25.50/hr.) Bi-monthly professional learning laser focused on literacy and student achievement	November 2016 – August 2017		Stipends $19,125
Summer School 2017	Summer 2017		$43,400
Math/Numeracy Coach Provide math PL and support to teachers	Hire December 2016		$43,334
Planning Saturdays for teachers. Additional planning time outside of the week to foster collaborative planning and reflection.	December 2016		$7,650

SIG Account Specialist to manage the volume of ordering, labeling, and disbursing of SIG-funded resources and to maintain an accurate inventory.	Hire December 2016		$22,500
The hexagon tool was used to do a general review of the *Success for All* model with select leaders. A more thorough review of the tool will be done during the pre-implementation period to determine how best to fine tune and carry out the activities referenced above.			

(15)
N/A

(16)
The chosen model, *Success for All* (SFA) has a proven success record in improving student achievement in schools across the country. This data indicates that it is an effective, whole-school reform model. As part of the proposed implementation process, LEA and school officials will visit a *Success for All* School with similar demographics to experience (first hand) what the reform model looks like.   In addition, the ongoing partnership with the *Success for All* Foundation to provide continuous leadership/implementation coaching and teacher professional development would ensure the successful implementation, the building of capacity in the building to sustain practice after the grant expires. See response to #10 for additional information related to sustainability.

(17)
N/A

(18)
The following is a detailed timeline of steps the LEA and school will take to ensure the selected intervention is implemented smoothly, efficiently and with fidelity:

Time Frame	Steps/Tasks	Responsible/Participating Parties
October 2016 (Twice)	Meeting and training of SIG team Processes, roles, monitoring and responsibilities.	SIG team
November 2016	Education sessions for all stakeholders including alignment of all school improvement work	School leadership team
November – December 2016	Visit a comparable school currently implementing *Success for All*	School Administrative Team LEA Support Team Members
January- February 2017	Pre Implementation Professional Development & Data Digs	School Administrative Team LEA Support Team Members

March – April 2017	HQ "Hiring Bonanza"	School Leadership Team with support of LEA HR Department
May – June 2017	Staff Professional Development *"Success for All"*	School Leadership Team LEA & *"Success for All"* Support
	Begin Preparations for Kick Off/Parent Orientation	School Leadership Team
July 2017	Administrative & Teacher Professional Development	School Leadership Team LEA & *"Success for All"* Support
	Continue Preparations for Kick Off/Parent Orientation	School Leadership Team
	Develop Student/Teacher Schedules	School Leadership Team
August 2017	*"Success for All"* Kickoff	School Leadership Team

In addition, review information included in the first year implementation plan. (#14)

(19)
N/A

(20)
N/A

(21)
The Human Resources Department currently has an Interim director and personnel coordinator who have actively participated in university and various local and state job fairs to recruit highly qualified teachers. The LEA offers recruitment and retention bonuses to teachers who are highly qualified, certified in critical needs areas, and are willing to teach in a Priority or Focus school. The Human Resources and Title II-A directors collaborate to ensure an organized annual process of monitoring the Hi-Q status of all teachers. April 2016, the district held its Job Fair which provided an opportunity for schools to have all vacancies filled before the beginning of the school year. We anticipate a similar event Spring 2017. Recently the Human Resources Director, Title IIA Director and current SIG Program Manager met to review teacher bonuses and endorsements as they relate to all teachers. The fact that the HR Director is a part of the SIG team will help support efforts for recruitment and selection. The Turnaround Leader competencies could be embedded in the interview questions used when interviewing new staff for the SIG school. Another possibility is to use the clusters with the leadership team and the SIG team. This is year two as a Priority school and the leadership team can benefit from understanding the competencies.

(22)
DCSS provides tiered support to all schools in the system. This tiered support system is included in the LEAs processes and protocols. The basic level of support that all schools receive include the basic level of resources (both tangible and human resources) necessary to operate successfully and maintain adequate levels of student achievement. Support includes but is not limited to a general school budget, written curriculum and policies with ample support resources, a team of content and program coordinators, directors and managers at their disposal to lend expertise and guide decision making.
Lower performing schools (i.e. Title and SIG, Priority, focus and opportunity schools) receive support that is more frequent and higher intensity. In addition to monthly meetings with the Georgia Department of Education

and the South West Georgia RESA staff, these schools are also assigned both a Curriculum point of contact and a Title 1 Specialist who serves as a point of contact and attends Leadership Meetings and/or meets with the school's leadership on a more frequent basis. The SIG Program coordinator and LEA SIG point of contact will add an additional layer of support to SIG/Priority schools. A critical component of these interchanges is a deep, ongoing data analysis so that immediate adjustments are made to maximize student growth.

The School Improvement Grant Team has been established and will provide an additional level of support as the prospective grantee begins the implementation of the selected model and/or selected strategies. In the selection of the team, we have ensured the inclusion of both the LEA's Director of Human Resources and Federal Programs.

The strength and evolving capacity of the LEA to provide support to Martin Luther King Jr. Elementary School is evident when the following are considered:
•   Seasoned Superintendent's cabinet and School Board who experienced the SIG 1003 (g) work in the district
•   Three of the four high school principals have first-hand experience with the school improvement work and guidelines associated with SIG 1003 (g).
•   The School Improvement Specialist in the first SIG 1003 (g) school and the two School Improvement Specialists in the current cohort 4 schools.
•   Two SIG account Specialists in the current cohort 4 schools.
•   The SIG Program Manager who recently retired June 30, 2016, however, still provides a layer of support to the district.
•   The Director of Curriculum and Instruction who provided support to SIG 1003 (g) schools in a previous district.
•   The Coordinator of Instructional Improvement who worked with the GADOE, School and District Effectiveness, providing both program and SIG 1003 (a) budget support to schools and districts.
•   The current SIG Program Manager who worked with the GADOE, School and District Effectiveness, providing both program and SIG 1003 (a) budget support to schools and districts.
•   Team of curriculum content coordinators with previous experiences that include but are not limited to elementary teacher, teacher at a SIG school, curriculum director and instructional specialist.
•   GADOE School and District team that has provided support to the LEA and schools.
The LEA has a myriad of human capital and the capacity to support Martin Luther King Jr. Elementary School. Our work, as the LEA is to organize our SIG LEA team to leverage the experiences and expertise referenced above. The LEA has already initiated planning and discussing the structures that will be necessary to support Martin Luther King Jr. Elementary school and how that support provided would look and be different from the cohort 4 support.

A significant part of the work this year (Cohort 4 and possibly Cohort 5) for the SIG team (district and school) is developing common understanding of the SIG work and building a support team that incorporates all of the experiences and expertise referenced above. The Turnaround Leaders Competencies, data analysis and the SIG non-negotiables will be critical elements of this work.

(23)

The LEA has participated in two previous cohorts of the 1003(g) funding. The benefits from some of the initiatives and work in the two current 1003(g) participating schools have been motivation to replicate some of the work and its initiatives at the elementary level.

We are confident that this funding would heighten the improvements and gains already seen through the work of the principal and school leadership team. The LEA determined that the whole school reform work at Martin Luther King Jr. will be intense and will require laser-focused support and collaboration to see the changes that are expected. The desire is to design and streamline the right work. The LEA nor SEA has worked with *Success for All* as the reform model for a SIG school: this will be new work for all parties involved.

The LEA did not apply for funding for the other eligible Priority school because of the aforementioned reason.

In addition, Albany High School has benefited from 1003(g) funding in a previous cohort.

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 <u>proposed</u> 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.

LEA Proposing a Planning Year for One or More Schools						

LEA PROJECTED BUDGET: (Dougherty County School System)

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
Martin Luther King Jr. Elementary School	$480,057	$816,247	$807,594	$748,271	$726,048	**$3,578,217**
Total Budget:	$480,057	$816,247	$807,594	$748,271	$726,048	**$3,578,217**

5 Year Proposed Budget Narrative					
	Year 1	Year 2	Year 3	Year 4	Year 5
Enrichment and Remediation The grant provides opportunities for increased learning time for students.					
Summer School teachers (10 teachers x 7hrs x 20 days @ $31) Each summer, students will participate in extended learning opportunities (120 student hours) including remediation and enrichment opportunities. Teachers will be paid to plan and facilitate engaging, meaningful opportunities for students.	X	X	X	X	X
After-School Remediation/Tutoring 6 Teachers @ $25.50 x 3 hrs. (36 weeks) During the week, students will participate in extended learning opportunities (108 student hours) including remediation and enrichment opportunities		X	X	X	X
Stipends *Success for All* implementation will require Saturday PL dates. Teachers will be compensated for participation and attendance. In addition, the math coach will be required to attend professional learning (other PL) and will be compensated for attending math sessions scheduled outside contracted hours.					
Stipends: Extended School Improvement PL. 50 faculty x 5 months x 3 hrs/mth (up to $31/hr) for year 1, 50 faculty x 10 months for years 2-5. Bimonthly meetings with the principal and staff to keep everyone involved in the work. In addition, to leadership team meetings and	X	X	X	X	X

ongoing communication with *Success for All* staff, these meetings will serve as fidelity checks throughout the life of the grant.					
Stipends: Planning Saturdays for Teachers/Benefits: 20 Teachers x 3 Hours x 5 Saturdays (up to $31/hour); 4 Paras up to $15/hr (5 Saturdays, year 1) (20 Saturdays, years 2 – 5) Additional planning time outside of the week to foster collaborative planning and reflection.	X	X	X	X	X
Stipends: Overview with Getting Along Together training (1 day Saturday) – Full staff (37 teachers x 8hours @ $25.50) All staff will attend an overview of the non-academic emotional – social component of *Success for All*. Since the training will be held on a Saturday, teachers will receive a stipend for attendance and participation.	X				
Stipends: Overview with Getting Along Together training (1 day Saturday) – Full staff (20 support staff x 8hours @ $18) All support staff will attend an overview of the non-academic emotional – social component of *Success for All*. Since the training will be held on a Saturday, teachers will receive a stipend for attendance and participation.	X				
Stipends: KinderCorner Program Introduction (kindergarten teachers) (2 days) 9 teachers x 8hrs up to $25.50 (+4 paras included)	X				
Stipends: Reading Roots Program Introduction (first-grade reading level teachers) (2 days) 7 teachers x 8hrs up to $25.50 (+ 1 para included)	X				
Stipends: Reading Wings Program Introduction (second-fifth grade reading levels for elementary-age students) (2 days) 25 teachers x 8hrs @$25.50	X				
Stipends: Tutoring training for tutors (1 day) 2 teachers x 8hrs @$25.50 Training for teachers who will provide early intervention support for students who demonstrate a need for additional help.	X				
Stipends: KinderCorner Program refresher (kindergarten teachers) (1 day) 9 teachers x 8hrs up to $25.50 (+4 paras included)		X	X	X	X
Stipends: Reading Roots Program refresher (first-grade reading level teachers) (1 day) 7 teachers x 8hrs up to $25.50 (+ 1 para included)		X	X	X	X
Stipends: Reading Wings Program refresher (second-fifth grade reading levels for elementary-age students) (1 day 25 teachers x 8hrs @$25.50		X	X	X	X
Stipends: Writing from the Heart training (1st and 2nd grade teachers) (1 day) 15 teachers x 8hrs up to $25.50 (+4 paras included) Curriculum to involve students in the writing process			X		X
Stipends: Writing Wings training (3rd, 4th and 5th grade teachers) (1 day) 16 teachers x 8hrs up to $25.50 (+ 1 para included)			X		X
Professional Learning (PL) Substitutes *Success for All* implementation PL may occur during the day. Substitutes will be required for teachers. In addition, there are other district and state related PL that teachers will be required to attend.					

Other PL Substitutes As other professional learning opportunities present themselves, teachers will have support for their ongoing professional growth. Examples would be professional learning related to the new Science and Social Studies GSE which will go in effect SY 2017-2018 or new assessments for K-2 learners.	X	X	X	X	X
Solutions Introduction for School Leaders (2 days) – 10 teachers Solutions team (PL substitute $98) A small group of staff responsible for increasing school attendance, enhancing parent involvement, managing student interventions, and creating community engagement will be provided with workshops to develop the school-wide solutions program for the school.	X				
Leading for Success Kick-off for School Leaders (1 day) – Leadership team 15 teachers (PL substitute $98) The leadership team will participate in the Leading for Success planning kickoff meeting. This session will be held during the day. The school will provide substitutes for the leaders in the building.	X				
Positions There are positions that will support implementation of the *Success for All* model, while other positions will support the overall administration of the grant.					
Math / Numeracy Coach. Provide math PL and support to teachers since math continues to be a challenge to our students.	X	X	X	X	X
SIG technical and Administrative PL Support The LEA has access to expertise in the district that during the term of the grant, professionals will be asked to provide support over and beyond their current scope and hours of responsibilities. Cohort 5 funds will be used to compensate select professionals who provide support including but not limited to school improvement, Indistar, Consolidated Application, fiscal management and bookkeeping.	X	X	X	X	X
SIG Accounts Specialist (split – funded) to manage the volume of ordering, labeling, and disbursing of SIG-funded resources and to maintain an accurate inventory. The assistant will develop a filing system to maintain and organize the extensive professional learning and increased learning time documentation including: Agendas, sign-in sheets, meeting summaries and timesheets. This position will work closely with the principal, school improvement specialist, LEA SIG fiscal analyst, SIG program coordinator and LEA SIG point of contact to ensure accurate recordkeeping of SIG-funded activities.	X	X	X	X	X
SIG Program Coordinator (49%) to ensure continuous administration and monitoring of the SIG-Priority school. In addition, the SIG Program Coordinator will work closely with the external provider(s).	X	X	X	X	X
Reading Specialist, "as a teacher, the reading specialist is responsible for providing direct instruction to students, individually or in small groups, to enable students to develop literacy skills. As a literacy leader, the position is responsible for implementing a comprehensive literacy program at the assigned school through		X	X	X	X

coaching, supporting, and guiding teachers in best practices for literacy instruction." Source: VBCPS K-5 Reading Specialist position					
Incentives Grant guidelines support incentives for teachers and staff working with a SIG/Priority school.					
One-Time Signing Bonus: Up to 8 Teachers x $1500 To attract teachers in critical needs areas to this Priority school. Bonuses for 2016-2017 will be paid during the 17-18 school year.		X	X	X	X
Incentives/Rewards: Principal $5000 Reward student achievement gains and increased reading levels; Reward TKES, LKES.		X	X	X	X
Bonus for completion of math, reading, and gifted endorsement programs 10 teachers for years 2-5: 10 x $1,000 Year 1, 5 teachers @ $1,000	X	X	X	X	X
Math and ELA curriculum and assessment support based on LEA curriculum audit					
Curriculum and assessment support		X	X	X	X
Measures of academic progress (MAP)/MAP for primary grades (MPG)		X	X	X	X
SFA Support This Evidence-based whole school reform model will be implemented with fidelity at the school.					
SFA Consultant Work	X	X	X	X	X
Additional support and monitoring by SFA consultant (3-10 days)	X	X	X	X	X
Success for All Professional Learning Conference for Leaders (include additional members from the leadership team and district leaders)	X	X	X	X	X
Laptops/Software/Supplies Additional support for students, parents and teachers					
Laptop carts with monitors for student and family engagement	X				
School check – in equipment / software to expedite student check-in and support greater attendance accountability	X				
PL supplies including data room supplies	X	X	X	X	X
Transportation Costs					
Transportation for summer school and parents	X	X	X	X	X
Fuel costs for summer school, after school remediation and student incentive trip	X	X	X	X	X
Student incentive trip (1 per year)		X	X	X	X
Other costs					
Indirect Costs	X	X	X	X	X
State Audit Costs			X	X	X
Benefits	X	X	X	X	X

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:

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.

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

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

LEA Name: Dougherty County School System

School Name: Martin Luther King Jr. Elementary School

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.

Rationale:

The LEA and school conducted a comprehensive needs assessment (CNA). Based on the root cause analyses of the data, the following needs were identified:

•Literacy

•Poverty (community)

•Professional Learning and teachers' levels of readiness to address needs of students

•Monitoring of the work

•Support infrastructure including communication and processes

As we reviewed the models and how each addressed the identified needs of the school, the evidence-based whole school reform model Success for All was the model that best addressed our needs.

•The DCSS was approved by the State Board of Education to become a charter system in 2016. This designation will create opportunities for autonomous flexibility at the school level for all schools. Our schools will have more freedom to innovate, exercise local school governance and gain broad community support to improve student achievement. It is the goal

of the DCSS to provide resources, information and tools to help the public understand and support the LEA's implementation of its charter.

•The LEA has learned many lessons from the three schools in the district that have received SIG 1003(g) funding. Lessons include but are not limited to the efficient/effective use of additional funding to truly support teachers and students. The LEA has begun the development of protocols and processes to ensure fidelity of implementation and monitoring. An example that references two of the needs (monitoring and support infrastructure) identified during the needs assessment is the recent creation of the process for budget and program updates. This protocol not only responds to the SEAs goal to have districts meet the spending milestones, but it also creates opportunities for ongoing, collaborative, structured conversations about the work and student needs in our current SIG schools. We have seen first-hand that these conversations have already included the school, LEA and GADOE SES. The hope is that this small tweak in the work will lead to long term results for staff and students, when sustained. (Restated in the grant)

•Thus, there is a new governance structure, and the school has demonstrated growth (refer to CNA data) under the leadership of the current principal. The school has a full day kindergarten program. These realities did not make the choices of Turnaround, Restart, School Closure, Transformation, or Early Learning Model an option. The goal was to find a model that would allow for laser-focused opportunity to address the identified needs of literacy and poverty (community). (Restated in the grant)

•While the state-determined model of Community-Based Vertical Approach Model does have a focus on family and community, which is a need identified in the CNA, this model does not seem appropriate for an elementary school – it feeds into middle and high schools.

•As we eliminated the options above, this led the team to review from multiple perspectives the evidence-based whole school reform model. We were directed to select from the models reviewed and identified by the US Department of Education: ISA (Institute for Student Achievement), SFA (Success for All), Positive Action Strategy, and Small Schools of Choice. Both ISA and Small Schools of Choice are for high schools which eliminated those models for our elementary school. When comparing Positive Action Strategy with the identified needs of the school, there was a lack of specific literacy components such as phonemic awareness, phonics, and vocabulary development which are critical needs identified by the data, the students at Martin Luther King Jr. Elementary School.

•The chart on page 13 reiterates and summarizes the match between the identified needs of the school and the evidence-based whole school reform model Success for All. (Reference the chart located in response to number 3, page 13)

In addition, at Martin Luther King Jr. Elementary School, students struggle in ELA/reading and with appropriate behavior, at times. This combination impacts overall student achievement. This evidence – based reform model considers the social- emotional (non-

academic) and the academic needs of children. This integrated approach is necessary when poverty is a variable which also impacts overall student achievement.

This is the principal's first year as a principal at a school with a Priority designation.

Academic achievement of the feeder middle school (designated as an opportunity school) and high school (currently designated as a SIG/Priority school) suggest a critical need to address academic and non-academic foundations at the elementary level to ultimately change the learning trajectory for students.

Actions:

The integrated components of the SFA's whole school reform model will support Martin Luther King Jr. Elementary School through the following actions:
- strengthen the current principal's ability to affectively lead this challenging Priority school
- provide ongoing, systematic, data-driven professional learning for the principal and staff
- address school wide social-emotional causes for behavior and attendance
- strengthen the role of family and community
- implement SFA's research-based reading programs to significantly increase achievement in reading.

In addition, together, staff members:
- assess the current status,
- set annual and quarterly goals for growth,
- identify measurable targets for short-term improvement,
- make a detailed action plan based on root causes and leverage points to ensure achievement of those targets, and
- review progress quarterly, celebrate targets met, and then plan the actions to be taken.

The SFA provider and the LEA/school will be responsible for implementation of the SFA requirements.

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.

Success for All is designed to improve student achievement and is intended to be implemented for all students in a school. It provides the materials, software, and extensive professional development needed to help teachers in Title I schools, affected by high poverty. Some strategies used are as follow:
• Active, language-focused teaching in kindergarten to build school skills, oral language, and phonemic awareness.

• Beginning reading instruction in kindergarten and first grade, emphasizing systematic phonics, vocabulary, fluency, and comprehension, with children frequently working in pairs.

• Comprehension-focused instruction in grades 2 and above in which students work in four member teams to help each other learn and use comprehension strategies.

• Small group and one-to-one computer-assisted tutoring for struggling readers.

• Family literacy programs to engage parents in support of student reading and involvement of parents to solve problems such as poor attendance, need for vision and hearing screening, and social services.

• Schoolwide reading assessments to track student progress. Formal assessments will be given quarterly, with informal assessments given with more frequency.

• Schoolwide data-driven leadership structures to help all teachers constantly improve their skills and make the whole school more effective.

• Extensive professional learning to promote effective implementation, coaching to improve teachers' skills in teaching reading and sharing of best practices between schools. Within the *Success for All* Model, the following elements are addressed:

Actions

• **School Leadership**- Principals are provided with a week-long professional development program with other principals using the model, in the beginning of the program. As they continue to use the model, principals are provided with an SFA coach, as a mentor. The principal will participate in an annual 3-day conference, with sessions focused on the principal's role as leader. An experienced teacher also receives extensive leadership training from SFA, along with coaching, mentoring, and networking opportunities with other SFA coaches. The principal and experienced teacher will form teams of teachers to provide distributed leadership. Typical teams will have a focus such as early childhood, beginning reading, upper elementary reading, parent issues, struggling readers and special education; and English learners. These teams meet regularly to review data, determine problems, create plans, and monitor the implementation of the plans.

• **Teaching and Learning** in at least one full academic content area (including professional learning for educators). *Success for All* provides professional learning for all staff in the school, focused on teaching and learning in reading. Conferences are provided offsite for the principal and facilitator. Initial training, year one, focuses on big ideas and procedures, with many simulations of classroom reading strategies. After that, teachers participate in regular coaching sessions with SFA coaches working with the school.

• **Student non-academic support.**
Getting Along Together (GAT-2) SFA provides a program created to build students self-control, listening, cooperation, interpersonal problem solving, empathy, anger management, and patience. Each of these skills is presented in books and videos, with students having an opportunity to act them out.
Parent involvement in problem behaviors. SFA engages parents as partners for creating positive behaviors. This may take the form of parent workshops, good news reports, and "walking school bus" strategies to round up children to ensure on-time attendance.

• **Family and Community Involvement**

Raising Reader is a program to show parents ways of reading to and with their children and discussing books. Parents then turn to their children to practice the strategies. Chips and Chapters can be used with older students.

Second Cup of Coffee is a program designed as a way to encourage parents to come into the building to talk with a staff member about what is on their mind.

Home-Based Reinforcement- Parents are encouraged to do something positive with their student if they bring home a good news report.

Community Engagement- When possible, local clubs, churches, and individuals are invited to participate in the school. They can be used as volunteers to read, listen, or teach singing or sports after school.

Community agencies are called on to help with health and social or mental services.

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.

In a series of studies involving more than 6,000 students in high poverty schools over ten years, students in SFA schools were, on average, a full grade level ahead of students in similar control schools by the fifth grade. This difference was maintained during middle school even though the intervention was finished (Borman and Hewes, 2002).

The aforementioned statement summarizes why the LEA determined that this model was the most appropriate for the LEA, school and students. The LEA examined the approved models to find a model that had documented evidence of success with a student demographic similar to that of Martin Luther King Jr. Elementary School. *Success for All (SFA)* was ultimately selected as the external provider because the interventions provided by *Success for All (SFA)* most closely aligned with the school's needs and goals. The *Success for All (SFA)* model allows for all stakeholders to be involved in a holistic manner in support of the success of every child. Through this model, we will engage not only the students, but our community, families, principal, teachers, LEA and staff. This Whole-School Reform model, *Success For All* enables the school to meet social, emotional (non-academic), and educational needs of all students attending this school designated as Priority. In addition, aligned to the LEA's literacy focus, *Success for All* will allow Martin Luther King Jr. Elementary School to make "literacy the centerpiece of school reform." Our vision is to see a more prepared 9th grade student at Monroe High School which is currently a cohort 4 SIG/Priority school.

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

Proposed activities to be carried out during the pre-implementation period			
Activities	Timeline	SFA Cost	LEA/School Cost
Leading for Success Kick-off for School Leaders (1 day) – Leadership team	Fall 2016	$2,250	Substitutes $1,470
Solutions Introduction for School Leaders (2 days) – Solutions team Staff responsible for increasing school attendance, enhancing parent involvement, managing student interventions, and creating community engagement will be provided with workshops to develop the School-wide Solutions program for the school	Fall 2016	$4,500	Substitutes $1,960
Overview with Getting Along Together training (1 day) – Full staff The entire staff will be introduced to the full program and also be trained to implement the Getting Along Together social problem-solving curriculum during the program overview.	Fall 2016	$2,250	Stipends $10,428
Materials for Leading for Success, Solutions, and Getting Along Together	Fall 2016	$9,817.50	
Access granted to Member Center Teachers and school leaders will have access	Fall 2016	$1,000	

to webinars, tutorials, instructional resources, and members of the *Success for All* Foundation community for implementation support.			
Onsite coaching and support visits (number of days depends on size of the school) *Success for All* coaches will visit throughout the year to assist with the interpretation of available assessment data, help to get SFA leadership structures (Leading for Success and Solutions) in place, and plan for the upcoming school-year reading implementation.	Winter/Spring 2017	8 days $18,000	Additional 3 days $7,500
Materials for Getting Along Together, implementing reading curriculum (grades 1-5)	May/June 2017	$78,473	

New Leaders Institute attendance by principal, facilitator, and solutions coordinator (5 days) plus additional school leadership team and district personnel.	July 2017	$2,475	$25,000
Principal and select leadership team members visit with current SFA schools.	November 2016		
Program Overview for all staff (1 day)	July or August 2017		Stipends $13,164

KinderCorner Program Introduction (kindergarten teachers) (2 days) These program-introduction workshops will present the school-wide structures and instructional processes with an emphasis on preparing teachers to use the *Success for All* instructional tools and classroom materials.	July or August 2017	$4,400	Stipends $4,632
Reading Roots Program Introduction (first-grade reading level teachers) (2 days) These program-introduction workshops will present the school-wide structures and instructional processes with an emphasis on preparing teachers to use the *Success for All* instructional tools and classroom materials.	July or August 2017	$4,400	Stipends $2,976
Reading Wings Program Introduction (second-fifth grade reading levels for elementary-age students) (2 days) These program-introduction workshops will present the school-wide structures and instructional processes with an emphasis on preparing teachers to use the *Success for All* instructional tools and classroom materials.	July or August 2017	$4,400	Stipends $10,200

Tutoring training for tutors (1 day) Tutoring training will be provided to any staff who will offer tutoring services.	July or August 2017 (can also occur in September if needed)		Stipends $408
Onsite coaching and support visits (the number of days will depend upon the size of the staff)	September 2017	1 day $2,200	
Stipends: Extended School Improvement PL. 50 faculty x 10 months x 3 hrs/mth (up to $31/hr) Bi-monthly professional learning laser focused on literacy and student achievement	November 2016 – August 2017		Stipends $19,125
Summer School 2017	Summer 2017		$43,400
Math/Numeracy Coach Provide math PL and support to teachers	Hire December 2016		$43,334
Planning Saturdays for teachers. Additional planning time outside of the week to foster collaborative planning and reflection.	December 2016		$7,650
SIG Account Specialist to manage the volume of ordering, labeling, and disbursing of SIG-funded resources and to maintain an accurate inventory.	Hire December 2016		$22,500

The hexagon tool was used to do a general review of the *Success for All* model with select leaders. A more thorough review of the tool will be done during the pre-implementation period to determine how best to fine tune and carry out the activities referenced above.

C. Align additional resources with the interventions.

The following district resources are aligned with the Whole School Reform Model: *Success for All:*
- STAR Early Literacy and Reading
- Accelerated Reader
- PBIS
- IReady math screener
- Number Talks, year one implementation
- One to one technology, year two implementation

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

The LEA has committed to ensuring the success of Martin Luther King Jr. Elementary School's implementation of the Whole School Reform Model: *Success for All*. As such, no district practices or policies will need to be modified.

E. Sustain the reform after the funding period ends.

Actions: Sustainability conversations occur monthly in Dougherty County Schools. As we are working through year three of the grant at our SIG Cohort 4 schools, our sustainability plan will be similar for Martin Luther King Jr. Elementary School.

Math Coach: Title I funds will be used to sustain the positions after the grant period ends.

Reading Specialist: Additional funding will be secured to sustain the position after the grant period ends.

SIG Accounts Specialist: The position will not be needed after the grant period ends.

SIG Program Coordinator: The position will not be needed after the grant period ends.

Signing Bonuses: The SIG-funded bonuses will not be sustained after the grant ends; however, the LEA will sustain its current signing bonuses for teachers of critical content areas at Priority and Focus schools.

After School Remediation and Enrichment Time: Title I funds will be available to compensate teachers for providing students with additional instructional support outside the school day.

Additionally, The Success for All Foundation (SFAF) will provide professional development which will enable Martin Luther King Jr. Elementary School and the LEA to build capacity to sustain the implemented strategies. Improved student achievement is the goal. Select leadership team members will receive additional training in the Success for All (SFA)

coaching process, which will provide the skills needed to coach colleagues using a data-driven decision-making coaching model. Success for All (SFA) coaching will enable Martin Luther King Jr. Elementary School to build the capacity to sustain the whole-school reform model work. The level of professional learning gradually wanes during the five years of the grant. By the end of Year 4, Martin Luther King Jr. Elementary School will reevaluate and determine the level of support needed from Success for All (SFA).

After the five year term of the grant has ended, Martin Luther King Jr. Elementary School will secure other funding sources to continue the processes and strategies used during the time with Success for All (SFA). Funding sources may include Title I, Title IIA and other state/local funds and grants.

By the end of the SIG Cohort 5 award, the Parent/Family Involvement Team anticipates an increase in family and community engagement at Martin Luther King Jr. Elementary School. The work of the Parent/Family Involvement Team will be sustained and continued through the use of Title I Parental Involvement Funds.

The combination Schoolwide/School Improvement plans (already a district-wide requirement) will continue to include data and root cause analyses and goals and action steps that will sustain efforts including professional learning activities. The LEA will continue to have the support services provided by Academic Services, Federal Programs and Budget and Finance.

LEA Name: Dougherty County School System

School Name: Martin Luther King Jr. Elementary School

Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor SIG 1003(g) schools. Write the annual goals below.

Reading/English Language Arts

Increase the percentage of 3rd, 4th, and 5th grade students scoring at proficient level or above on the ELA Georgia Milestones by 10 percentage points (3rd grade from 8% to 18%, 4th grade 9% to 19%, and 5th grade 10% to 20% in 2017).

Increase the percentage of 3rd, 4th, and 5th grade students scoring at proficient level or above on the ELA Georgia Milestones by 12, 11 and 10 percentage points respectively (3rd grade from 18% to 30%, 4th grade 19% to 30%, and 5th grade 20% to 30% in 2018).

Increase the percentage of 3rd, 4th, and 5th grade students scoring at proficient level or above on the ELA Georgia Milestones by 15 percentage points (3rd grade from 30% to 45% in 2019, 4th grade 30% to 45% in 2019, and 5th grade 30% to 45% in 2019).

Increase the percentage of 3rd, 4th, and 5th grade students scoring at proficient level or above on the ELA Georgia Milestones by 15 percentage points (3rd grade from 45% to 60%, 4th grade 45% to 60%, and 5th grade 45% to 60% in 2020).

Increase the percentage of 3rd, 4th, and 5th grade students scoring at proficient level or above on the ELA Georgia Milestones by 20 percentage points (3rd grade from 60% to 80%, 4th grade 60% to 80%, and 5th grade 60% to 80% in 2021).

Mathematics

Increase the percentage of 3rd, 4th, and 5th grade students scoring at proficient level or above on the Math Georgia Milestones by 10 percentage points (3rd grade from 7% to 17%, 4th grade 4% to 14%, and 5th grade 10% to 20% in 2017).

Increase the percentage of 3rd, 4th, and 5th grade students scoring at proficient level or above on the Math Georgia Milestones by 13, 16 and 10 percentage points respectively (3rd grade from 17% to 30%, 4th grade 14% to 30%, and 5th grade 20% to 30% in 2018).

Increase the percentage of 3rd, 4th, and 5th grade students scoring at proficient level or above on the Math Georgia Milestones by 15 percentage points (3rd grade from 30% to 45%, 4th grade 30% to 45%, and 5th grade 30% to 45% in 2019).
Increase the percentage of 3rd, 4th, and 5th grade students scoring at proficient level or above on the Math Georgia Milestones by 15 percentage points (3rd grade from 45% to 60%, 4th grade 45% to 60%, and 5th grade 45% to 60% in 2020).
Increase the percentage of 3rd, 4th, and 5th grade students scoring at proficient level or above on the Math Georgia Milestones by 20 percentage points (3rd grade from 60% to 80%, 4th grade 60% to 80%, and 5th grade 60% to 80% in 2021).
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:

Additional Goals for students in Kindergarten, 1st and 2nd grades

Increase the percentage of Kindergarteners scoring at probable reader level by 15 percentage points (0% to 15%) on the STAR Early Literacy by 2017.

Increase the number of 1st graders scoring in the 75th percentile and above by 30 students (10 to 40) on the STAR Reading assessment by 2017.

Increase the number of 2nd graders scoring in the 75th percentile and above by 40 students (5 to 45) on the STAR Reading assessment by 2017.

Pending SIG cohort 5 approval, this will be the final year Martin Luther King Jr. Elementary School will be utilizing the STAR Early Literacy and Reading assessment in K -2. The goal is to review and use MAP (Measures of Academic Progress) in K – 3 for reading and math. The K – 2 program is called MPG (MAP for Primary Grades) if it is determined that this tool will meet the needs of the school – the students.

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

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

LEA Name: _Dougherty County School System

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School Name: _Martin Luther King Jr. Elementary School

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Intervention Model _Evidence Based Reform 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**	Summer School teachers (10 teachers x 7hrs x 20 days @ $31)	43,400
		Services	Stipends: Overview with Getting Along Together training (1 day Saturday) – Full staff (37 teachers x 8hours @ $25.50)	7,548
		(Salaries)	Stipends: Overview with Getting Along Together training (1 day Saturday) – Full staff (20 support staff x 8hours @ $18)	2,880
			Leading for Success Kick-off for School Leaders (1 day) – Leadership team 15 teachers (PL substitute $98)	1,470
			Other PL Substitutes	5,000
			Solutions Introduction for School Leaders (2 days) – 10 teachers Solutions team (PL substitute $98)	1,960
			Math / Numeracy Coach. Provide math PL and support to teachers	43,333
			Stipends: Extended School Improvement PL. 50 faculty x 5 months x 3 hrs/mth (up to $25.50/hr)	19,125
			Planning Saturdays for Teachers/Benefits: 20 Teachers x 3 Hours x 5 Saturdays (up to $25.50/hour); 4 Paras up to $15/hr	8,550

					Object Total
			Bonus for completion of math, reading, and gifted endorsement programs 5 teachers each program: 5 x $1000	5,000	
			Stipends: KinderCorner Program Introduction (kindergarten teachers) (2 days) 9 teachers x 8hrs up to $25.50 (+4 paras included)	4,632	
			Stipends: Reading Roots Program Introduction (first-grade reading level teachers) (2 days) 7 teachers x 8hrs up to $25.50 (+ 1 para included)	2,976	
			Stipends: Reading Wings Program Introduction (second-fifth grade reading levels for elementary-age students) (2 days) 25 teachers x 8hrs @$25.50	10,200	
			Stipends: Program Overview for all staff-(1 day Saturday) – Full staff (49 teachers x 8hours @ $25.50) and Full staff (+22 support staff x 8hours @ $18)	13,164	
			Stipends: Tutoring training for tutors (1 day) 2 teachers x 8hrs @$25.50	408	
			SIG Account Specialist-Place SIG orders, develop filing and inventory system for all equipment, and maintain accurate PL documentation	11,250	
			SIG Program Coordinator (49%)	30,000	
			Summer School: 4 hrs per day x $15 per hr x 20 days (3) (driver)	3,600	
			Parent activities: 3 hrs per day x $15 per hr x 10 days (driver)	450	
			Stipends: Professional Learning Math Coach	2,000	
			SIG Technical and Administrative PL Support	10,000	**Object Total**
			Total Object Class 100		**$226,946**
	200	**Employee Benefits** (Break out benefit codes)	210 State Health	10,918	
			220 FICA	17,361	
			230 TRS	15,409	**Object Total**
			260 WCompensation	1,869	
			290 Life Insurance	27	
			Total Object Class 200		$45,585
	300	**Purchased Professional & Technical Services**	SFA Consultant Work	142,795	
			Additional support and monitoring by SFA consultant 3 days @ $2500 per day	7,500	
			State Audit Costs	1,000	
					Object Total

			Total Object Class 300		$151,295
	400 Repairs/ Maintenance				
					Object Total
			Total Object Class 400		$ 0
	500 Other Purchased Services		*Success For All* Professional Learning in Baltimore, MD (School and district leaders)	20,000	
			Professional Learning Travel	500	
					Object Total
			Total Object Class 500		$20,500
	600 Supplies/ Equipment		Laptop carts with monitors for student and family engagement	11,330	
			Summer School: Fuel Costs	4,000	
			School check – in equipment / software	612	**Object Total**
			PL supplies	2,500	
			Total Object Class 600		$18,442
	700 Property (Capitalized Equipment)				
					Object Total
			Total Object Class 700		$ 0
	800 Other Objects		Indirect Costs 3.5%	16,789	
			Registration Fees	500	
					Object Total
			Total Object Class 800		$17,289
	900 Other				
					Object Total
			Total Object Class 900		$ 0
			School Total For Year 1		$480,057

LEA Name: __Dougherty County Schools System

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School Name: _____Martin Luther King Jr. Elementary School

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Intervention Model _Evidence Based Reform 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**	Summer School teachers (10 teachers x 7hrs x 20 days @ $31)	43,400
		Services	Stipends: KinderCorner Program refresher (kindergarten teachers) (1 day) 9 teachers x 8hrs up to $25.50 (+4 paras included)	2,316
		(Salaries)	Stipends: Reading Roots Program refresher (first-grade reading level teachers) (1 day) 7 teachers x 8hrs up to $25.50 (+ 1 para included)	1,548
			Stipends: Reading Wings Program refresher (second-fifth grade reading levels for elementary-age students) (1 day 25 teachers x 8hrs @$25.50	5,100
			After-School Remediation/Tutoring 6 Teachers @$25.50 x 3 hrs (36 weeks)	20,088
			Math / Numeracy Coach. Provide math PL and support to teachers	65,000
			Stipends: Extended School Improvement PL. 50 faculty x 10 months x 3 hrs/mth (up to $25.50/hr)	38,250
			One-Time Signing Bonus: Up to 16 Teachers x $1500	24,000
			Planning Saturdays for Teachers/Benefits: 20 Teachers x 3 Hours x 20 Saturdays (up to $25.50/hour); 4 Paras up to $15/hr	34,200

		Incentives/Rewards: Principal $5000 Reward student achievement gains and increased reading levels; Reward TKES, LKES,	85,000	
		Bonus for completion of math, reading, and gifted endorsement programs 10 teachers each program: 10 x $1000	10,000	
		SIG Account Specialist-Place SIG orders, develop filing and inventory system for all equipment, and maintain accurate PL documentation	15,000	
		SIG Program Coordinator 49%	40,000	
		Summer School: 4 hrs per day x $15 per hr x 20 days (3) (driver)	3,600	
		Parent activities: 3 hrs per day x $15 per hr x 10 days (driver)	450	
		After school remediation: 3 hrs per week for 36 weeks, 1-2 (drivers) $15 per hr	3,240	
		Student Incentive Trip 1 Driver 6 Hours/ per $15/hr	90	
		Other PL Substitutes	6,500	
		Stipends: Professional Learning Math Coach	2,000	
		Salary: Reading Specialist. Provide reading PL and support to teachers	65,000	
		SIG Technical and Administrative PL Support	10,000	**Object Total**
		Total Object Class 100		$549,907
200	**Employee Benefits** (Break out benefit codes)	210 State Health	27,157	
		220 FICA	36,321	
		230 TRS	31,178	
		260 WCompensation	3,513	**Object Total**
		290 Life Insurance	65	
		Total Object Class 200		$98,235
300	**Purchased**	SFA Consultant Work	75,177	
	Professional	Additional support and monitoring by SFA consultant 10 days @ $2300 per day	23,000	
	& Technical	State Audit Costs	1,000	
		Math/ELA Curriculum & Assessment Support based on LEA Curriculum Audit Results	78,201	
		Measures of Academic Progress and MAP for Primary Grades (MPG/MAP) PL	5,000	
	Services			**Object Total**

			Total Object Class 300	$182,378
	400 **Repairs/Maintenance**			
				Object Total
			Total Object Class 400	$ 0
	500 **Other** **Purchased** **Services**		*Success for All* PL Conference (School and district leaders)	10,000	
			Professional Learning Travel	500	
					Object Total
			Total Object Class 500	$10,500
	600 **Supplies/Equipment**		Summer School: Fuel Costs	4,000	
			After School remediation: Fuel Costs	5,000	
			PL supplies	2,500	
			Student Incentive Trip: Fuel Costs	750	**Object Total**
			Total Object Class 600	$12,250
	700 **Property** **(Capitalized** **Equipment)**			
				Object Total
			Total Object Class 700	$ 0
	800 **Other** **Objects**		Indirect Costs. 3.5%	27,603	
			MPG (K-2) /MAP 3RD Assessments	10,000	
			Registration Fees	500	
					Object Total
			Total Object Class 800	$38,102
	900 **Other** **Uses**			
				Object Total
			Total Object Class 900	$

School Total For Year 2 $816,247

Year 3 – Implementation Year
FY19 - July 1, 2018 – September 30, 2019
LEA Name: __Dougherty County School System

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School Name: _____Martin Luther King Jr. Elementary School

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Intervention Model _Evidence Based Reform 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**	Summer School teachers (10 teachers x 7hrs x 20 days @ $31)	43,400
		Services	Stipends: KinderCorner Program refresher (kindergarten teachers) (1 day) 9 teachers x 8hrs up to $25.50 (+4 paras included)	2,316
		(Salaries)	Stipends: Reading Roots Program refresher (first-grade reading level teachers) (1 day) 7 teachers x 8hrs up to $25.50 (+ 1 para included)	1,548
			Stipends: Reading Wings Program refresher (second-fifth grade reading levels for elementary-age students) (1 day 25 teachers x 8hrs @$25.50	5,100
			After-School Remediation/Tutoring 6 Teachers @$25.50 x 3 hrs (36 weeks)	20,088
			Math / Numeracy Coach. Provide math PL and support to teachers	65,000

		Stipends: Extended School Improvement PL. 50 faculty x 10 months x 3 hrs/mth (up to $25.50/hr)	38,250	
		One-Time Signing Bonus: Up to 8 Teachers x $1500	12,000	
		Planning Saturdays for Teachers/Benefits: 20 Teachers x 3 Hours x 20 Saturdays (up to $25.50/hour); 4 Paras up to $15/hr	34,200	
		Incentives/Rewards: Principal $5000 Reward student achievement gains and increased reading levels; Reward TKES, LKES,	85,000	
		Bonus for completion of math, reading, and gifted endorsement programs 10 teachers each program: 10 x ~~$2000~~ $1000	10,000	
		SIG Account Specialist-Place SIG orders, develop filing and inventory system for all equipment, and maintain accurate PL documentation	15,000	
		SIG Program Coordinator 49%	40,000	
		Summer School: 4 hrs per day x $15 per hr x 20 days (3) (driver)	3,600	
		Parent activities: 3 hrs per day x $15 per hr x 10 days (driver)	450	
		After school remediation: 3 hrs per week for 36 weeks, 1-2 (drivers) $15 per hr	3,240	
		Student Incentive Trip 1 Driver 6 Hours/ per $15/hr	90	
		Stipends: Writing from the Heart training (1st and 2nd grade teachers) (1 day) 15 teachers x 8hrs up to $25.50 (+4 paras included)	3,540	
		Stipends: Writing Wings training (3rd, 4th and 5th grade teachers) (1 day) 16 teachers x 8hrs up to $25.50 (+ 1 para included)	3,744	
		Stipends: Professional Learning Math Coach	2,000	
		SIG Technical and Administrative PL Support	10,000	
		Other PL Substitutes	6,500	**Object Total**

		Salary: Reading Specialist. Provide reading PL and support to teachers	65,000	
		Total Object Class 100		$470,066
	200 **Employee Benefits** (Break out benefit codes)	210 State Health	27,157	
		220 FICA	35,960	
		230 TRS	31,178	
		260 WCompensation	3,478	**Object Total**
		290 Life Insurance	65	
		Total Object Class 200		$97,839
	300 **Purchased** **Professional & Technical Services**	SFA Consultant Work	65,428	
		MPG/MAP Consulting	3,000	
		Math/ELA Curriculum & Assessment Support based on LEA Curriculum Audit Results	80,202	
		Additional support and monitoring by SFA consultant 10 days @ $2300 per day	23,000	
		State Audit Costs	1,000	
				Object Total
		Total Object Class 300		$172,630
	400 **Repairs/Maintenance**			
				Object Total
		Total Object Class 400		$ 0
	500 **Other** **Purchased** **Services**	*Success for All* PL Conference (School and district leaders)	10,000	
		Professional Learning Travel	500	
				Object Total
		Total Object Class 500		$10,500
	600 **Supplies/Equipment**	Summer School: Fuel Costs	4,000	
		After School remediation: Fuel Costs	5,000	
		SIG staff supplies and material	6,500	
		PL supplies	2,500	
		Student Incentive Trip: Fuel Costs	750	**Object Total**
		Total Object Class 600		$18,750
	700 **Property**			

				Object Total
	(Capitalized Equipment)			
		Total Object Class 700		$ 0
800	**Other**	Indirect Costs. 3.5%	27,309	
	Objects	MPG (K-2) MAP for 3RD grade Assessments	10,000	
		Registration Fees	500	
				Object Total
		Total Object Class 800		$37,809
900	**Other Uses**			
				Object Total
		Total Object Class 900		- 0

School Total For Year 3 $807,594

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

LEA Name: _Dougherty County School System

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School Name: ___Martin Luther King Jr. Elementary School

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Intervention Model Evidence Based Reform 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**	Summer School teachers (10 teachers x 7hrs x 20 days @ $31)	43,400
			Stipends: KinderCorner Program refresher (kindergarten teachers) (1 day) 9 teachers x 8hrs up to $25.50 (+4 paras included)	2,316
		Services	Stipends: Reading Roots Program refresher (first-grade reading level teachers) (1 day) 7 teachers x 8hrs up to $25.50 (+ 1 para included)	1,548
			Stipends: Reading Wings Program refresher (second-fifth grade reading levels for elementary-age students) (1 day 25 teachers x 8hrs @$25.50	5,100
			After-School Remediation/Tutoring 6 Teachers @$25.50 x 3 hrs (36 weeks)	20,088
			Math / Numeracy Coach. Provide math PL and support to teachers	65,000
			Stipends: Extended School Improvement PL. 50 faculty x 10 months x 3 hrs/mth (up to $25.50/hr)	38,250

		One-Time Signing Bonus: Up to 8 Teachers x $1500	12,000	
		Planning Saturdays for Teachers/Benefits: 20 Teachers x 3 Hours x 20 Saturdays (up to $25.50/hour); 4 Paras up to $15/hr	34,200	
		Incentives/Rewards: Principal $5000 Reward student achievement gains and increased reading levels; Reward TKES, LKES,	85,000	
		Bonus for completion of math, reading, and gifted endorsement programs 10 teachers each program: 10 x $1000	10,000	
		SIG Account Specialist-Place SIG orders, develop filing and inventory system for all equipment, and maintain accurate PL documentation	15,000	
		SIG Program Coordinator 49%	40,000	
		Summer School: 4 hrs per day x $15 per hr x 20 days (3) (driver)	3,600	
	(Salaries)	Parent activities: 3 hrs per day x $15 per hr x 10 days (driver)	450	
		After school remediation: 3 hrs per week for 36 weeks, 1-2 (drivers) $15 per hr	3,240	
		Student Incentive Trip 1 Driver 6 Hours/ per $15/hr	90	
		Other PL Substitutes	6,500	
		Stipends: Professional Learning Math Coach	2,000	
		SIG Technical and Administrative PL Support	10,000	**Object Total**
		Salary: Reading Specialist. Provide reading PL and support to teachers	65,000	
		Total Object Class 100		$462,782
	200 **Employee Benefits** (Break out benefit codes)	210 State Health	27,157	
		220 FICA	35,403	
		230 TRS	31,178	
		260 WCompensation	3,425	**Object Total**
		290 Life Insurance	65	
		Total Object Class 200		$97,228
	300 **Purchased**	SFA Consultant Work	52,916	
		MPG/MAP	3,000	
		Math/ELA Curriculum & Assessment Support based on LEA Curriculum Audit Results	42,000	

	Professional & Technical Services	Additional support and monitoring by SFA consultant 10 days @ $2300 per day	23,000	
		State Audit Costs	1,000	
				Object Total
		Total Object Class 300		$121,916
	400 Repairs/Maintenance			
				Object Total
		Total Object Class 400		$ 0
	500 Other Purchased Services	*Success for All* PL Conference (School and district leaders)	10,000	
		Professional Travel	500	
				Object Total
		Total Object Class 500		$10,500
	600 Supplies/Equipment	Summer School: Fuel Costs	4,000	
		After School remediation: Fuel Costs	5,000	
				Object Total
		SIG staff supplies and material	6,500	
		Student Incentive Trip: Fuel Costs	750	
		PL supplies	2,500	
		Total Object Class 600		$18,750
	700 Property (Capitalized Equipment)			
				Object Total
		Total Object Class 700		$ 0
	800 Other Objects	Indirect Costs. 3.5%	26,595	
		MPG (K-2)/MAP 3RD	10,000	
		Registration Fees	500	
				Object Total
		Total Object Class 800		$37,095
	900 Other Uses			
				Object Total
		Total Object Class 900		$

School Total For Year 4 $748,271

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

LEA Name: _Dougherty County Schools

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School Name: ___Martin Luther King Jr. Elementary School

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Intervention Model ___Evidence Based Reform 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.

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		Services		
			Stipends: Reading Roots Program refresher (first-grade reading level teachers) (1 day) 7 teachers x 8hrs up to $25.50 (+ 1 para included)	1,548
		(Salaries)		
			Stipends: Reading Wings Program refresher (second-fifth grade reading levels for elementary-age students) (1 day 25 teachers x 8hrs @$25.50	5,100
			After-School Remediation/Tutoring 6 Teachers @$25.50 x 3 hrs (36 weeks)	20,088
			Math / Numeracy Coach. Provide math PL and support to teachers	65,000
			Stipends: Extended School Improvement PL. 50 faculty x 10 months x 3 hrs/mth (up to $31/hr)	38,250

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		One-Time Signing Bonus: Up to 8 Teachers x $1500	12,000	
		~~School Administration Manager~~	~~60,000~~	
		Planning Saturdays for Teachers/Benefits: 20 Teachers x 3 Hours x 20 Saturdays (up to $25.50hour); 4 Paras up to $15/hr	34,200	
		Incentives/Rewards: Principal $5000 Reward student achievement gains and increased reading levels; Reward TKES, LKES,	85,000	
		Bonus for completion of math, reading, and gifted endorsement programs 10 teachers each program: 10 x $1000	10,000	
		SIG Account Specialist-Place SIG orders, develop filing and inventory system for all equipment, and maintain accurate PL documentation	15,000	
		SIG Program Coordinator 49%	40,000	
		Summer School: 4 hrs per day x $15 per hr x 20 days (3) (driver)	3,600	
		Parent activities: 3 hrs per day x $15 per hr x 10 days (driver)	450	
		After school remediation: 2 hrs per week for 30 weeks, 6 teachers (driver) 3 hrs per day x $15 per hr x 60	3,240	
		Stipends: Writing from the Heart training (1st and 2nd grade teachers) (1 day) 15 teachers x 8hrs up to $25.50/hour (+4 paras included, up to $15/hour)	3,540	
		Stipends: Writing Wings training (3rd, 4th and 5th grade teachers) (1 day) 16 teachers x 8hrs up to $25.50 (+ 1 para included)	3,384	**Object Total**
		Other PL Substitutes	6,500	
		Stipends: Professional Learning Math Coach	2,000	
		SIG Technical and Administrative PL Support	10,000	
		Salary: Reading Specialist. Provide reading PL and support to teachers	65,000	

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		Total Object Class 100		$469,616
200	**Employee Benefits**	210 State Health	27,157	
	(Break out benefit codes)	220 FICA	35,924	
		230 TRS	31,178	
		260 WCompensation	3,474	
		290 Life Insurance	78	
				Object Total
		Total Object Class 200		$97,812
300	**Purchased**	SFA Consultant Work	42,326	
		MPG/MAP	3,000	
		Math/ELA Curriculum & Assessment Support based on LEA Curriculum Audit Results	30,087	
		Additional support and monitoring by SFA consultant 10 days @ $2300 per day	23,000	
	Professional & Technical Services	State Audit Costs	1,000	
				Object Total
		Total Object Class 300		$99,413
400 Repairs/Maintenance				
				Object Total
		Total Object Class 400		$ 0
500	**Other Purchased Services**	*Success for All* PL Conference (School and district leaders)	10,000	
		Professional Learning Travel	502	
				Object Total
		Total Object Class 500		$10,502
600	**Supplies/Equipment**	Summer School: Fuel Costs	4,000	
		After School remediation: Fuel Costs	5,000	
		SIG supplies and materials	1,500	
		SIG staff PL supplies and materials	5,000	**Object Total**
		Total Object Class 600		$15,500
700	**Property (Capitalized**			

				Object Total
	Equipment)			
		Total Object Class 700		$ 0
800	**Other**	Indirect Costs. 3.5%	22,704	
		MPG (K-2)/MAP 3rd	10,000	
	Objects	Registration Fees	500	
				Object Total
		Total Object Class 800		$33,205
900	**Other Uses**			
				Object Total
		Total Object Class 900		$ 0

School Total For Year 5	$726,048

APPENDICES

- ✓ COMPREHENSIVE NEEDS ASSESSMENT

- ✓ REWARDS AND INCENTIVES PLAN PROPOSAL FOR MARTIN LUTHER KING JR. ELEMENTARY SCHOOL

- ✓ POSITION ANNOUNCEMENT FOR READING SPECIALIST, K-5, SIG PROGRAM COORDINATOR AND SIG ACCOUNTS SPECIALIST

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: Martin Luther King, Jr. Elementary School			Selected Intervention Model: Whole – School Evidence Based Reform Model: *Success For All*
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**	Based on the student data profile, MLK has decreased enrollment by only 3 students. Kindergarten and first grade lost the most students, over ten each, while fourth grade gained the most students, 14. Enrollment in the other grades remained somewhat stable. Current enrollment for MLK for 2016-2017 is 555, with the largest decrease in Kindergarten (84 students), and the largest growth in first grade (107 students), and fifth grade (85 students).

MLK is 97% African-American. All other sub-groups are less than 1% each. For the 2015 – 2016 school year, 27.7% of the students missed more than 5 days of school.

Of the 258 disciplinary incidents, 156 were for disorderly conduct, 49 for fighting, and 19 for bullying. The others were minor in nature and number. MLK is implementing PBIS.

The student profile data reveals a significant change from year to year related to disciplinary incidents from 92 (2014-2015) to 258 (2015-2016). This increase is directly tied to student frustration related to a myriad of academic and social challenges. It is evident that the increase in referrals are the result of deeper student needs. |
Total student enrollment	537	534	
Grade level enrollment	Gr K = 107 Gr 1 = 106 Gr 2 = 102 Gr 3 = 90 Gr 4 = 70 Gr 5 = 62	Gr K = 97 Gr 1 = 91 Gr 2 = 100 Gr 3 = 96 Gr 4 = 84 Gr 5 = 64	
Number of students in each subgroup (List applicable subgroups below.) **Hispanic** **Asian** **Black** **White** **Multi-Racial**	H = 1 A = 1 B = 528 W = 4 M = 3	H = 3 A = 1 B = 520 W = 5 M = 5	
Attendance %	96.38	97.57	
Disciplinary Incidents	92	258	
AP, IB, and Dual Enrollment (#)	n/a	n/a	
Graduation Rate	n/a	n/a	

2. Staff Profile Data	Provide a summary and conclusion of the analysis of each area.	
Current Principal **Length of time in position**	The current principal is beginning her fourth year at Martin Luther King Jr. Elementary School. In the 2012-2013 school year, Martin Luther King Jr. Elementary School ranked 14th out of 14 elementary schools in student achievement within Dougherty County School System. The principal moved to Martin Luther King Jr. with the staff from the previous school in 2013-2014. During SY14, the work with literacy circles and school culture moved the school to number 5 in the district.	
Teaching Staff **Number of years' experience in profession**		
1 to 3	9	More than one fourth of the staff is comprised of new teachers, while 44% of the staff are considered veteran teachers with 11+ years of experience. Because the number of years of experience varies, we feel a great need to retool our teachers with effective instructional strategies needed to engage students at a higher level.
4-10 years	10	
11-20 years	7	
21+ years	8	
Teaching Staff **Percentage (%) of experience in the school**		
1 to 3	26.47%	In 2012, the district leadership conducted a needs assessment at Martin Luther King Jr. Elementary School to determine why student performance was consistently low. The needs assessment included interviews with staff, students and parents. The district determined that the overall morale at the school was toxic and that changes in student achievement would have to begin with changes in the school's leadership and the instructional and classified staff. The current leader at Martin Luther King Jr. Elementary School was promoted to principal and was able to transition from Magnolia Elementary School, with three – fourths of its staff. Magnolia Elementary was closed to repurpose the building for other district functions. The team from Magnolia Elementary had a track record of sustained student achievement and the belief was that this team could help transform the culture of low performance at Martin Luther King Jr. Elementary School. It is evident that the students' needs at Martin Luther King Jr. require whole school reform support.
4-10 years	29.4%	
11-20 years	20.58%	
21+ years	23.52%	

Teacher attendance rate	2014-2015	2015-2016		
	96.29%	95.05%		
Teacher evaluation data by levels (Level 1 is equivalent to Ineffective and Level 4 is equivalent to Exemplary on TKES)		**2015-2016**		TKES data includes 34 teachers who were present during the 2015-2016 school year. At the beginning of the 2016-2017 school year, 8 teachers did not return. Twenty-four percent of the staff has been replaced with new staff. Teacher self-assessment illustrates needs for professional learning in Instructional Planning, Differentiated Instruction, Assessment Strategies, Assessment Uses, Academically Challenging Environment and Communication with at least 10% of teachers scoring themselves as Level 2. Student Achievement data does not match TKES evaluation; however, does indicate that teachers do need support in all of the areas indicated on their self-assessment, as well as, Professional Knowledge and Instructional Strategies.
		Level 1	0.1%	
		Level 2	8%	
		Level 3	91%	
		Level 4	0.9%	
Student Achievement Data	2014-2015	2015-2016		Provide a summary of existing status and current needs.
Reading/Language Arts				

All Students category	ELA	ELA	The Martin Luther King Jr Elementary School demonstrated growth in the number of students who were proficient or above, however, the school is still far below district and state levels. This data also means that there is a significant number of students who are scoring at beginning and developing levels.
Students scoring proficient or above (levels 3 and 4)	3rd grade = 6% 4th grade = 1% 5th grade = 5%	3rd grade = 8% 4th grade = 9% 5th grade = 10%	
Students Reading on or Above Grade Level	3rd grade = 41% 4th grade = 25% 5th grade = 36%	3rd grade = 49% 4th grade = 24% 5th grade = 40%	Students at Martin Luther King Jr Elementary School are below the district and state average in terms of reading on grade level. The challenge with our data is that reading is an area in which our students are consistently scoring low. Root cause analyses led the team to explore the foundational grades and review the number of students who were beginning Kindergarten with PreK structured schooling versus those who were beginning without PreK. There were significant gaps in student preparation, however, even among students with PreK schooling, the gaps persisted. It was determined that not only is PreK a variable in terms of student reading levels but the quality of the PreK experience is an area which requires additional examination. The district is currently restructuring the PreK program. It is important to note that half of the teaching staff in fourth grade are middle grades certified and therefore are not as qualified to teach based on student needs at the elementary level. These teachers would greatly benefit from professional learning in reading strategies. While 2015 was the first year of CCRPI that included Milestones data, ELA students demonstrated typical/high growth. We await the 2016 CCRPI student growth data.

| Subgroups:
Economically disadvantaged students, Special education students
English Language Learners (ELL) Race/ethnicity | 3rd Grade ELA
ED = 6%
SWD = 0%
ELL = n/a
Hispanic = n/a
Black = 5%
White = n/a

4th Grade ELA
ED = 1%
SWD = 0%
ELL = n/a
Hispanic = n/a
Black = 2%
White = n/a

5th Grade ELA
ED = 5%
SWD = 0%
ELL = n/a
Hispanic = n/a
Black = 5%
White = n/a | 3rd Grade ELA
ED = 8%
SWD =0%
ELL = n/a
Hispanic = n/a
Black = 9%
White = n/a

4th Grade ELA
ED = 9%
SWD = 0%
ELL = n/a
Hispanic = n/a
Black = 9%
White = n/a

5th Grade ELA
ED = 10%
SWD = 11%
ELL = n/a
Hispanic = n/a
Black = 10%
White = n/a | Data related to gender showed that males (12%) outperformed females (8%) in fifth grade ELA.

85% of the school is economically disadvantaged. Therefore, the data for ED is the same as the all students group. There are very few ELL, Hispanic, White, and Multi-Racial (n < 10) to make subgroups. As a result, this subgroups data closely mirrors the data for all students. |
| **Mathematics** | | | |

| All Students category

Students scoring proficient or above (levels 3 and 4) | 3rd grade = 9%
4th grade = 4%
5th grade = 7% | 3rd grade = 7%
4th grade = 4%
5th grade = 10% | Students who were third graders in 2015 experienced a drop from 9% to 4% of students scoring proficient or above in mathematics when they transitioned as fourth graders in 2016. Both third and fourth grade students show a need to "Remediate Learning" in the *Numbers and Operations domain* while fifth grade students show a need to "Remediate Learning*" in the Measurement domain.* The data clearly indicates a need for numeracy strategies in the early grades.

While 2015 was the first year of CCRPI that included ELA, with regards to the Math Milestones data, students demonstrated 56.3% typical/high growth. |

| Subgroups:
Economically disadvantaged students, Special education students
English Language Learners (ELL) Race/ethnicity subgroups | 3rd Grade Math
ED = 9%
SWD = 0%
ELL = n/a
Hispanic = n/a
Black = 9%
White = n/a

4th Grade Math
ED = 4%
SWD = 0%
ELL = n/a
Hispanic = n/a
Black = 5%
White = n/a

5th Grade Math
ED = 7%
SWD = 0%
ELL = n/a
Hispanic = n/a
Black = 7%
White = n/a | 3rd Grade Math
ED = 7%
SWD = 0%
ELL = n/a
Hispanic = n/a
Black = 7%
White = n/a

4th Grade Math
ED = 4%
SWD = 0%
ELL = n/a
Hispanic = n/a
Black = 4%
White = n/a

5th Grade Math
ED = 10%
SWD = 11%
ELL = n/a
Hispanic = n/a
Black = 10%
White = n/a | Martin Luther King Jr Elementary School is 85% economically disadvantaged and there are not enough students (n < 10) to form a subgroup for ELL, Hispanic, White, and Multi-Racial.

During 2015 administration, the females outperformed the males in third, fourth, and fifth grades.

Students at Martin Luther King Jr Elementary School continue to perform lower than the district, RESA, and state.

Our analysis of the data suggest that literacy and poverty are two factors that significantly contribute to our student performance. |
| **Graduation rate (if applicable)** | Not applicable | Not applicable | |

Milestones Overall Proficiency Rates (Levels 3 & 4)

English Language Arts		
District/School		
	2015	**2016**
3rd Grade	18/6	20/8
4th Grade	20/1	14/9
5th Grade	22/5	22/10

Reading Status (On Grade Level & Above)		
District/School		
	2015	**2016**
3rd Grade	54/41	61/49
4th Grade	44/25	37/24
5th Grade	56/36	51/40

Mathematics		
District/School		
	2015	**2016**
3rd Grade	26/9	27/7
4th Grade	22/4	18/4
5th Grade	21/7	18/10

Science		
District/School		
	2015	**2016**
3rd Grade	18/6	19/14
4th Grade	18/7	19/2
5th Grade	21/10	19/14

Social Studies		
District/School		
	2015	**2016**
3rd Grade	23/10	19/9
4th Grade	14/1	16/4
5th Grade	15/3	13/9

Milestones Proficiency Rates by Subgroup

English Language Arts		
District/School		
	2015	**2016**
3rd Grade		
All	18/6	20/8
Regular Ed	19/6	23/10
Students with Disabilities	5/0	4/0
Females	22/8	25/14
Males	16/4	17/4
Black	15/5	18/9
Hispanic	47/0	41/0
White	46/0	48/0
Multi Racial	18/0	28/0
4th Grade		
All	18/1	14/9
Regular Ed	21/2	15/10
Students with Disabilities	7/0	0/0
Females	22/0	17/14
Males	16/3	11/3
Black	16/2	12/9

Hispanic	23/0	28/0
White	53/0	38/0
Multi Racial	50/0	6/0
5th Grade		
All	23/5	22/10
Regular Ed	24/6	23/11
Students with Disabilities	4/0	5/11
Females	27/0	25/8
Males	17/9	18/12
Black	20/5	19/10
Hispanic	24/0	26/0
White	38/0	48/0
Multi Racial	18/0	34/0

Mathematics District/School		
	2015	**2016**
3rd Grade		
All	25/9	27/7
Regular Ed	27/10	29/8
Students with Disabilities	6/0	11/0
Females	24/15	27/7
Males	27/4	28/8
Black	23/9	25/7
Hispanic	43/0	44/0
White	49/0	54/0
Multi Racial	35/0	50/0
4th Grade		
All	23/4	18/4
Regular Ed	24/5	19/4
Students with Disabilities	9/0	2/0

Females	23/0	17/5
Males	21/8	18/3
Black	18/5	15/4
Hispanic	36/0	36/0
White	53/0	41/0
Multi Racial	33/0	24/0
5th Grade		
All	21/7	18/10
Regular Ed	22/8	20/11
Students with Disabilities	5/0	5/11
Females	21/4	19/16
Males	20/9	17/6
Black	18/7	17/10
Hispanic	38/0	27/0
White	32/0	50/0
Multi Racial	45/0	33/0

	2014	2015	
CCRPI Score:	Overall: 73.6 Achievement Points: 35.9 Progress Points: 18.7 Gap Points: 15 Challenge Points: 4 Climate Rating: 3 Stars	Overall: 52.7 Achievement Points: 17.6 Progress Points: 30.4 Gap Points: 4.2 ETB: 0.5 Climate Rating: 3 Stars	The CCRPI score decreased by 20.9 points. 2015 was also the year in which Milestones data was included for the first time and category weights and total points were changed as well. In 2014 65.2% of students with disabilities were served in a general education setting at least 80% of the day, and in 2015 that percentage grew to 69.4%. Martin Luther King Jr. Elementary School strives to include students with disabilities in the regular education setting as much as possible. While 2015 was the first year of CCRPI that included Milestones data, every subject demonstrated over 50% typical/high growth, with an overall average of 58.2% of all students making typical/high growth.

School Culture and Climate	Provide a summary of existing status and current needs.
School Safety **Student Health Services** **Attendance Support** **Social and Community Support** **Parental Support**	Existing status (Student health) - Students registering late or not at all because they do not have the documentation needed to begin school - Students arriving without prescribed medication - Some parents may not understand the sense of urgency for students to begin school the first day of school with all health related documentation completed Current needs (Student health) - Immunization - Medication - Opportunities to educate parents - Full time nurse or student health services support Existing status (school culture and climate) - Safe and Substance Free Learning Environment scores 2014, 83.692 and 2015, 88.768 - 3 stars (CCRPI, school climate, star rating) - In the January 9, 2016 GSAPS report, it was indicated that *the school has established relationships with a variety of local business and civic partners to increase community engagement in the success of students*. FCE-3 Current needs (school culture and climate) Parent Support (GSAPS) - Develop the capacity of families to use support strategies at home to enhance student achievement. FCE-5 Community Support (Existing status) - Currently, the school receives community support from Mt. Zion Baptist Church, Bethel A.M.E, Pleasant Hill Baptist Church, Friendship Baptist Church, Delta Sigma Theta Sorority Inc., Zeta Phi Beta Sorority Inc., the Masonic Lodge, the YMCA, Mars Chocolate of North America, the District Attorney's Office, Shoes from the Heart and LINCS Inc. Support includes personal items such as belts, book bags, underwear, hair products and socks for students, rewards and awards for students making good choices. The support provided is indicative of the economic needs of parents, students and the community. Community Support (Current needs) - Support in terms of ongoing, reliable transportation for parents to attend school activities - Parent incentives to encourage school activities and their children A review of this section led us back to dialogues related to poverty, socio-economic status and building capacity and understanding with parents and the community. The SIG planning team's conversations also revolved around Maslow and Hierarchy of Needs. The *Success for All* Model will address parental involvement.

Rigorous Curriculum- Alignment of curriculum with state standards across grade levels	**Provide a summary of existing status and current needs.** Martin Luther King Jr. Elementary School uses district pacing guides and state frameworks in each content area to design standards-based lessons that ensure alignment to Georgia Standards of Excellence (GSE). Martin Luther King Jr. elementary school implements the Reading Wonders Curriculum, which is aligned to the GSE. Martin Luther King Jr. elementary school uses district developed unit assessments, developed using Larry Ainsworth's Rigorous Curriculum Design. The Instructional Coach, School Effectiveness Specialist, and principal review lesson plans to determine accurate alignment to the rigor of the standards. The Specialist provided professional learning to help teachers identify levels of rigor and align the curriculum to state standards in each content area. Teachers need support to develop research based strategies to differentiate instruction to meet the needs of the unique student population. Teachers need support to integrate literacy and numeracy skills into all content areas, including science and social studies. This support should include modeling engaging, research-based strategies that promote and encourage the growth and attainment of academic vocabulary, student enthusiasm and academic curiosity. Teachers need support to develop strategies for moving students from non-readers or below grade level readers to readers who are enthusiastic, engaged, and excited about learning. The majority of students attending Martin Luther King Jr. Elementary School live in economically disadvantaged areas and are having to deal with additional stressors and needs enhanced by poverty. Students are missing background knowledge afforded to their peers who live in more fortunate and affluent circumstances. Teachers need support to provide real-world experiences for their students before they can begin teaching a lesson. Teachers need help developing strategies to meet the diverse learning needs of students.
Curriculum Intervention Programs	Students benefit from programs such as EIP, Fastt Math, iReady math, Lexia at Martin Luther King Jr Elementary School. Support addresses the multiple needs of students.
Enrichment Programs	Martin Luther King Jr. Elementary School is served by the YMCA 21st century programs, offering enrichment in grades K-5. Gifted students are served by the district's gifted program called Life Lab**.**
Dual enrollment (if applicable)	**N/A**
Advanced Placement (if applicable)	**N/A**

Instructional Program	Provide a summary of existing status and current needs.
Planning and implementation of research based instructional strategies	Last year, at Martin Luther King Jr. Elementary School, the onsite professional learning focused on math, RtI and PBIS and student discipline. *Math*. Professional learning related to i-Ready math allowed teachers to review the online platform which helped teachers determine student growth and provide parallel instructional support. *RtI*. RtI support provided teachers with the training needed to accurately and in a timely manner identify and support students with learning and behavioral needs. It was important that at the Martin Luther King Jr Elementary School all students receive high-quality, research-based instruction in the general education classroom. *PBIS. At any given time you can hear students reciting "I am respectful, responsible, ready and a role model"* Due to the Priority School designation, the school benefitted from the support of GADOE School Effectiveness Specialist. The SES provided support to teachers by helping them review and understand the alignment between the Georgia Standards of Excellence and district developed unit assessments. Additional support in each of these areas continues to be a need for our students and teachers. Teachers need additional support in effectively using a variety of research-based instructional strategies across all content areas. According to the GSAPS January 2016 report, the team at Martin Luther King Jr. Elementary School should do the following: Ensure that all students increase their learning and achieve proficiency on standards by - Creating academically-challenging learning environments in all classrooms to cultivate higher-order thinking skills and processes. **Ensuring that teaching and learning strategies actively engage all students at the level of rigor intended for the standard.** **Implementing appropriate and effective research-based instructional strategies in all classrooms.** - Using the language of the standards to provide students with feedback on their performance. - Empowering students to actively monitor their own progress using tools such as rubrics, checklists, and exemplars. I-2; I-4; I-7; I-8
Use of instructional technology (by students and teachers)	The instructional specialist assigned to Martin Luther King Jr. Elementary School focused on the following with students and staff: Google Docs, Go Formative and Kahoot The support provided by the specialist allowed teachers to monitor progress and engage students by providing timely feedback. The need still exist to support teachers as they explore opportunities for students to use their devices to enhance learning, research, writing, in addition to formative assessment purposes. Last year the district rolled out the one to one initiative so that each child in the district has access to a tablet or laptop. There is a need to provide additional professional learning to teachers.

Use of data analysis to inform and differentiate instruction	According to the TKES Summary Data for Martin Luther King Jr. Elementary School, teachers performing at Levels III and IV decreased from school year (SY) 2015 to SY 2016 in TKES Standards 4 and 6 as shown below: TKES Standard 4 Differentiated Instruction Level III SY 2015=97.3% SY 2016=89.1 Level IV SY 2015=1.8% SY 2016=2.4 TKES Standard 6 Assessment Uses Level III SY 2015=97.8 SY 2016=96.8 Level IV 2015=2.1 SY 2016=0 Teachers use Lexia to support differentiated instruction. (Lexia is a pre-K–5 literacy solution built around the specific needs of each student. The solution is designed to adapt based on student responses and provide real-time personalization while students work independently online to prescribe and differentiate instruction in reading.) There is a need to help teachers understand how to consistently and systematically collect and review student work to meet the needs of all students, to make changes in instruction and truly differentiate instruction. With the implementation of the SIG plan, the leadership team will be asked to present data monthly to the SIG Program Coordinator and SIG Team, pending approval.
Number of minutes scheduled for core academic subjects (weekly)	K-2, teachers spend 7 hours 30 minutes (450 minutes) per week in math and 10 hours 30 minutes (630 minutes) in *ELA* incorporating *Social Studies and Science* In 3rd grade, teachers spend 6 hours and 15 minutes (375 minutes) per week per content (math , ELA Social Studies and Science) In 4th and 5th grades, teachers spend 6 hours 10 minutes (370 minutes) per week per content (math , ELA Social Studies and Science) Currently, the literacy block at Martin Luther King Jr Elementary School is 50 minutes. Based on the data, there is a need for additional time to address student challenges with literacy.
Assessments	Teachers create their own assessments and use district/teacher developed unit assessments. The work of the content coordinators and GADOE SDE specialist has heightened awareness for some teachers about aligning assessments with the standards. This work is in its infancy stage. The leadership team will address assessment uses this year.
Use of formative, interim, and summative assessments to measure student progress	The work of the instructional specialists related to GoFormative and Kahoot was a direct result of teacher and student needs. The goal is to be able to identify the best way to measure student progress. This year there is a more concerted effort to address this need. Teachers will benefit from additional professional learning.
Timeline for reporting student progress to parents	Parents receive weekly folders, progress reports every four and one-half weeks, and report cards every nine weeks. District parent-teacher conferences are held in the fall and spring. Teachers use several means of communicating with parents including Remind 101 and Classroom Dojo. Again our conversations revolved around poverty, socio-economic status, literacy and Maslow's Hierarchy of Needs.
Parent and Community Support	**Provide a summary of existing status and current needs.**

Social, health, and community services to students and families	A dental bus visits two to three times a year to support students' dental needs. The staff makes referrals to the school social worker, when necessary to provide additional support services for students and parents including but not limited to support for homeless families. According to the H.E.A.R.T Organization, CEO Ann Johnson Milledge "We found a need to support the school system, we realized that we are in a poverty – stricken area and a lot of times students don't have sufficient shoes to come to school every day." One Warm Coat provides coats to students in need Lily Pad and Open Arms serve students/families who have experienced abuse There is a need to leverage community and financial resources in support of the development of healthy children and families. The school's parent facilitator connects parents with school and district personnel and local agencies that will support their needs. The local hospital, Phoebe Putney, presented a Community Health Needs Assessment in September 2016 based upon the many medical services received within the 31701 zip code. One hundred percent of students and families zoned for Martin Luther King live in this area. The results revealed some of the major health issues facing our students and families which include: Mental Illness/ Behavioral Health issues, Chronic Diseases (Diabetes, Hypertension, Lung Cancer), Low Birth Weight Babies and Obesity (child and adult). As a result, our school has been selected to receive a community clinic to address these pervasive needs which significantly impact academics and attendance.
Additional needs identified by families and community partners	Parent Survey Results indicated parents wanted the following: - Free tutoring for scholars - More athletic programs involving the youth such as football, baseball, basketball etc. - For challenged kids that learn slower than other students (more support) - Helping adults further their educations.

A significant part of our planning time involved understanding the data and conducting root cause analyses. It was important that everyone on the team (school and district) had similar understanding of the work, the school and task ahead of us. In addition, the team reviewed qualitative and quantitative data, however, anecdotal data was incorporated in some of the planning conversations. The writing team adapted and used the Success for All literature and references from multiple sources.

Martin Luther King Jr. Elementary School
Rewards Incentive Plan Proposal
Cohort 5 SIG Application

Rationale:

The faculty and staff of Martin Luther King Jr. Elementary School are committed to transforming the school into a fully realized learning community where high expectations result in sustained teacher effectiveness and substantial gains in all aspects of student achievement especially literacy/lexiles. The administration believes that all certified and classified staff members have a role in ensuring student success. To that end, there will be a collective effort to improve students' reading levels and Milestones' performance. The rewards proposal is based upon improved End of Grade results, an increase in reading / lexile scores, and individual teacher and administrator performance as measured by the Teacher Keys and Leader Keys Evaluation Systems (TKES and LKES). The Rewards/Incentive Plan will go into effect in the 2017-2018/Year 2 implementation.

Student Performance

All certified staff will be included in the EOG rewards improvement plan.

Teachers Evaluated with TKES

Teachers who receive at least two "Level IV" ratings on any of the ten Teacher Assessment on Performance Standards (TAPS) through the TKES summative evaluation, and have **no** "Level I" ratings will receive a $500.00 individual performance incentive.

Administrative Staff Evaluated with LKES

Assistant principal who receives at least one "Level IV" rating on any of the eight Leader Assessment on Performance Standards (LAPS) through the LKES summative evaluation, and have **no** "Level I" ratings, will receive a $500.00 individual performance incentive.

The principal will receive a $500 performance incentive if she has at least "Level IV" rating on any of the eight standards and has **no** "Level I" ratings on any of the eight standards.

EOG Student Performance Increase Per the Annual Target Goals	Certified		Assistant Principal	Principal
8 Total Assessments Administered (ELA and Math, 3rd, 4th and 5th) and (Social Studies and Science 5th) 10% increase in proficient and distinguished levels (ELA) 5% increase in proficient and distinguished levels (Math, Social Studies and Science)				
3 of 8	$300		$300	$300
4 of 8	$400		$400	$400
5 or more	$500		$500	$500
Based on 2016-2017 BASELINE EOG DATA				
Reading / Lexile Scores	Certified	Classified	Assistant Principal	Principal
Measures and criteria will be determined by LEA and leadership team during the pre-implementation year.				
Increase of 5 Percentage Points each year. Baseline 2016-2017	$200	$100	$200	$200
TKES and LKES				
Teacher Keys Evaluation Summative Assessment	Teachers			
Teachers who receive 2 or more Level IV ratings and no Level I ratings on any of the ten Teacher Assessment on Performance Standards	$500			
Leader Keys Evaluation Summative Assessment			Assistant Principal	Principal
The Assistant Principal and Principal who receive **1 or more Level IV ratings and no Level I ratings** on any of the eight Leader Assessment on Performance Standards			$500	$500
Principal Retention Incentive				Principal

Beginning with SY 17 – 18, each year for the duration of the SIG cohort 5 award, the principal will receive a retention bonus to remain at Martin Luther King Jr. Elementary School. This is contingent upon the principal signing a contract for the next school year. The principal will receive the bonus once he/she reports to school for work the next school year.				$2500
Principal CCRPI Improvement Beginning with SY 17 – 18, each year for the duration of the SIG, cohort 5 award, the principal will receive a bonus if the school's CCRPI score increases by 6 points from the previous year's score.				$2500
Indistar Process Manager Performance and Retention Incentive The Current Process Manager will receive an annual retention incentive of $2500 to remain at Martin Luther King Jr. Elementary School and sustain the body of work required of the Process Manager who utilizes the school improvement platform in accordance with GADOE requirements. The incentive will be based on an overall "Exemplary" summary rating on the School Improvement Specialist evaluation instrument.		$2500		
One-Time Signing Bonus: Up to 8 Teachers To attract teachers in critical needs areas to this Priority school.	$1500			
Bonus for Completion of Math, Gifted, and Reading Endorsement: Up to 10 teachers To support student achievement in critical needs areas	$1000			

School and district leadership will determine staff eligibility for rewards for staff who were not at the school for more than 75% of the school year.

POSITION: Reading Specialist, K-5 (SIG funded) <u>DRAFT</u>
QUALIFICATIONS:

1. Hold a Georgia Teaching Licensure at the T-5 level in Elementary Education.
2. Possess a Master's degree with an endorsement as a Reading Specialist.
3. Minimum of five (5) years of effective teaching in an elementary school setting with supervisory experience.
4. Minimum of one (1) year of effective teaching of reading as a primary responsibility.
5. Effective written and verbal communication, problem-solving skills, and computer proficiency including Microsoft Office Suite.
6. Understanding of an array of reading interventions and the ability to diagnose and prescribe according to student needs
7. Such alternatives to the above qualifications as the Board may find appropriate.

PERFORMANCE RESPONSIBILITIES:
1. Provide curriculum support and training for all teachers and continuous professional learning that supports school district initiatives.
2. Provide direct instruction in the areas of reading and writing for identified groups and individual students, with an emphasis on beginning, and developing level readers.
3. Model and coach instructional strategies in a variety of settings (whole group and small group) and provide follow-up support.
4. Collaborate with and coach teachers on the use of assessment data to plan instruction; analyze school literacy data and plan for future literacy needs
5. Provide ongoing professional learning and follow-up in the use of assessment tools.
6. Select instructional materials to meet student needs.
7. Work with teachers to collaboratively conduct initial assessments to determine if student needs services and determine specific recommendations and interventions
8. Participate in collaborative planning.
9. Conduct classroom visitations and provides feedback to teachers and administrators on the school's literacy program.
10. Serve as a liaison between the school and Curriculum and Instruction by attending meetings and disseminating information.
11. Maintain an organized system and accessible location for the storage and circulation of reading and writing materials and other resources.
12. Assist with the planning and delivery of parent workshops and informational sessions involving literacy.
13. Remain grounded in and abreast of current research related to literacy.
14. Completes other related duties assigned by the principal.

REPORTS TO: Principal.
SALARY RANGE   Ten-month contract with salary established by DCSS. Grant Funded/SIG.

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Draft Reading Specialist position announcement adapted from multiple Reading Specialist positions. The LEA will review and finalize the Reading Specialist position announcement during the pre-implementation months.

POSITION: **SIG Account Specialist (SIG funded)**
QUALIFICATIONS:
1. Associate's Degree in Business Office Technology or Accounting.
2. Experience in Federal Title I Grant budgets preferred.
3. Proficiency in Microsoft Suite, including Excel, Word, Publisher and Power Point.
4. Excellent communication, organizational, and record-keeping skills.
5. Proficiency in business data management system and data analysis.
6. Professional interpersonal skills and have excellent written, verbal and technology skills.
7. Such alternatives to the above qualifications as the board may find appropriate.

PERFORMANCE RESPONSIBILITIES:
1. Develop and sustain organizational/record-keeping procedures for program monitoring.
2. Utilize NextGen Accounting platform to complete purchase orders.
3. Track the status of orders and update principal, SIG-Program coordinator in a timely manner.
4. Communicate with vendors regarding orders.
5. Develop and maintain comprehensive inventory of all SIG-funded equipment. Conduct inventory review three times per school.
6. Maintain calendar of SIG-funded professional learning activities and increased learning time activities.
7. Create and submit all grant-related forms to the SIG Program coordinator in a timely manner.
8. Reconcile professional learning documentation with timesheets, agendas, meeting notes.
9. Maintain accurate electronic and paper records of all SIG-funded activities.
10. Maintain professional and technical skills by attending required educational workshops.
11. Performs other related personnel functions and projects as assigned.

REPORTS TO: Principal
SALARY RANGE: Twelve-months on the semi-monthly scale, Grade 41. Grant funded/SIG

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Position: SIG Program Coordinator (SIG funded, 49%)
QUALIFICATIONS:
1. Master's or higher degree in education, education administration, finance, public policy or a related field.
2. Experience developing and providing professional learning both in electronic and face-to-face formats.
3. Experience in managing educational budgets.
4. Must have school or district level expertise in all aspects of the school improvement process.
5. Experience in working with adult learners.
6. Experience managing educational contracts and grants.
7. Excellent interpersonal, communication and presentation skills.
8. Additional computer skills including proficiency in Microsoft Office (Word, Excel, and PowerPoint).
9. Demonstrated progressive success in designing, managing, and/or implementing school reform.
10. Strong analytical and problem-solving skills.
11. Ability to identify and implement appropriate solutions.
12. Such alternatives to the above qualifications as the Board may find appropriate.

PERFORMANCE RESPONSIBILITIES:
1. Developing a project management plan to include milestones, timelines and responsible personnel.
2. Structuring the school-based work of the SIG implementation team.
3. Implementing processes and procedures to assess the quality of program implementation and its alignment with the district's strategic plan.
4. Conducting monthly, onsite monitoring and providing feedback and support to improve implementation.
5. Collecting, summarizing, and analyzing progress data and providing feedback to district staff and community stakeholders.
6. Submitting budgets, budget amendments and other reports on time to the LEA point of contact.
7. Designing and conducting technical assistance/training based on assessment of school's needs.
8. Participating in all state-wide required meetings, training, and professional development.
9. Submitting budgets electronically on time, in the Consolidated Application.
10. Serving as the liaison between the LEA and the school.
11. Performs other SIG-related functions and projects as assigned.

REPORTS TO: Principal
SALARY RANGE: Ten-month contract with salary established by DCSS (49%). Grant Funded/SIG.

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Supplemental

Plan for the Development of Curricula

Marzano highly ranks the impact of a "guaranteed and viable curriculum" on student achievement. The LEA and SEA concur with this belief and have been engaged in dialogue surrounding the best manner in which Dougherty County schools can create this "guaranteed and viable curriculum" for all learners. During one of the many brainstorming, data review sessions, a recommendation was revisited and reintroduced to this dialogue. Planning time should be spent defining guaranteed and viable curriculum for Dougherty County Schools. If the LEA were to conduct or have conducted a comprehensive curriculum audit, the needs of the LEA would clearly surface and effort, funds, resources and expertise could be directed to address the prioritized needs. The LEA proposes to use the pre-implementation months and the beginning of year 1 to research and conduct or have conducted a comprehensive curriculum audit, (a needs assessment for the LEA's curriculum) in order to determine targeted support needed for students at the elementary grades. In addition, the LEA determined that multiple funding sources including local, state and federal will be explored to support this audit.

It is evident from the dialogue among the SEA, LEA and school that the pre-implementation months will provide opportunities for continued review of the data, further clarification of needs and subsequent identification of supporting resources for the community at Martin Luther King Jr. Elementary School. The SIG budget for Martin Luther King Jr. Elementary School will reflect an allocation to further explore and determine the support needed to address math and ELA curriculum and assessment support based on the LEA curriculum audit.

In the interim and during the pre-implementation year, the Dougherty County School System will continue the process of developing Reading/ELA and math curricula for all elementary grades aligned to the current GSE standards. The district will use the rigorous curriculum design, developed by Larry Ainsworth, in conjunction with the Reading Wonders Curriculum to develop a comprehensive and rigorous curriculum. The curriculum will be written based on the research of Larry Ainsworth, the Rigor and Relevance continuum, and Webb's Depth of Knowledge.

Included in the district curriculum will be pacing charts, unit frameworks/plans, and unit assessments aligned to the Georgia Standards of Excellence. The curriculum will be developed using guidance from the resources located on georgiastandards.org along with the research already mentioned. All curriculum work will be led by the district curriculum coordinator in collaboration with district teachers.

During the pre-implementation months, the LEA will also be involved in the development of a common "robust screening, hiring and evaluation process" for external providers. (SIG guidance, March 2015)

The work that can be done with the Martin Luther King Jr. Elementary School community will have enduring effects on the lives of children. The challenge and goal will be to prioritize the work and maintain, in the words of Doug Reeves, "a clearer focus on fewer practices." The focus for the SIG, cohort 5 work at Martin Luther King Jr. Elementary School will be the work associated with the Evidence Based Whole School Reform Model, SFA.