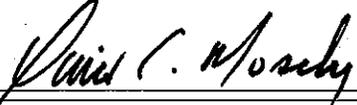


**Georgia Department of Education  
School Improvement Grant 1003(g)**

**Part II: LEA Application FY 2013-Cohort 4  
Cover Page**

LEA Name: <b>Dougherty County School System</b>  School Name: <b>Dougherty Comprehensive High School</b>	LEA Mailing Address:  <b>200 Pine Avenue POB 3170 Albany, GA 31706</b>
LEA Contact and Coordinator (person responsible) for the School Improvement Grant:  Name: <b>Dwala L. Nobles</b>  Position and Office: <b>RT3/SIG Program Manager</b>  Contact's Mailing Address: <b>DCSS, 200 Pine Avenue, POB 3170, Albany, GA 31706</b>  Telephone: <b>229.483.6300, ext: 3911; Cell: 404.323.3623</b>  Fax: <b>229.431.1239</b>  Email Address: <b>Dwala.Nobles@docoschools.org</b>	
Board Chairman (Print Name):  <b>Mrs. Carol Tharin</b>	Telephone:  <b>229.888.3019</b>
Signature of Board Chairman: 	Date:  <b>4-18-2014</b>
Superintendent (Printed Name):  <b>Dr. David C. Mosely</b>	Telephone:  <b>229.431.1285</b>
Signature of Superintendent:  X 	Date:  <b>4-18-2014</b>
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**

**A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.**

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

SCHOOL NAME	NCES ID #	PRIORITY	INTERVENTION			
			turnaround	Restart	closure	transformation
Dougherty Comprehensive HS	130183000832	X				X
Monroe HS	130183000824	X				X

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

**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 2013-2014 academic year. Priority schools that were previously identified and received an FY2010 (Cohort 2) School Improvement Grant to implement a reform model are not eligible to apply for the Cohort 4 grant. Priority schools that previously received FY 2009 (Cohort 1) SIG 1003(g) grant funding and are still reflected on the Priority school list are eligible to apply for the Cohort 4 grant.

A list of all Priority schools is provided in Attachment A. The list includes those eligible for Cohort 4 funds as well as those ineligible to apply. LEAs should notify the Georgia Department of Education of its intent no later than January 31, 2014.

**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 renewable for the two subsequent years 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
  - Dropout rate (if applicable)
  - Student attendance
  - Teacher attendance
  - Number and percentage of students completing advanced coursework
  - Discipline incidents
  - Truants
  - Distribution of teachers by performance level on the Georgia Teacher Keys Evaluation System
  - 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 complete a separate application for each of the eligible schools for which the LEA is applying.

The original and two copies of the completed application(s) must be mailed or delivered to **Dr. Patty Rooks** at the address listed below:

Georgia Department of Education  
1566 Twin Towers East  
205 Jesse Hill Jr. Drive, SE  
Atlanta, Georgia 30334

Please submit one (1) electronic copy to [prooks@doe.k12.ga.us](mailto:prooks@doe.k12.ga.us) and [Yordonez@doe.k12.ga.us](mailto:Yordonez@doe.k12.ga.us).

### **Application Review**

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

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

**LEA Capacity**

- i. 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. 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.
- ii. 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.: Principals' 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.
- iii. What methods did the LEA use to consult with relevant stakeholders including principals, teachers, staff, parents, school board members and students 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?
- iv. 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)?
- v. How will the LEA monitor and evaluate progress toward annual goals for student achievement, SIG leading indicators and implementation of interventions?
- vi. How will the LEA sustain the reforms in its SIG 1003(g) schools after the funding period has concluded?
- vii. 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?
- viii. How will the LEA select School Improvement vendors (external partners/provider) to work with the SIG school(s)? 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.

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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
- ix. How will the LEA gather and share effective practices from the schools receiving SIG funds with other schools within the LEA?
- x. If the LEA has chosen not to apply for SIG 1003(g) funding for all of its eligible Priority Schools, the LEA must include a narrative discussing why the LEA does not have the capacity to serve all of its eligible schools with SIG 1003(g) funding and support.

#### **LEA CAPACITY**

Dougherty County School System (DCSS) is comprised of twenty-three traditional schools and several alternative programs that serve a variety of students—from those who are gifted and need acceleration opportunities, to students who need a second chance to recover credits to graduate from high school. The community understands the urgency of identifying solutions to mitigate the deepening poverty that has taken root in a pronounced manner in Dougherty County. That nineteen of the district's traditional schools are federally-designated Title I schools is a compelling reason for the district to identify supplemental resources to provide students with a quality education that equips them ultimately to ascend from the degradation of poverty to a hopeful future with limitless possibilities.

Dougherty Comprehensive High School, serving the eastern portion of the county, has been in a state of transition for more than ten years when the district rezoned the school's attendance area. Between 2005 and 2012, the school lost more than 400 students to rezoning and the option to attend high schools with different academic and CTAE program offerings. Last year, a feeder elementary and middle school were closed, thereby further exacerbating the high school's student enrollment. High schools with fewer than 800 students are challenged to offer its students a suite of relevant college and career readiness programs intended to inform their future aspirations and opportunities. In a community plagued by poverty, the high school has seen its economically disadvantaged student subgroup increase by 31% since 2005.

2012-2013 saw a precipitous reduction of rising 10<sup>th</sup> graders, with only 56.5% of the prior year's 9<sup>th</sup> graders (361) advancing to 10<sup>th</sup> grade (204) in the next year. When this data is compared to the overall year-over-year decrease

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in the number of students with 6 or more absences, the LEA believes that many of these students voluntarily stopped attending school full-time after struggling during the first year of high school. The drop-out rate is lower for SY12 10<sup>th</sup> graders becoming 11<sup>th</sup> graders the following year, with only a 28.6% reduction in those enrollment numbers (248 versus 177, respectively). However, the pattern is clear – many of Dougherty Comprehensive High School's students are choosing not to complete their education long before senior year. The LEA recognizes the severity of this problem for the future of each of these students as individuals, and for the community as a whole, and seeks to utilize the SIG funding to implement new career-readiness programs such as Career Technical and Agricultural Education (CTAE) course offerings. It is imperative that students be exposed to a wide range of educational opportunities, and it is especially critical for students who may not be college-bound to graduate with the skills necessary to enter today's technology-driven workforce. Similarly, for students who are preparing for college, they will leave college to begin a vocation. The school community is counting on us to ensure that our students leave high school college and career ready.

Given the direct relationship between poverty and education, Dougherty High School is fervent in its desire to remove barriers which impact student achievement. With the lowest graduation rate among the district's four traditional high schools, DCHS recognizes the challenge it faces; however, with a sincere resolve to improve academic outcomes for students and the school culture, the school community is receptive of new ideas and strategies to support their efforts to ensure students have meaningful, equitable opportunities to learn and succeed.

During the past two and a half years, Dougherty County School System (DCSS), in conjunction with the Georgia Department of Education's District Effectiveness Team, evaluated the system's departmental and federal program processes to determine how best to support all schools. With a greater emphasis on providing comprehensive support for its underperforming schools, DCSS is now better positioned to manage a School Improvement Grant (1003g) at its two eligible Priority schools. The Human Resources Department has both a director and personnel coordinator who actively participate in university and various local and state job fairs to recruit highly qualified teachers. The district 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 HR director met with a representative from Intelage, a recruitment organization that identifies overseas teachers of hard to fill content areas like mathematics and science. He is working with the company to determine the process and availability of teachers who can be interviewed for math and science teaching positions. The Human Resources and Title II-A directors collaborate to ensure an organized annual process of monitoring the HiQ status of all teachers in the district. Over the past four years, the district's HiQ status has increased substantially from 93% in 2010 to 99% in 2014.

DCSS recently hired a veteran Title I director, who has substantial experience in school improvement structures and federal program administration. Collectively, she and three district-level Title I school improvement specialists provide technical assistance to schools in developing and monitoring the school-wide plan, budget, and parental engagement activities. One school improvement specialist monitors the Focus schools and Non-SIG Priority schools and assists with the development of the schools' Flexible Learning Plans. The district's current RT3/SIG program manager will use a structured paradigm of support and monitoring for future SIG schools, as she does currently for the district's Cohort 2 SIG school. The structure of support will include: weekly visits during the first two months of SY15 to ensure completion of SIG-funded staffing, training of the school improvement specialist and

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administrative accounts specialist, review of the professional learning schedule, duties and responsibilities of the administration and leadership team, and the organization and implementation of increased learning time. After the GADOE provides Indistar training and a monitoring schedule, in addition to weekly desk-monitoring of *Indistar* to review coaching comment responses 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 teacher practice and student achievement. The program manager will provide timely programmatic and fiscal guidance in accordance with the SIG (1003g) requirements. Fiscal meetings with the school's administrative accounts clerk, district fiscal analyst, principal, school improvement specialist, and program manager will be conducted every six weeks to review the status of the SIG budget, orders, and purchasing timelines.

The secondary RTI coordinator, a former special education teacher, will continue to train teachers on the use of universal screeners, identifying appropriate interventions, maintaining appropriate documentation of interventions, and analyzing student progress. The instructional data specialist, a former GADOE school improvement specialist, will determine the faculty's ability to analyze data and train the faculty in effective processes of data analysis. This will include: finding the relevant pieces of data in various data platforms including SLDS, understanding what the data signifies, determining what the data means, and selecting an instructional approach to address student needs based on the data. The high school instructional specialist will be trained on the new assessment platform to support teachers in their efforts to use the platform to develop unit assessments and analyze the data at the standards' level. Additionally, the instructional specialist will support the school staff's use of the TLE platform and other technology as it becomes available. Thus, the LEA SIG team will be comprised of the human resources director, Title I director, secondary RTI coordinator, instructional data specialist, high school instructional specialist (pending BOE approval), and the RT3/SIG program manager. Inasmuch as non-SIG schools do not have a program manager who continually monitors their school improvement processes or a SIG team, the district support at Dougherty High School will exceed the support given to other schools. The secondary core-content coordinators will spend more time in the school to train, model, and monitor teachers. To impact teacher practice and student achievement, the coordinators will use a 3-5 day cycle of uninterrupted training and support, as well as follow-up visits to ensure full implementation of training.

When the LEA conducted a SIG informational session with stakeholders, a preponderance of them indicated their need for technology and textbooks. Many students believe their teachers care about them; however, the students would like more relevant options for class assignments. While many understand the connection between school and career, other students are not sure of their futures. As such, the SIG will allow DCHS to focus on college and career readiness skills that will better prepare students to make informed decisions regarding their future endeavors. The cyclical underperformance of students is not only a result of poverty, but also a result of teachers in need of refined teaching strategies to meet the needs of students regardless of how they learn.

The LEA consulted with groups of relevant stakeholders during the previous and current school years. Meetings with the DCSS Board of Education, along with the schools' leadership teams, faculty, students, and parents

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resulted in the stakeholders' understanding of the importance of their input, as well as the need for the School Improvement Grant award. In preparation for the Cohort 4 SIG application opportunity, the LEA conducted the following meetings:

- February 20, 2014: Principal Meeting
- February 25, 2014: Leadership Team Meeting (16 staff members attended.)
- March 3, 2014: Faculty Meeting Parent Meeting (+40 staff members attended.)
- March 10, 2014: DCSS Board of Education SIG Update (+40 stakeholders attended.)
- March 11, 2014: DCHS Parent Meeting (15 parents attended.)
- March 18, 2014: DCHS Student Meeting (21 students attended.)
- April 1, 2014: Administrative SIG Work Session
- 

During SY13, in preparation for the SIG opportunity, the district replaced the principals at both Dougherty and Monroe High Schools. The Transformation Model evolved as the most practical intervention model for our district given the difficulty we have in acquiring a substantial cadre of highly qualified teachers in critical content areas. Although the district offers recruitment and retention bonuses, given the national shortage of teachers in critical areas, DCSS continues to feel the impact of the shortages. Fortunately, the hiring of turnaround principals last year has begun to reveal this decision to be a prudent one, as evidenced by the structures they have implemented during SY14 to support and/or remove ineffective teachers and staff.

In May 2013, the district's interview panel, comprised of the HR director, executive director of finance, superintendent, assistant superintendent for curriculum and instruction, GADOE representative, and RT3/SIG program manager interviewed several candidates for the principal positions at Dougherty and Monroe High Schools. Candidates were required to delineate their understanding of "turnaround leadership" and school improvement best practices. From the very beginning of their tenure, with a sense of urgency, the current principals have exhibited requisite turnaround competencies as they assessed the status of school climate, teaching and learning, and family/community engagement. Their problem-solving ability, concentration on results, and capacity to influence staff has resulted in the beginning stages of a positive transformation in less than six months. Stakeholders have indicated on numerous occasions their support of and gratitude for the current administrations' initial focus of creating a safe and orderly environment conducive to learning, and a concurrent laser-like focus on teaching and learning. The typical statement from stakeholders is "Our school is now serious about educating students and holding staff accountable." With a deep commitment from the current turnaround principals at Dougherty and Monroe High Schools, the district believes that both schools are better able to manage and utilize potential SIG funding to improve student achievement and teacher effectiveness.

In October 2013, the DCSS Board of Education replaced the principal at DCHS with one who possessed the turnaround competencies necessary to exact improvements. As one who drives for results, Mr. Robert McIntosh immediately increased the student achievement target goal percentages, recognizing the importance of setting high expectations. Similarly, he initiated a Saturday School for students to remediate and recover failing grades. Currently, twelve teachers are on professional development plans. This is in contrast to the 2012-2013 school year when all teachers were rated as proficient on the Teacher Keys Effectiveness System. The principal's keen ability to influence for results is evident in the leadership team's now weekly meetings and the extended work day on

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Monday for all faculty members. A confident problem-solver, Mr. McIntosh embraces shared leadership and input from the faculty.

The district will conduct monthly monitoring of SIG schools through its RT3/SIG program manager and LEA SIG team. Specifically, the monitoring will determine the schools progress on the twenty assurances including, but not limited to, the implementation of CCGPS, analysis of student and teacher data, implementation of short-term action plans documented in *Indistar*, implementation of increased learning time, and professional learning. Monitoring meetings will include content/data team presentations of student achievement on diagnostic, formative, and common unit assessments, updates on collaborative planning effectiveness and school-level monitoring of teacher planning, leadership team activities and *Indistar* utilization, as well as detailed updates regarding the organization and effectiveness of Increased Learning Time (ILT) and other academic/behavioral interventions. The district will use *Indistar* as a monitoring tool to ensure implementation of school improvement efforts.

The SIG Team and the school improvement specialist at its Cohort 2 school will provide training and support for future school improvement specialists and leadership teams at Cohort 4 SIG schools. The training will include: time management and leadership team best practices, effective *Indistar* documentation, and organizing and monitoring ILT. The RTI coordinator will ensure teachers' understanding of and proper utilization of the reading and math universal screeners.

In addition to the state's District Effectiveness Team, the SW Region School Improvement Team provides wide-ranging expertise and support to our district's Priority and SIG school principals. Given the organizational structure, flexibility, training, and processes of the team during SY14, we are confident of the district's ability to maximize available resources to exact positive outcomes. The accessibility and expertise of the Lead School Improvement Specialist, Point of Contact, Content Specialists, and other specialists from the SW Region Team, collectively will strengthen our efforts to develop sustainable practices at the school and district levels.

After the funding period has concluded, the district leaders will sustain the reforms in its SIG schools. The executive director of business and finance recognizes the necessity to engage in ongoing conversations and planning for sustainability. As such, he conducts monthly collaborative budget meetings with the assistant superintendent for curriculum and instruction and the directors of all federal programs, including Title I, Title II-A, Migrant, and Race to the Top/School Improvement Grant (1003g). The meetings 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.

We will continue to utilize *Indistar* as a platform for schools and the LEA to continually document, monitor, and evaluate school 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. Title I and Title II-A funding will sustain any professional learning activities funded by the grant. Our commitment, however, is to hold schools accountable for implementing and monitoring substantive professional training like Universal Design for Learning. In addition to the accountability the Teachers Keys Effectiveness System will afford, we will conduct focus-walks and review observation and focus walk data to determine the consistency of practices, strengths, and next steps. CTAE and other available local funding sources will be used to sustain the SIG-funded resources and other technologies. The district will also pursue other college and career readiness grant opportunities at the

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national and state levels.

The district has received substantial input from its Priority schools and has begun to take action in an effort to remove the most compelling barriers. The technology director has begun the work of improving the technology infrastructure to ensure consistent Wi-Fi access throughout each school facility. Additionally, the assistant superintendent for curriculum and instruction is responding to other risk factors that will be resolved as consultants are hired to develop an organized graduation advisement-accountability process, align the curriculum in specific content areas, develop "students-first" procedures for awarding Carnegie units, and train teachers to develop effective common unit assessments. Led by the GADOE District Effectiveness Team, the initial work of curriculum alignment is underway currently. Continuing into SY15, the GADOE and district team will partner in an effort to resolve the aforementioned barriers in an effective and timely manner. The teams will evaluate the barriers and eventually provide the DCSS Board of Education with a status report and effective strategies to ameliorate the concerns judiciously.

DCSS recognizes the importance of utilizing the expertise of external providers who have proven results in the areas of improving standards-based classrooms, assessment development, data analysis to inform instruction, effective TKES feedback, Universal Design for Learning, College and Career Readiness professional development, Literacy Design Collaborative, Mathematics Design Collaborative, classroom management, and Co-Teaching strategies. In addition to the GADOE's technical assistance, external providers will be selected based on the LEA's service procurement guidelines, along with the timely processes and relevant, researched practices embedded in *Guide to Working With External Providers: Partnerships to Improve Teaching and Learning, 3<sup>rd</sup> Edition* (Hassel and Steiner, 2012). The SIG Team and members of the Dougherty High School faculty will collaborate to develop requests for proposals. With an emphasis on improving instruction, potential service providers will need to show evidence of their capacity to train teachers and provide examples of transformative classrooms they have supported. In addition to the training, service providers will model, evaluate, and assist administrators in aligning the professional learning activity to the Teacher Keys Effectiveness System so that administrators can aptly evaluate the degree to which implementation is proficient, the expected rating for all teachers. The service provider will be required to update the administration throughout the training period and supply teachers with specific feedback on their progress, along with research-based strategies to strengthen their development. The SIG Team and school staff will collaborate and evaluate the proposals based on the needs of the Dougherty High School.

There will be a concerted effort to provide targeted professional learning for the teachers and administrators at Dougherty High School. A systemic training framework, which includes implementation, alignment to the Teacher Keys Effectiveness System standards, modeling, monitoring, and peer observations, will be used to avoid the pitfalls of short-lived training that seldom impacts teacher practice and student outcomes. Instead, the Universal Design for Learning training will be embedded into the school culture over time. Based on the feedback the LEA has received regarding the UDL expert consultant who is training the faculty at our Cohort 2 SIG school, Mary Ann Lasseter, a former GADOE school improvement specialist and UDL expert will serve as a consultant at Dougherty High School, pending grant and DCSS Board approval. Ms. Lasseter promises to equip the faculty with the language of how students learn and variable, proven strategies to reach the unique learning styles of all learners.

Priority SIG schools will have several opportunities to share their progress and collaborate. During SY14, the assistant superintendent for curriculum and instruction initiated the monthly sharing of best practices at principals' meetings. Additionally, he provides principals with time for job-alike collaboration several times a year. Beginning in

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SY15, the DCSS Board of Education will receive twice annual updates on SIG schools rather than the current single annual update. The school principals and RT3/SIG program manager will summarize the status and highlight successes of the SIG-funded activities and provide an update on student progress.

The superintendent meets with his cabinet at least once per month. He conducts quarterly district-wide leadership team meetings to focus the work of his cabinet and schools. The quarterly meetings promote fluid communication between the school and district leadership as departmental updates and celebrations are shared. Principals have direct access to the superintendent via his personal cell phone or private office line. In fact, principals have acknowledged their appreciation of the superintendent's accessibility and willingness to confer with them as the need arises.

The Title I Director and RT3/SIG program manager recently discussed the need to ensure that all school improvement staff members collaborate more closely. Because we will have both district-level and school-level SIS positions if we acquire the SIG, there will be a greater emphasis on collaboration to support the Priority and Focus schools. As such, SIG schools will be able to share their best work with non-SIG schools. In May 2014, the first work session will be conducted to discuss the standardization of LEA monitoring of its Priority, SIG, and Focus Schools. During the 2014 Summer Summit, the program manager will co-present with the Southwest Georgia Region's Lead School Improvement Specialist. This will give DCSS an immediate opportunity to share best practices with other districts, as well as learn of other support mechanisms we might consider in support of our underperforming schools. Just as the district's current Cohort 2 SIG school has been invited to share its practices and student achievement results with the United States Department of Education, we look forward to achievement gains at Monroe and Dougherty High which result in similar positive media invitations.

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**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 three (3) year proposed budget narrative and fill out the corresponding budget templates that are provided in this application. The budget narrative and templates must reflect the amount of school improvement funds the LEA will use each year to:
  - a. Implement the selected model in each SIG school it commits to serve.
  - b. Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Priority school(s).

Note: An LEA's proposed budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Priority school the LEA commits to serve through SIG 1003(g). A LEA's proposed budget must include reasonable and necessary expenditures that are in compliance with federal funding requirements. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year proposed budget plan.

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 or no more than \$6,000,000, per school, over three years.

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**D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.**

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements;
- (2) Establish 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/2010-27313.pdf> ) in order to monitor each Priority school that it serves with school improvement funds
- (3) If it implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the partner, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- (6) Report to the SEA the school-level data required under section III of the final requirements (<http://www2.ed.gov/programs/sif/2010-27313.pdf> ).

**Georgia Specific Assurances**

The LEA must assure that it will—

- (1) Ensure that a high-performing principal leads the school reform;
- (2) Ensure that staff selection is based on mutual consent of the school principal and the LEA;
- (3) Collaborate with the Georgia Department of Education’s District Effectiveness Team to support the reform efforts in the SIG 1003(g) school(s); and
- (4) Ensure that principal selection is approved by a Georgia Department of Education staff member.

**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

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implement the waiver.

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

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**LEA Name: Dougherty County School System**

**School Name: Dougherty Comprehensive High School**

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

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

The current principal, Mr. Robert McIntosh, was formerly the district's Secondary Principals' Coach. When the principal appointed to Dougherty High School resigned in October 2013, the Secondary Principals' Coach was appointed as the principal of Dougherty High. The turnaround leader competencies that Mr. McIntosh has exhibited are:

- **Initial Analysis and Problem Solving:** In October, Mr. McIntosh analyzed the school's performance data and the goals set in the school's School Improvement Plan. His first initiative was that academic departments set new SMART goals that reflect gains of at least ten percentage points.
- **Driving for Results:** Mr. McIntosh led the administrative staff to focus on teacher effectiveness. Currently, twelve teachers are on PDP's, and the administrative staff committed to conducting at least five observations a week.
- **Measuring, Reporting (and Improving):** Departments are required to present departmental data to include teacher grade distributions and standards strengths and weakness according to benchmark data. Celebrations and problem solving, appropriately, are the result of the presentations. The BOE is committed to providing the principal with the operational flexibility needed to exact necessary change to impact student achievement outcomes.

Further, the leadership team, as a requirement of Priority Schools, conducted its baseline and mid-year High Impact Rubric Survey for Leadership Teams. In October when the baseline data was collected, the team assessed itself under the leadership of the former principal. In 5 out of the 6 areas, some members of the team rated its performance as "not addressed," and in every area at least 30% of the team assessed its performance as "emergent." In January when the mid-year survey was conducted, the data reflect the team's assessment under the leadership of Mr. McIntosh. There were not areas in which the team rated itself "not addressed" and ratings of emergent were only assigned to two areas. In the area of having a process of continuous

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improvement, the team rating is 92% operational. In the area of continuous progress with student achievement, the team rating is 75% operational. The results of the High Impact Rubric provide evidence that Mr. McIntosh has effected very positive change in the leadership of Dougherty Comprehensive High School.

The LEA has granted Mr. McIntosh flexibility with staffing, funding, and time to effectively implement the School Improvement Process and meet the non-negotiables of the SIG.

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

Dougherty County School System uses TKES and LKES to evaluate teacher and leader effectiveness. During the 2012-2013, the district fully implemented the Teacher Keys and Leader Keys Evaluation Systems. With the support of the GADOE technical staff, the district will be trained to provide annual TKES/LKES training updates for its staff.

Annually, the district administration will evaluate the TKES summary data to provide targeted professional learning based on the TKES standards and teacher needs assessment. Mini-workshops will facilitate individual targeted assistance.

As required by TKES, administrators conduct formative and summative evaluations, announced and unannounced observations. Focus walks conducted by academic coaches are aligned with TKES standards, and the “look-fors” are taken from the TKES rubrics. LKES is monitored by the district curriculum office.

The Assistant Superintendent for Curriculum and Instruction will work with district leadership staff to develop a comprehensive support/mentoring plan for all principals. To recognize teachers who exhibit exceptional teaching, teachers will receive an incentive of \$500 if they receive at least two “Exemplary” ratings on any of the ten Teacher Assessment on Performance Standards (TAPS) through the TKES summative evaluation, and have no “Ineffective” ratings. The principal and assistant principals who have at least one “Exemplary” rating on any of the eight standards and have no “Ineffective” ratings on the Leader Assessment on Performance Standards (LAPS) will receive a \$500 incentive. The incentive pay will be awarded each year of the grant in which the requirements are met.

Timeline: By December of each school year of grant funding, teachers will be evaluated with no less than two walkthroughs and one formative evaluation followed by a mid-year conference. By May of each school year of grant funding, teachers will be evaluated with no less than two additional walkthroughs and an additional formative evaluation, a summative evaluation, and a summative conference.

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A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

With CCRPI achievement points being awarded according to student performance on the EOCT's, those scores will be used to measure the effectiveness of the instructional plan developed with the School Improvement Plan. All certified staff will receive "Achievement Incentive Pay" according to the following guidelines and awarded each year of the grant when the requirements are met:

- Achievement goals met for 3 of the 8 EOCT's--\$300
- Achievement goals met for 4 of the 8 EOCT's--\$400
- Achievement goals met for 5 or more EOCT's--\$600

Graduation rate gains are also calculated into the CCRPI score, and therefore, school personnel will receive incentive pay for achieving graduation rate goals. All school personnel will receive this incentive pay to reward the extended work hours of classified staff to attend meetings and maintain the building after hours and on weekends. Certified staff will receive incentives for implementing instructional changes and strategies which contribute to student achievement. School Personnel will receive "Graduation Incentive Pay" according to the following guidelines each year of the grant when the requirements are met:

- Certified Staff--\$300
- Classified Staff--\$200

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

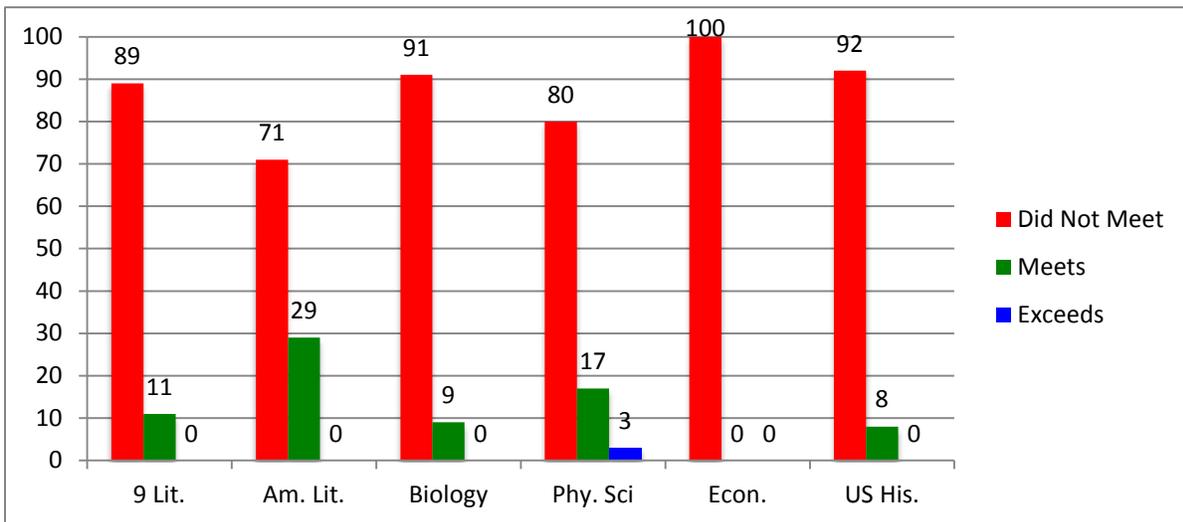
Job-embedded professional learning will be provided in the following areas:

- Dougherty County School System is purchasing a new assessment system for creating and scoring district assessments. The entire faculty will participate in professional learning to be trained in use of the new equipment and become familiar with the data collection and analysis that are possible with the new system. Timeline: July—September 2014
- Classroom Management: About 19% of the teachers currently teaching at Dougherty High have less than 4 years in the profession. Those new teachers and teachers identified as having difficulty with classroom management will participate in professional learning. The professional learning will be conducted by teacher leaders in the building, district level personnel, and external providers. Timeline: This professional learning will be continuous throughout the entire life of the grant to accommodate new teachers as they are hired and to offer support for teachers already on staff who require PL in this area.
- Formative Assessment (FIP Modules): The FIP Modules may be assessed online and lessons and activities may be assigned by administrators. Teachers have begun utilizing the FIP modules. However, additional training is necessary. GADOE School Improvement Specialists conduct FIP training and other external providers will be sought as well. Timeline: During years one and two of grant funding, district and external providers will be hired to offer professional learning around formative assessments. During year three of grant funding, a core group of teacher leaders will re-deliver and train new teachers and assist all teachers with the implementation of formative assessments (sustainability).
- One-to-One: Dougherty County School System has adopted the One-to-One technology. This will equip each student and teacher in the building with a tablet. The technology's implementation will "roll out" in phases. Teachers will receive professional learning to be able to incorporate this technology and assist students with the technology as well. Timeline: The timeline for training with the One-to-One technology is dependent upon the district's "roll out" timeline. The year the district schedules Dougherty High School in the "roll out" will be the year in which One-to-One professional learning will be conducted. One-to-One technology will not be available at the high school level until after SY16 or later.
- Effective Co-teaching: The chart below exhibits the performance of our Students with

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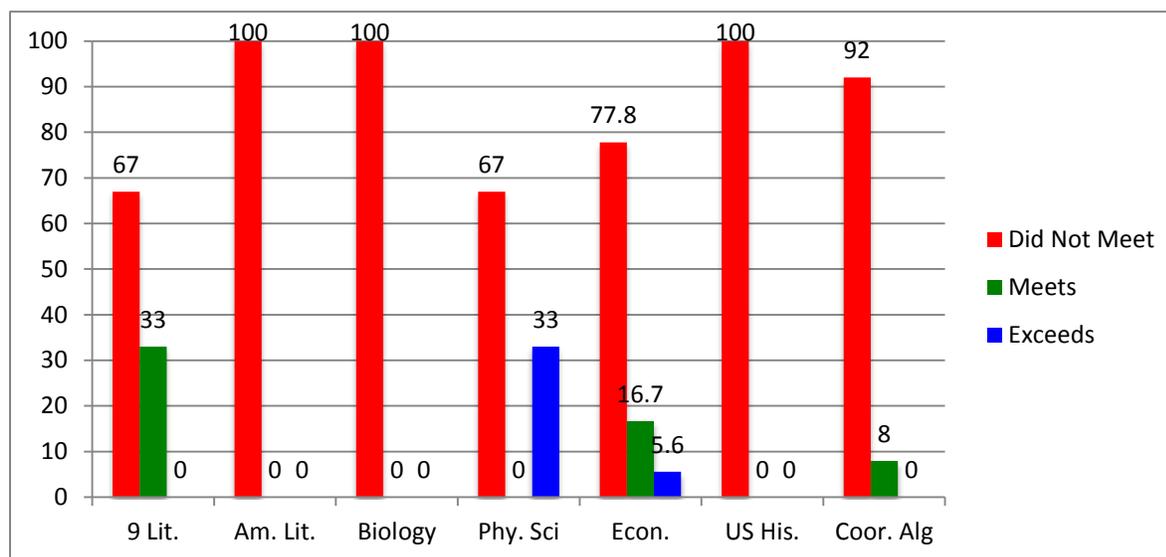
Disabilities on the EOCT's. The data of the performance of students with disabilities in core academic subjects is also provided. The data reflect the need for more effective interventions for students with disabilities. Co-teachers have engaged in training with GADOE School Improvement Specialist, and the school will continue to solicit co-teacher training from GADOE and other external providers. Timeline: During years one and two of grant funding, state, district, and external providers will be hired to offer professional learning around effective co-teaching models. During year three of grant funding, a core group of teacher leaders will re-deliver and train new teachers and assist all teachers with the co-teaching strategies (sustainability).

Students with Disabilities (2011-2012)



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Students with Disabilities (2012-2013)



Students with Disabilities 1<sup>st</sup> 9 wks (2013-2014)

Course	Enrollment	pass #	fail #	fail %
Amer. Lit. (Inclusion)	13	7	6	46.15384615
Brit. Lit. (Inclusion)	7	4	3	42.85714286
9th Lit. (Inclusion)	11	6	5	45.45454545
Biology (Inclusion)	4	1	3	75
Envir. Sci. (Inclusion)	14	13	1	7.142857143
Ana&Phy (Inclusion)	2	0	2	100
Math III (Inclusion)	14	8	6	42.85714286
Ad D Mak (Inclusion)	6	1	5	83.33333333
Coor Alg (Inclusion)	10	6	4	40
An. Geom (Inclusion)	5	4	1	20
Economics (Inclusion)	7	2	5	71.42857143
US History (Inclusion)	3	1	2	66.66666667
Wld Hist (Inclusion)	3	3	0	0

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Students with Disabilities 2<sup>nd</sup> 9 wks (2013-2014)

<b>Course</b>	<b>Enrollment</b>	<b>pass #</b>	<b>fail #</b>	<b>fail %</b>
Amer. Lit. (Inclusion)	12	4	8	66.66666667
Brit. Lit. (Inclusion)	7	2	5	71.42857143
9th Lit. (Inclusion)	10	6	4	40
Biology (Inclusion)	6	1	5	83.33333333
Envir. Sci. (Inclusion)	11	9	2	18.18181818
Math III (Inclusion)	13	7	6	46.15384615
Ad D Mak (Inclusion)	6	3	3	50
Coor Alg (Inclusion)	9	6	3	33.33333333
An. Geom (Inclusion)	7	6	1	14.28571429
Economics (Inclusion)	8	4	4	50
US History (Inclusion)	6	5	1	16.66666667
Wld Hist (Inclusion)	2	1	1	50

Students with Disabilities 3<sup>rd</sup> 9 wks (2013-2014)

<b>Course</b>	<b>enrollment</b>	<b>pass #</b>	<b>fail #</b>	<b>fail %</b>
Amer. Lit. (Inclusion)	9	7	2	22.22222222
Brit. Lit. (Inclusion)	4	2	2	50
9th Lit. (Inclusion)	8	7	1	12.5
Biology (Inclusion)	6	3	3	50
Envir. Sci. (Inclusion)	4	4	0	0
Math III (Inclusion)	11	5	6	54.54545455
Ad D Mak (Inclusion)	6	4	2	33.33333333
Coor Alg (Inclusion)	6	6	0	0
An. Geom (Inclusion)	7	6	1	14.28571429
Economics (Inclusion)	7	6	1	14.28571429
US History (Inclusion)	5	4	1	20
Wld Hist (Inclusion)	2	0	2	100

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- UDL: Teachers need additional professional learning with UDL. An external provider will be sought to offer continuous support and training throughout the life of the grant. Timeline: During years one and two of grant funding, district and external providers will be hired to offer professional learning for the implementation of UDL principals. During year three of grant funding, the literacy coach and a core group of teacher leaders will re-deliver and train new teachers and assist all teachers with the incorporation of UDL principals in instructional delivery (sustainability).
- Unit and Assessment Development: Beginning the summer of 2014, teachers will work for a week developing units and creating assessments with teacher leaders in the school and the district. External vendors from local, regional, and state agencies will be solicited to assist with designing units and assessments that are aligned to the state standards, solicit higher order thinking skills, and include items that are cross-curricular. During the summer of years of grant funding, district and external providers will be hired to offer professional learning around unit and assessment development.
- The school culture and climate of Dougherty Comprehensive High School need to be improved. The student and teacher interviews and surveys that inform the SIG application support the belief that students and teachers feel physically safe, but climate is a concern. Teachers request more recognition and more feedback from administrators. The school's leadership team will re-establish a school climate committee to collaborate with the leadership team in planning activities to improve the school's climate. This will be an opportunity to identify and engage community partners to support the school's objectives and mission.
- College and Career Readiness Academy to communicate the paradigm shift to faculty and staff: The focus of the SIG will be College and Career Readiness. So that teachers and staff have a common understanding of what college and career readiness is and are prepared to deliver instruction to that focus, the school will establish a College and Career Readiness Academy and solicit an external provider to offer monthly professional learning. Timeline: During years one of grant funding, external providers will be hired to offer professional learning with a College and Career Readiness focus. During years two and three of grant funding, a core group of teacher leaders will attend professional conferences to re-deliver and train new teachers and assist all teachers with the incorporation of College and Career Readiness as an instructional focus (sustainability).
- Bi-monthly professional learning with a focus on cross-curricular planning and college and career readiness: These collaborative planning sessions will be conducted by building level leaders and monitored to the specifications of the training received during the College and Career Readiness Academy. Timeline: This professional learning will be continuous bi-monthly throughout the entire life of the grant. The group of teacher leaders will train and assist teachers with the incorporation of College and Career Readiness activities and strategies into lessons and unit plans (sustainability).

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The GAPSS status report concluded the need for the same types of professional learning delineated in the original application, specifically, Universal Design for Learning, curriculum implementation, assessment development, and academically challenging learning opportunities for students.

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

In an effort to secure and maintain effective and highly qualified teachers, Dougherty High School will offer a \$1500 financial incentive to the first eight certified and highly qualified teachers hired each year of the grant period. This incentive is only available the initial year the teacher joins the staff. The incentive, in conjunction with the one provided by the LEA, will be used to attract a cadre of teachers in math, science, and other critical needs subjects. Because three of the district's high schools are in Priority status, it is incumbent upon DCHS to use SIG to supplement its potential teacher pool. During Year 1 of the grant, incentives will be awarded only to teachers who are hired by September 1 and remain through the end of the school year post-planning and beyond. During Year 2 and 3, the signing bonus will be awarded to teachers who are hired before the first day of the academic year and remain through the end of post-planning.

Teacher leaders who become expert teachers in FIP, UDL, and other instructional areas of the school's improvement plan will be awarded \$1000 annually for re-delivery of professional learning and assisting their colleagues with implementation of those initiatives. The incentive will be awarded with the following artifacts and evidence provided:

- Sign-in sheets, focus walk documentation, PL materials, PL schedule, documentation for substitutes requested for PL days, charts of baseline and improvement to document the effectiveness of the PL offered.

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In an effort to increase rigor and to increase student achievement in the area of literacy, Dougherty High School will incentivize teachers' successful completion of a reading and/or gifted endorsement. Upon completion, teachers will collaborate with the literacy coach and district gifted coordinator to provide job-embedded PL in critical reading and literacy skills, as well as instructional strategies which engage students in higher order thinking and information processing. Program registration fees will be paid for with grant funding for those teachers participating in the gifted and/or reading endorsement program(s). Teachers who successfully complete the program(s) and receive Reading or Gifted Endorsements will receive incentive pay of \$1500. Timeline: The training will be offered to teachers during years one and two of grant funding.

The current principal will receive a retention bonus of \$5000 to remain at DHS and create a culture of stability in leadership and exact change in all facets of school improvement and school operations. After the first year of the grant, the bonus will be awarded if the school's CCRPI score improves by 6 points each year for the remaining two years of the grant.

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A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with Common Core Georgia Performance Standards (CCGPS).

The focus of Dougherty Comprehensive High School's SIG proposal is College and Career Readiness. The students of Dougherty High School will benefit from a focus on College and Career Readiness because the increased rigor of instruction and the relevance inherent in preparing students for postsecondary options will enhance student engagement and learning.

While the District CTAE Director will be applying for the Capital Equipment Grant offered by the state, the grant will not be awarded until Fall 2016. SIG allows purchasing of equipment beyond what can be obtained through the Capital Equipment Grant and allows Dougherty High School to provide new course offerings immediately.

Student surveys indicate interests to include law enforcement, healthcare, cosmetology/barbering, entrepreneurship, and robotics. Currently, the cosmetology pathway is very successful, and therefore, barbering will be added to address the overwhelming interest as well as provide a program extension to attract the participation of non-traditional students.

### **Industry Credentialing**

With College and Career Readiness as the instructional focus, industry credentialing is a necessity for students as evidence of their skill set and technical ability. Dougherty's students will be offered a wide array of industry credentialing opportunities that will reflect positively on their transcripts as well as increase their career marketability. Students completing pathways are required to take an End-of-Pathway Assessment (EOPA) that leads to either a state-issued professional license or an occupational competency credential.

In addition to the EOPA, every junior will take the job skills assessment that leads to the National Career Readiness Certificate (NCRC) credentialed by ACT Inc./Work Keys. This certification allows employers to select, hire, train and retain highly skilled employees. The ACT Key Train curriculum is an interactive, internet-based learning tool that, through contextualized learning content, promotes relevance to the workplace and has been proven to raise college admission scores.

Students may earn a Master Cosmetologist or Master Barber state board license. Additionally, students in the Cosmetology and Barbering Pathways will also complete the OSHA 10-Hour General Industry training which teaches students to identify, abate, avoid and prevent job related hazards.

Dougherty High School will also offer a Healthcare pathway. The Emergency Medical Responder (EMR) pathway will attract both traditional and non-traditional students. The EMR pathway will become a part of the Public Safety Cluster already established. In the Government and Public Safety Cluster, students can earn the Federal Emergency Management Agency

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(FEMA) certification that is free but they can also earn an additional certification called the Emergency Medical Responder Certification. The 911 Reality Trainer and Desktop Academy Trainer will afford students the opportunity to earn a third credential from the National Emergency Communications Certification (NECC) and the instructor can become a NECC certified instructor as well. These students will also complete the OSHA 10-Hour General Industry training along with barbering and cosmetology completers.

Students in the Entrepreneurship Pathway will have an abundance of opportunities to earn certifications through the Microsoft Office Specialist (MOS) series via Microsoft IT Academy. The certifications include: *Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft Outlook, Microsoft Access and Microsoft Business Worker*. Students enrolled in the Entrepreneurship pathway will also be afforded the opportunity to earn the Entrepreneurs Assistant credential.

Robotics is currently an extracurricular activity at Dougherty High and has evolved into a highly competitive and popular component of Dougherty High's culture. This pathway will expand the opportunities to all students. SIG will afford students the opportunity take Robotics and Automated Technology (RAT) assessment.

### **College Credentials**

Each senior will be offered the opportunity to take a college entrance assessment prior to graduation. Partnering with local post-secondary institutions, students will take the COMPASS assessment. Pathway instructors will collaborate with post-secondary instructors to ensure that credit for high school courses, as well as the articulation credits, are awarded. Students will take the college validation exam for the articulated courses.

### **Math Remediation and Tutoring**

The math trend data for Dougherty Comprehensive High School indicates a need for additional instructional services in the area of math. Therefore, a teacher will be hired to work 49% of the year offering remediation and tutoring. As a part-time employee, the teacher may not work more than 49% of the school year, which is a maximum of about 600 hours. The services will begin the third week of school; therefore, the remediation and tutoring may be offered 18 hours weekly. The curriculum will be structured to address skill deficiencies and mastery of course standards. The part-time teacher will collaborate with full-time math teachers to align remediation effort and to share data related to student performance and progress.

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

To promote the continuous use of student data to inform and differentiate instruction, Dougherty Comprehensive High School will analyze monthly reports of student and teacher attendance, discipline, and course pass/fail data to prioritize and focus school improvement interventions.

Teachers will participate in formative assessment professional learning to ensure the incorporation of and proper analysis of formative assessment strategies.

Additionally, department chairs will present departmental data reports quarterly to the Leadership Team and whole faculty during School Improvement Meetings.

Monthly, the LEA will monitor the use of data to make instructional decisions. Teachers will create monthly data presentations for the District School Improvement Specialist assigned to SIG schools. The monthly data presentations to the LEA will examine student performance data from common assessments, unit assessments, and pre/post-tests.

Dougherty County School System will purchase a new assessment system. Teachers will be able to utilize the system to facilitate data analysis. The high school instructional specialist will conduct professional learning, to train teachers in the proper utilization of the assessment system.

To be certain teachers have access to and know how to collect, manipulate, and analyze pertinent student performance data, the District Instructional Data Specialist will conduct professional learning on data analysis and SLDS.

Fund: Interactive Digital Mondo Pad and Copier for Data Room

Acquiring a Mondo pad will allow for more comprehensive and timely review, analysis and manipulation of the data as the school improvement team and teacher teams analyze student progress and plan for improvements. The copier will allow final data reports to be printed for teachers to maintain hard copies to share with students and parents.

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A8. Establish schedules and strategies that provide increased learning time for all students (defined as 300 hours of additional time devoted to instruction for all students, teacher planning and collaboration, and remediation). Please describe how the school will provide at least 50 hours of instruction (through a longer day, week, or academic year) for all students and how the remaining 250 hours will be divided between teacher planning and collaboration and remediation.

**2012-2013 Academic Schedule**

1<sup>st</sup> period—8:40 am-9:35 am (55 instructional minutes)

2<sup>nd</sup> period—9:40 am-10:30 am (50 instructional minutes)

3<sup>rd</sup> period—10:35 am-11:25 am (50 instructional minutes)

4<sup>th</sup> period—11:30 am-1:15 pm (105 minutes - [35 minutes for lunch]=70 instructional minutes)

5<sup>th</sup> period—1:20 pm-2:10 pm (50 instructional minutes)

6<sup>th</sup> period—2:15 pm-3:05 pm (50 instructional minutes)

7<sup>th</sup> period—3:10 pm-4:00 pm (50 instructional minutes)

Total Instructional Minutes=375

x 177 school days

66, 375 minutes=1,106.25 instructional hours

**2013-2014 Academic Schedule**

1<sup>st</sup> period—8:40 am-9:35 am (55 instructional minutes)

2<sup>nd</sup> period—9:40 am-10:30 am (50 instructional minutes)

3<sup>rd</sup> period—10:35 am-11:25 am (50 instructional minutes)

4<sup>th</sup> period—11:30 am-1:15 pm (120 minutes - [30 minutes for lunch]=90 instructional minutes)

5<sup>th</sup> period—1:30 pm-2:20 pm (50 instructional minutes)

6<sup>th</sup> period—2:25 pm-3:15 pm (50 instructional minutes)

7<sup>th</sup> period—3:20 pm-4:10 pm (50 instructional minutes)

Total Instructional Minutes=395

x 180 school days

71, 100 minutes=1,185 instructional hours

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The 2013-2014 schedule reflects an increase of 79 instructional hours. As a school improvement effort, the instructional day was increased by twenty minutes. This increased instructional time provided the opportunity to initiate a focus on reading and vocabulary. This time was added to the fourth period and reserved as RVT (Reading/Vocabulary Time). During the RVT, all teachers teach reading comprehension skills, vocabulary strategies, new vocabulary, or other reading and vocabulary related lessons. Teachers engaged in professional learning sessions conducted by English teachers. The training included lessons in Latin prefixes and suffixes, content vocabulary, tackling unfamiliar vocabulary and reading comprehension strategies. While the GAPSS report indicated a lack of pervasive use of RVT, the school believes that the support of a Literacy Coach will further advance efforts to align teacher practice to the CCGPS literacy standards across content areas.

Though the instructional time was increased with the 2013-2014 academic year, the 2014-2015 academic year will reflect another increase of instructional time to meet the SIG requirement.

**Proposed 2014-2015 Academic Schedule**

1<sup>st</sup> period—8:23 am-9:20 am (57 instructional minutes)

2<sup>nd</sup> period—9:25 am-10:20 am (55 instructional minutes)

3<sup>rd</sup> period—10:25 am-11:20 am (55 instructional minutes)

4<sup>th</sup> period—11:25 am-1:15 pm (110 minutes - [30 minutes for lunch]=80 instructional minutes)

5<sup>th</sup> period—1:20 pm-2:15 pm (55 instructional minutes)

6<sup>th</sup> period—2:20 pm-3:15 pm (55 instructional minutes)

7<sup>th</sup> period—3:20 pm-4:15 pm (55 instructional minutes)

Total Instructional Minutes=412

x 180 school days

74, 160 minutes=1,236 instructional hours

The proposed schedule for 2014-2015 increases the number of instructional hours for all students by 51 hours (from 1,185 to 1,236). Teachers will participate in collaborative planning twice weekly during their common planning time (110 minutes weekly for 36 weeks=66 hours). Once weekly, teachers will participate in a School Improvement Meeting after school for 90 minutes (3, 240 minutes; 54 hours). The remaining instructional hours will be attained through Increased Learning Time for student remediation and enrichment.

Increased Learning Time (ILT) will begin the third week of school and will be held three days a week for an hour and a half (90 minutes daily; 270 minutes weekly). The total amount of instructional minutes for 33 weeks is 8, 910 minutes (148.5 hours). The ILT will offer remediation and enrichment in all academic content areas. Apex Learning's digital curriculum will be used for credit recovery and remediation in core content areas. The district has previously

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used Apex, an instructional resource that is familiar to students and staff. The administration is committed to identifying an appropriate facilitator to monitor student progress and communicate with parents.

**Total Hours of Increased Instructional Time:**

51 hours of added to the school day

66 hours of teachers' common planning

54 hours of after school collaborative planning and professional learning

+ 148.5 hours of after school ILT

**TOTAL:** 319.5 hours of increased learning time

**Student Incentives**

The school is committed to motivating students to excel during the regular school day and during ILT. To incentivize student success as determined by improvements in academics and behavior, the SIG will be used to fund a Poster Maker/Awards Die Cutter the staff will use to create student recognition posters and awards. Students who show continued progress will be allowed to design a poster and see it on display in the hallways. The awards maker will be used to create recognition plaques and trophies at the end of a semester or school year. The faculty will also have available jump drives to distribute to students as students are acknowledged for their hard work and persistence.

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

As a Title I school, DCHS is required to provide and document family and community engagement activities. Dougherty High School will attempt to increase parental engagement by providing meaningful activities in which the community stakeholders and parents may participate. In conjunction with the Title I Parent Facilitator, the school will conduct a minimum of two parent engagement workshops per semester of each year of grant funding.

In addition, ParentLink, Infinite Campus, will be an additional communication tool as parents will be able to access their children's academic, attendance, and discipline status daily. Parents will have their own Infinite Campus username and login.

Current partnerships already exist between the district and Phoebe Putney Hospital, Victory Tabernacle Church, Proctor and Gamble, Albany Technical College, and Albany State University. Albany State University offers tutoring and collaborates with our Science department by providing facilities for conducting labs and experiments. Albany Technical College assists the Robotics Team with the construction of robots for competition. Victory Tabernacle Church provides school supplies and clothing items for students. Proctor and Gamble invites our students to participate in tours of the facility and Engineering Day. There is a need to strengthen our partnerships with other local colleges and businesses (Darton State College and the Marine Corps Logistics Base) to develop a quality College and Career Readiness instructional program that aligns curriculum offerings with college and career requirements.

For the past two years, the athletic department has sponsored an Alumni Day to invite Dougherty High graduates back to participate in activities and learn of the school's offerings and needs. This event generates support of the school and creates school pride among graduates and current students. This annual event will continue once a year.

The school's Parent Facilitator is instrumental in connecting parents with school and district personnel and directing parents to local agencies that provide the services they may need. Students and families are provided with contact information and referrals to our district's social worker, school psychologists, and local social services as appropriate.

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

**Actions:**

Dougherty Comprehensive High School can anticipate district support of its need for operational flexibility as it has currently. The administration will be able to modify its daily schedule to include additional periods to support student achievement and will have the support of the district to revise the school's schedule to increase the school day per the SIG guidelines.

The LEA is also 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 serve students with disabilities and work in co-teaching settings.

The Dougherty County School System's Board of Education and the District's Administrative and Executive Officers understand the importance of modifying existing practices to enable effective implementation of the SIG interventions. As such, there will be no transferring of ineffective faculty and/or staff to Dougherty High and the principal will be given support and flexibility with the removal of ineffective personnel from Dougherty High.

As situations or concerns arise, Dougherty High School staff and stakeholders will communicate with district personnel to determine next steps and to alleviate barriers to effective implementation of SIG interventions.

To improve student achievement outcomes, SIG will be utilized to fund:

**Math Support Teacher (.49)** to provide remediation for math students who have not been successful in Coordinate Algebra and/or Analytical Geometry.

**School Improvement Specialist** to lead the SIG-Priority school activities required of the School Improvement Grant (1003g), ensure that implementation of practices occur with fidelity, and maintain appropriate and timely documentation in Indistar.

**Literacy Coach** who will facilitate the implementation of essential reading strategies with all teachers for struggling readers. The Literacy Coach will partner with the Instructional Coach to support teachers' training and implementation of Universal Design for Learning principles. The Literacy Coach will also work to ensure that teachers engage in ongoing job-embedded professional learning that will specifically enable teachers to analyze diagnostic and formative data to better meet the need for all students at level one of the RTI/POI.

**School to Career Transition Facilitator (.50)** to coordinate student activities that pertain to all aspects of career transition readiness, job readiness and comprehensive career guidance.

**SIG Accounts Clerk** 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, timesheets

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The assistant will work closely with the principal, school improvement specialist, district SIG fiscal analyst and RT3/SIG program manager to ensure accurate recordkeeping of SIG-funded activities.

**SIG Program Manager** (.50) during Year 2 and 3 of the grant period to ensure continuous administration and monitoring of the SIG-Priority schools.

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

**Actions:**

Monroe High School will receive ongoing technical assistance from the districts' SIG Team, district curriculum staff including the instructional data specialist, secondary RTI coordinator, high school instructional specialist, secondary content coordinators, the GADOE's District Effectiveness Team and SW Georgia Region School Improvement Team. Additionally, external providers will be needed for comprehensive training in UDL, assessment development, and STEM Instructional Practices.

More specifically, on May 1, 2014, the curriculum department conducted an initial planning meeting with the Priority school teams to discuss the support needed to fulfill the GAPSS target actions and to prepare for the SIG Cohort 4 activities. Given that most of the target actions are in curriculum, instruction, and assessments, increased technical assistance will be provided to ensure the completion of the target actions. For example, content coordinators will provide cycles of 3-5 days of uninterrupted support as they train, model, and monitor professional learning. Along with the school's administrative and leadership teams, external providers, and SIG Team, the curriculum staff will coordinate the required grant activities.

On May 27 and 28, 2014 the curriculum department will meet with the GADOE's District Effectiveness Team to discuss assessments, professional learning, curriculum needs, hiring practices, and support of underperforming schools. Suggestions from the meetings will further inform the support the LEA provides the Priority schools. On June 4, 2014, the second curriculum planning meeting will be conducted to organize the SIG activities, establish duties and responsibilities, and develop schedules to ensure appropriate implementation and monitoring of the Cohort 4 SIG activities. Meeting attendees will include:

Assistant Superintendent, Curriculum and Instruction

Monroe and Dougherty High School Administration and Leadership Team Members

Secondary Content Coordinators: ELA, Math, Science, Social Studies

LEA SIG Team Members: HR Director, Title I Director, Secondary RTI Coordinator, Instructional Data Specialist, High School Instructional Specialist, and RT3/SIG Program

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Manager

Available GADOE District Effectiveness and/or SW Georgia School Improvement Team Members

The DCHS administration and school improvement specialist, SIG Team, and curriculum department will provide the organizational structure for monitoring the implementation of activities in the grant. The June 4 planning meeting will result in a specific detailed plan of the monitoring of SIG-related activities. The SIG program manager, with the support of the assistant superintendent for curriculum and instruction, has the ultimate responsibility of ensuring the effective coordination, planning, implementation, and completion of activities.

The LEA will collaborate with the GADOE to identify the specifications/scope of work needed by an external provider to guide the comprehensive school improvement changes that are necessary to exact positive student achievement results and improved teacher effectiveness.

Collaboratively, the Assistant Superintendent for Curriculum and Instruction and the RT3/SIG program manager and district SIG Team will develop the specifications for the school improvement process and will monitor its implementation.

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

**Actions:** UDL and College to Career professional learning will begin during the summer prior to grant approval. CTAE, Title II-A, Title I, and RT3 funds will be utilized to ensure teachers have the opportunity to participate in critical training during June and July should the SIG not be approved.

**C. Align additional resources with the interventions.**

**Actions:**

The following district resources support the Transformation Model at Dougherty Comprehensive High School:

Mathematics Design Collaborative

Literacy Design Collaborative

Response to Intervention

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Assessment Platform with item banks

Technology Infrastructure Transformation

1 to 1 Technology (In the planning stage; however, it will not be available for high schools until SY16 or later. The infrastructure transformation is underway at this time.)

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

**Actions:**

District leaders have committed to ensuring the success of Dougherty Comprehensive High School's implementation of the reform interventions. 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. As we are preparing to close end the grant at our SIG Cohort 2 school, our sustainability plan will be similar for Dougherty Comprehensive High School.

College to Career Professional Learning: CTAE and Title II-A funds will be used.

Curriculum Alignment/Assessment Development: If support is needed, Title II-A funds will be available.

UDL, MDC, LDC: The instructional coaches and administrators at Dougherty will have a thorough understanding of these important standards-based instructional strategies. The training will ensure capacity is developed among the faculty.

Increased Learning Time: Title I and Title II-A funds will be available to compensate teachers for providing students with additional instructional support outside the school day.

The Apex Digital Curriculum for remediation and credit recovery will be sustained through the School Improvement Grant *1003a* and monitored by the Title I staff.

School Improvement Specialist and Literacy Coach: Title I funds will be used to sustain the positions after the grant period ends.

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

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

School to Career Transition Coach will be funded by CTAE or other available funds 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

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and Focus schools.

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**LEA Name: Dougherty County School System**

**School Name: Dougherty County Comprehensive High School**

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

**Reading/English Language Arts**

**2014-2015 School Year**

9<sup>th</sup> Grade Literature } 72% of students enrolled in Ninth Grade Literature and Composition will score proficient and/or advanced on the EOCT. This goal reflects a gain of ten percentage points from the 2012-2013 pass rate of 62%.

American Literature } 78% of the students enrolled in American Literature and Composition will score proficient and/or advanced on the EOCT. This goal reflects a gain of ten percentage points from the 2012-2013 pass rate of 68%.

**2015-2016 School Year**

9<sup>th</sup> Grade Literature } 82% of students enrolled in Ninth Grade Literature and Composition will score proficient and/or advanced on the EOCT. This goal reflects a gain of ten percentage points from the 2014-2015 goal.

American Literature } 88% of the students enrolled in American Literature and Composition will score proficient and/or advanced on the EOCT. This goal reflects a gain of ten percentage points from the 2014-2015 goal.

**2016-2017 School Year**

9<sup>th</sup> Grade Literature } 91.1% of students enrolled in Ninth Grade Literature and Composition will score proficient and/or advanced on the EOCT. This goal is aligned with the state target.

American Literature } 93.9% of students enrolled in American Literature and Composition will score proficient and/or advanced on the EOCT. This goal is aligned with the state target.

**Mathematics**

**2014-2015 School Year**

Coordinate Algebra } 38% of students enrolled in Coordinate Algebra will score proficient and/or advanced on the EOCT. This goal reflects a gain of thirty percentage points from the

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2012-2013 pass rate of 8%.

Analytic Geometry} State targets have not been set for Analytic Geometry. Baseline data will be collected with the 2013-2014 administration of the EOCT.

**2015-2016 School Year**

Coordinate Algebra} 58% of students enrolled in Coordinate Algebra will score proficient and/or advanced on the EOCT. This goal reflects a gain of twenty percentage points from the 2014-2015 goal.

Analytic Geometry} State targets have not been set for Analytic Geometry. Baseline data will be collected with the 2013-2014 administration of the EOCT.

**2016-2017 School Year**

Coordinate Algebra} 68.7% of students enrolled in Coordinate Algebra will score proficient and/or advanced on EOCT. This goal is aligned with the state target.

Analytic Geometry} State targets have not been set for Analytic Geometry. Baseline data will be collected with the 2013-2014 administration of the EOCT.

**Cohort Graduation Rate (High Schools Only)**

**2014-2015 School Year**

The graduation cohort rate will be 65% or higher in 2014-2015. This goal reflects a gain of 13.4 percentage points from the 2012-2013 graduation rate of 51.6%.

**2015-2016 School Year**

The graduation cohort rate will be 75% or higher in 2015-2016. This goal reflects a gain of ten percentage points from the 2014-2015 goal.

**2016-2017 School Year**

The graduation cohort rate will be 83.7% or higher in 2016-2017. This goal is aligned with the state target.

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**Year 1  
FY15 July 1, 2014 – June 30, 2015**

**LEA Name: Dougherty County School System**

**School Name: Dougherty Comprehensive High School**

**Intervention Model: Transformation**

<p><b><u>Budget Template Instructions:</u></b> Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please refer to the FY10 SIG Guidance – <a href="http://www2.ed.gov/programs/sif/sigguidance02232011.pdf">http://www2.ed.gov/programs/sif/sigguidance02232011.pdf</a> regarding allowable expenditures.</p>				
Function Code	Object Class	Item Description and Rationale	Costs	
		1 Math Support Teacher @ 49%: After school remediation	\$25,000	
	100 Personal	Literacy Coach: Provide PL for teachers to improve students' reading, writing, and communication skills and student achievement in content areas.	\$48,700	
		School to Career Transition Specialist: @ 50%: Serve as liaison between two SIG schools tracking student progress on credentialing, portfolios, assessment registration, scheduling meeting with parents	\$17,500	
		School Improvement Specialist: Organize school improvement work in a SIG-Priority environment and serve as Indistar process manager	\$75,000	
		SIG Accounts Clerk: Place SIG orders, develop filing and inventory system for all equipment, and maintain accurate PL and ILT	\$25,000	

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			documentation		
			After School ILT: For credit recovery and remediation in core content areas. 8 teachers x 3 days per week x 33 weeks x 1.5 hours (up to \$31/hour)	36,850	
			College and Career Readiness Collaborative Planning and Professional Learning: 70 teachers x 20 days x 1.5 hours (up to \$31/hour)	\$65,100	
			Extended School Improvement Professional Learning: 78 teachers, coaches, SIS x 36 days x 1.5 hours (up to \$31/hour)	\$130,580	
			Incentives: TKES/LKES : \$5000 Student Achievement: EOCT, Grad Rate : \$60,000  One-Time Signing Bonus for teachers in critical needs areas: Up to 8 teachers \$1500 x 8 = \$12,000  Principal Retention Bonus: \$5000	\$82,000	
			Substitutes: Professional Learning	\$4000	
			Bus Driver: After-School ILT 99 days x 2 hours per day x \$15 per hour = \$2970	\$2970	
			<b>(Salaries)</b>		<b>Object Total</b>
					<b>\$512,700</b>
	<b>200</b>	<b>Employee Benefits</b>			
		210	SHealth	\$39,690	
		220	FICA	\$39,412	
		230	TRS	\$16,267	
		260	WCOMP	\$3820	
		290	LIFE INS.	\$82	
					<b>Object Total</b>
					<b>\$ 99,271</b>
	<b>300</b>	<b>Purchased</b>	UDL Consultant: to provide teachers with focused,	\$55,000	

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			differentiated instruction and systemic training to meet the needs of all learners		
		<b>Professional</b>			
			Curriculum Alignment/Assessment Development: Math, ELA, Science, Social Studies: To improve the Quality of Teacher Designed Unit Assessments	\$60,000	
		<b>&amp; Technical Services</b>	Math Design Collaborative: Provide additional training in Mathematical Standards of Practice to improve instruction at \$30,000	\$30,000	
			Co-Teaching PL at \$10,000	\$10,000	
			Reading Endorsement and Gifted Endorsement: \$20,000 x 2 = 40,000 (at 50%)	\$20,000	
			CTAE Equipment Professional Development: Bloodstain Pattern Documentation: \$525 Serchie Evidence Collection: \$600 Crime Scene Photography: \$385 Career Safe: \$100	\$1610	
					<b>Object Total</b>
					<b>\$176,610</b>
	<b>500</b>	<b>Other</b>			
		<b>Purchased</b>			
		<b>Services</b>			<b>Object Total</b>
					<b>\$ -</b>
	<b>600</b>	<b>Supplies</b>			
		<b>610</b>	SIG Staff Supplies, PL Supplies and Materials, Data Room Supplies, Poster-Maker/Die Cutter Materials	\$10,000	
		<b>612</b>	Apex Learning Digital Curriculum for Credit Recovery and Remediation	\$40,000	
		<b>615</b>	Data Room: Copier \$4000 CTAE: Trailer (to transport robots): \$3000 Hydraulic Barber Chair: \$800x2 = \$1600	\$12,600	

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			Barber Station (wet Station): \$2000x2 = \$4000 To simulate barbering experience		
		616	Computers: Dell Ultrabooks for SIG-Funded Literacy Coach, SIS, SIG Accounts Clerk 3 x \$1650	\$4950	
		2700/620	Fuel Costs: After School ILT (99 days x 15 miles x \$2.00 per mile = \$2970) and Bodies Human Anatomy Exhibit \$2 x 400 miles (\$800)	\$3770	
		642	Professional Learning Books: To enhance teachers' training in UDL, Co-teaching etc...	\$2500	
					<b>Object Total</b>
					<b>\$ 73,820</b>
					<b>-</b>
	700	Property	Data Room: 70 inch Mondo Pad, Interactive Display \$12,000	\$12,000	
			Student Incentives: Poster Maker and Awards Die Cutter	\$15,000	
		(Capitalized Equipment)	CTAE: Direct to Garment Printer: \$18,000 To demonstrate employability skills, strategies and tools needed to become entrepreneurs Slim Mannequin Patient Simulator: \$45,790. Includes the mannequin, monitor, probe, installation and training. While many items can be purchased, the simulator package provides students with a comprehensive clinical experience. The mannequin reduces potential liability in that it is the same size and weight of an actual patient. To demonstrate the anatomy and function of upper body as the foundation of emergency care and illustrate how body systems relate to patient care.	\$63,790	
					<b>Object Total</b>
					<b>\$ 90,790</b>
	800	Other			
		Objects	College and Career Readiness Travel: 5 Teachers	\$10,000	

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			SIS and SIG Administrator Travel		
			Indirect Costs @ 2%	\$17,449	Object Total
					\$27,449
	900	Other Uses			
					Object Total
			School Total		\$980,640

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**Year 2  
FY16 - July 1, 2015 – June 30, 2016**

**LEA Name: Dougherty County School System**

**School Name: Dougherty Comprehensive High School**

**Intervention Model: Transformation**

<p><b><u>Budget Template Instructions:</u></b> Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please refer to the FY10 SIG Guidance – <a href="http://www2.ed.gov/programs/sif/sigguidance02232011.pdf">http://www2.ed.gov/programs/sif/sigguidance02232011.pdf</a> regarding allowable expenditures.</p>				
Function Code	Object Class	Item Description and Rationale	Costs	
		1 Math Support Teacher @ 49%	\$25,000	
	100	Personal Services (Salaries) Literacy Coach: Provide PL for teachers to improve students' reading, writing, and communication skills and student achievement in content areas.	\$48,700	
		School to Career Transition Specialist: @50% Serve as liaison between two SIG schools, tracking student progress on credentialing, portfolios, assessment registration, scheduling parent meetings.	\$17,500	
		School Improvement Specialist: Organize school improvement work in a SIG-Priority environment and serve as Indistar Process Manager	\$75,000	
		SIG Accounts Clerk: Place SIG orders, develop filing and inventory system for all	\$25,000	

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			equipment, and maintain accurate PL and ILT documentation		
			SIG Program Manager: Grant Administrator and LEA Monitor @ 50%	\$53,500	
			After School ILT: For credit recovery and remediation in core content areas. 8 teachers x 3 days per week x 33 weeks x 1.5 hours (up to \$31 per hour)	\$36,850	
			College and Career Readiness Collaborative Planning and Professional Learning: 70 teachers and staff x 20 days x 1.5 hours (up to \$31/hour)	\$65,100	
		<b>Personal Services (Salaries) Cont.</b>	Extended School Improvement Professional Learning/Data Analysis: 78 teachers, instructional coaches, SIS: 36 days x 1.5 hours (up to \$31/hour)	\$130,580	
			Incentives: TKES/LKES: \$5000 Student Achievement: EOCT, Grad Rate: \$60,000  One-Time Signing Bonus for teachers in critical needs areas: Up to 8 teachers \$1500 x 8 = \$12,000  Principal Retention Bonus: \$5000	\$82,000	
			Substitutes: Professional Learning	\$4000	
			Bus Driver: After School ILT 99 days x 2 hours x \$15 per hour = \$2970	\$2970	
					<b>Object Total</b>
					\$566,200 -
	<b>200</b>	<b>Employee Benefits</b>			
		<b>210</b>	SHealth	\$45,360	
		<b>220</b>	FICA	\$43,506	
		<b>230</b>	TRS	\$23,302	
		<b>260</b>	WCOMP	\$4208	
		<b>290</b>	LIFE INS.	\$92	

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					<b>Object Total</b>
					\$ 116,468
					-
	300	Purchased	UDL Professional Learning: To provide teachers with focused, differentiated instruction and systemic training to meet the needs of all learners.	\$55,000	
		Professional	Curriculum Alignment/Assessment Development: Math, ELA, Science, Social Studies: To improve the quality of teacher designed assessments	\$60,000	
		& Technical Services	Math Design Collaborative: Provide additional training in Mathematical Standards of Practice to improve instruction	\$30,000	
			Reading and Gifted Endorsement: \$20,000 x 2 = \$40,000 (at 50%)	\$20,000	
					<b>Object Total</b>
					\$ 165,000
					-
	500	Other			
		Purchased Services			
					<b>Object Total</b>
					\$ -
	600	Supplies			
		610	SIG Staff Supplies, PL Supplies, Data Room Supplies	\$7,000	
		612	APEX Learning Digital curriculum for Remediation and Credit Recovery	\$40,000	
		615	Pathway Equipment: <b>Crash Kelly Mannequin \$2500</b> Demonstrate systems of body and how they relate to patient care	\$11,045	

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			<b>Ultimate Hurt Mannequin \$4900</b> Recognize and manage life threats based on assessment findings while waiting for EMS <b>Stryker Flat Transfer \$600</b> Perform necessary procedures during multiple-casualty incident <b>Stryker Stair Chair \$2000</b> Analyze techniques used by appropriate EMS personnel during extrication operations <b>Electric Hospital Bed \$1045</b> Perform basic patient care skills		
		616			
		2700/620	Fuel Costs: ILT, \$2970	\$2970	
		642	Professional Learning Books	\$1000	
					<b>Object Total</b>
					\$ 62,015
					-
	700	Property (Capitalized Equipment)	911 Dispatch Simulator \$6000 Stryker Ambulance Cot Power Pro \$8000	\$14,000	
					<b>Object Total</b>
					\$ 14,000
					-
	800	Other	College and Career Readiness Conference: 5 Teachers SIS and SIG Manager Travel	\$10,000	
		Objects	Indirect Costs @ 2%	\$18,394	
					<b>Object Total</b>
					- \$28,394
	900	Other Uses			
					<b>Object Total</b>
					-
			<b>Year 2 School Total</b>		\$952,077

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**Year 3**  
**FY17 - July 1, 2016 – June 30, 2017**

**LEA Name: Dougherty County School System**

**School Name: Dougherty Comprehensive High School**

**Intervention Model: Transformation**

<p><b><u>Budget Template Instructions:</u></b> Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please refer to the FY10 SIG Guidance – <a href="http://www2.ed.gov/programs/sif/sigguidance02232011.pdf">http://www2.ed.gov/programs/sif/sigguidance02232011.pdf</a> regarding allowable expenditures.</p>				
Function Code	Object Class	Item Description and Rationale	Costs	
	100	Math Support Teacher @ 49%	\$25,000	
	Personal	Literacy Coach: Train teachers to apply literacy curriculum standards across content areas.	\$48,700	
	Services	School to Career Transition Specialist: @50%: Serve as liaison between two SIG schools tracking student progress on credentialing, portfolios, assessment registration, scheduling parent meetings	\$17,500	
	(Salaries)	School Improvement Specialist: Organize school improvement work in a SIG-Priority environment and serve as Indistar process manager.	\$75,000	
		SIG Accounts Clerk: Place SIG orders, develop filing and inventory system for all equipment, and maintain accurate PL and ILT documentation.	\$25,000	
		SIG Program Manager: Grant Administrator-Monitor	\$53,500	

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			After School ILT: For credit recovery and remediation in core content areas. 8 teachers x 3 days per week x 33 weeks x 1.5 hours (up to \$31/hour)	\$36,850	
			College and Career Readiness Collaborative Planning and Professional Learning: 70 teachers x 20 days x 1.5 hours (up to \$31/hour)	\$65,100	
			Extended School Improvement Professional Learning: 78 faculty x 36 weeks x 1.5 hours (up to \$31/hour)	\$130,580	
			Incentives/Rewards: TKES/LKES: \$5000 Student Achievement: EOCT, Grad Rate: \$60,000 One-time Signing Bonus for teachers in critical needs areas: Up to 8 teachers \$1500 x 8 = \$12,000 Principal Retention Bonus \$5000	\$82,000	
			Substitutes: Professional Learning	\$4000	
			Bus Driver: After School ILT 99 Days x 2 hours x \$15 = \$2970	\$2970	
					<b>Object Total</b>
					\$566,200
					-
	200	<b>Employee Benefits</b>			
		210	SHealth	\$45,360	
		220	FICA	\$43,506	
		230	TRS	\$23,302	
		260	WCOMP	\$4208	
		290	LIFE INS.	\$92	
					<b>Object Total</b>
					\$ 116,468
					-
	300	<b>Purchased</b>	UDL Professional Learning: To determine the status of UDL	\$15,000	

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			implementation in classrooms		
		Professional	Curriculum Alignment/Unit Assessment Development: To develop quality teacher designed unit assessments	\$15,000	
		& Technical			
		Services			<b>Object Total</b>
					\$ 30,000 -
	500	Other			
		Purchased			
		Services			<b>Object Total</b>
	600	Supplies			
		610	Supplies: SIG Staff, Professional Learning Supplies	\$2000	
		612	APEX Learning Digital Curriculum for remediation and credit recovery	\$40,000	
		615			
		616			
		2700/620	Fuel Costs: After School Transportation	\$2970	
		642			<b>Object Total</b>
					\$ 44,970 -
	700	Property			
		(Capitalized Equipment)	Pathway Equipment: Non-Mobile Simulator Ambulance	\$27,124	
					<b>Object Total</b>
					\$42,417
			Indirect Costs @ 2%	\$15,293	
	800	Other Objects	College and Career Readiness Conference; SIS and SIG travel	\$7,000	
					<b>Object Total</b>
					\$ 7,000
	900	Other Uses			
					<b>Object Total</b>

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					\$ -
			Year 3 School Total		\$807,055

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**LEA Name: Dougherty County School System**

**School Name: Dougherty Comprehensive High School**

**LEA Budget Template**

<b>LEA BUDGET</b>					
	<b>Year 1 Budget</b>		<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Three-Year Total</b>
	<b>Pre- Implementation</b>	<b>Year 1 – Full Implementation</b>			
<b>School Name</b>	<b>Dougherty HS</b>	<b>\$980,640</b>	<b>\$952,077</b>	<b>\$807,055</b>	<b>\$2,739,772</b>
<b>School Name</b>					
<b>School Name</b>	<b>Monroe HS</b>	<b>\$1,175,440</b>	<b>\$986,954</b>	<b>\$964,477</b>	<b>\$3,127,871</b>
<b>LEA-level Activities</b>					
<b>Total Budget</b>	<b>\$2,156,080</b>		<b>\$1,939,031</b>	<b>\$1,771,532</b>	<b>\$5,867,643</b>

# APPENDICES

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**Appendix A – Needs Assessment**

**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.

<b>School Name: Dougherty Comprehensive High School</b>		<b>Selected Intervention Model: Transformation Model</b>	
<b>Provide a minimum of two years of data where indicated.</b>		<b>Provide a summary and conclusion of the analysis of each area.</b>	
<b>1. Student Profile Data</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>Summary and Conclusion of the Analysis</b>
• Total Student Enrollment	1,005	959	Low student population—The district’s zoning map was re-drawn in 2003, and the result was hurtful to the student enrollment of Dougherty High. Prior to the re-zoning, all students living in east Albany, GA were zoned to attend Dougherty (the entire population east of the Flint River). With the re-zoning, a significant area of Dougherty’s zone was re-routed to another area high school where enrollment numbers were low. The re-zoning project was phased-in so that students already attending Dougherty at the time of re-zoning were allowed to remain, but no new students from that area would enter 9 <sup>th</sup> grade at Dougherty. As year’s progressed the re-zoning began to dramatically affect student enrollment. In 2005, student enrollment was 1,171. Currently, student enrollment is at its lowest with only 700 students. At the conclusion of the 2012-2013 school year, one of Dougherty’s feeder elementary schools and its primary feeder middle school were closed, further affecting student enrollment. The area taken from Dougherty’s zone not only hurt the school in student numbers, but it also hurt the school’s percentage of economically disadvantaged students.
• Grade Level Enrollment			
○ 9 <sup>th</sup> Grade	361	378	
○ 10 <sup>th</sup> Grade	248	204	
○ 11 <sup>th</sup> Grade	203	177	
○ 12 <sup>th</sup> Grade	193	200	
• Number of Students in Each Subgroup			
○ Black	943	893	
○ White	41	41	
○ Economically Disadvantaged	875	843	
○ Students with Disabilities	88	89	
• Attendance Percentage Rates			
○ Students with 0 absences	17.7%	18.2%	
○ Students with 1-5 absences	37.6%	39.2%	
○ Students with 6-10 absences	17.7%	16.2%	
○ Students with 10+ absences	27.1%	26.4%	
• Number of Discipline Incidents			
○ Alcohol	0	2	

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○ Battery	3	0	Of the neighborhoods remaining in Dougherty's zone after the re-drawing, many are public housing complexes and low-income housing. In 2005, the percentage of Dougherty's students considered economically disadvantaged was 67%. Today, 98% of the students enrolled at Dougherty High School are considered economically disadvantaged.
○ Threat/Bullying	11	7	
○ Cheating	3	0	
○ Class Disruptions	234	168	
○ Computer Trespass	1	1	
○ Skipping	374	291	
○ Disrespect	235	199	
○ Disruptive Behavior	45	66	
○ Dress Code	60	54	
○ Drugs (not alcohol or tobacco)	16	21	
○ Electronic Devices	30	40	
○ Excessive Tardies	285	115	
○ Failure to Comply	94	107	
○ Fighting	63	49	
○ Inappropriate Language/Gestures	69	56	
○ Harassment	0	1	
○ Lunchroom Behavior	3	3	
○ Theft/Robbery	6	6	
○ Sexual Harassment/Sexual Offense	5	0	
○ Tobacco	5	26	
○ Trespassing	5	4	
○ Vandalism	3	6	
○ Weapon	1	4	
▪ TOTAL INCIDENTS	1,551	1,226	Students with disabilities—The population of students with disabilities at Dougherty High has remained constant, around 10% of the student population. This trend reflects data from 2005 to present. Observations conducted by school and district personnel, and confirmed by the GAPSS Analysis, indicate that co-teaching is highly ineffective. Co-teachers are not planning together and instruction resembles that of a “teacher and paraprofessional” relationship as opposed to that of parallel teaching. Students with disabilities have, as a result, not received appropriate accommodations and, therefore, SWD performance on EOCT's has been negatively affected. However, the model for serving the students with disabilities should be a collaborative co-teaching model. Informed by the GAPSS report and observations, the special education teachers at Dougherty High have been deemed ineffective, and the district has afforded the current principal flexibility in staffing and allowed for the transfers of all current SWD teachers currently at Dougherty High. The SWD staff will be completely new at the start of the 2014-2015 academic school year.
• AP, IB, and Dual Enrollment Numbers			
○ AP Enrollment			
○ IB Enrollment	0	0	
○ Dual Enrollment	0	0	
• Graduation Rate	47.1%	51.6%	Student attendance—The lack of consistent procedures in place to track and monitor student attendance caused excessive student absences without consequence or interventions prior to such absences, significantly affecting student achievement. Student attendance data from 2011-2012 and 2012-2013 show that about 27% of the students miss more than ten days from school. This is problematic when students risk being denied

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		<p>credit for courses in which they accumulate more than 14 absences. Further, excessive absences reduce the number of instructional hours students receive. The current year’s data reflects a loss of more than 10,000 instructional hours to date.</p> <p>Discipline Data—The discipline data reflects that skipping class, excessive tardies, and classroom disruptions are chronic problems for Dougherty. To address the skipping and tardy issues, the current administration has developed a tardy hall and “sweeps” the halls each class change. To address classroom disruptions, the administrators continue to communicate a common understanding of what constitutes classroom disruption and a discipline protocol was established to ensure consistency.</p> <p>Achievement and Graduation Rate—Dougherty Comprehensive High School has a need to improve instructional practices, as informed by the 2014 GAPSS Analysis. Active student engagement is not pervasive throughout the school. GAPSS findings indicate the need for increased use of instructional technology and increased instructional rigor to create an academically challenging environment. Because of the absence of the aforementioned instructional elements, student achievement and the graduation rate have been affected drastically. Student performance on End-of-Course Tests has historically been below state targets and few Advanced Placement Courses are offered to students. The graduation rate is lower than the state target; however, the graduation rate from 2011-2012 increased by 4% in 2012-2013. To ensure the continuance of this trend, constant monitoring of student performance is conducted through our Trojan Watch initiative, and through analysis of monthly school data reports. Currently, the Trojan Watch committee updates the school-wide student data board in the data room quarterly and sends letters to the parents of students with academic, attendance, and discipline issues. However, there is some</p>
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			<p>inconsistency in the timeliness with which the letters are mailed and incorrect addresses in the Student Information System causes the return of many letters. Therefore, more consistent monitoring of the Trojan Watch process will improve the effectiveness of the initiative and the tracking of students in need of academic remediation. Further, SIG will provide ILT, so the school can offer remediation to capture those students who may need additional academic assistance to meet graduation requirements.</p>
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2. Staff Profile Data		<b>Summary and Conclusion of the Analysis</b>
• Current Principal	Robert McIntosh	<p>The current principal was formerly the district's Secondary Principals' Coach. When the principal appointed to Dougherty High School resigned in October 2013, the Secondary Principals' Coach was appointed as the principal of Dougherty High. The turnaround leader competencies that Mr. McIntosh has exhibited are:</p> <ul style="list-style-type: none"> <li>• Initial Analysis and Problem Solving: In October, Mr. McIntosh analyzed the school's performance data and the goals set in the school's School Improvement Plan. His first initiative was that academic departments set new SMART goals that reflect gains of at least ten percentage points.</li> <li>• Driving for Results: Mr. McIntosh led the administrative staff to focus on teacher effectiveness. Currently, twelve teachers are on PDP's, and the administrative staff committed to conducting at least five observations a week.</li> <li>• Measuring, Reporting (and Improving): Departments are required to present departmental data to include teacher grade distributions and standards strengths and weakness according to benchmark data. Celebrations and problem solving, appropriately, are the result of the presentations.</li> </ul> <p>Teacher attendance—Dougherty Comprehensive High School has had five principals within the last four years, contributing to the inconsistency in administrative monitoring of teacher attendance and inconsistency in the enforcement of attendance policies. The lack of consistent procedures in place to track and monitor teacher attendance caused excessive teacher absences without consequences and interventions.</p>
○ Length of Time in Position	6 months	
• Teaching Staff Years of Experience		
○ 1-3	11	
○ 4-10	17	
○ 11-20	18	
○ 21+	13	
• Teaching Staff Percentage of Experience		
○ 1-3	18.6%	
○ 4-10	28.8%	
○ 11-20	30.5%	
○ 21+	22%	
• Teacher Hi-Q Status		
○ Percent Highly Qualified	91.64%	
• Teacher Attendance Rate		
○ 2011-2012	N/A	
○ 2012-2013	89%	
• 2013 TKES Evaluation		
○ Exemplary	0%	
○ Proficient	100%	
○ Needs Development	0%	
○ Ineffective	0%	

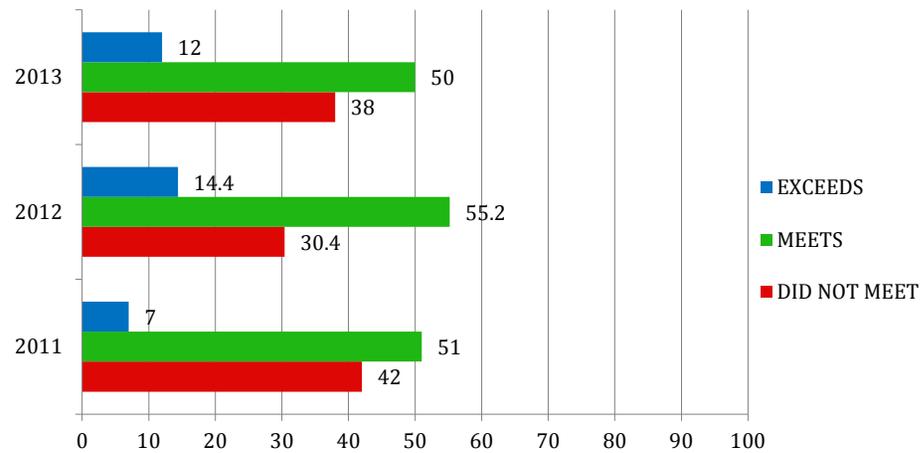
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		<p>The percentage of the faculty with 4 more or more years of experience is 91.3%. According to research presented by the U. S. Department of Education, 22% of teachers leave the profession within the first three years. Therefore, the majority of the faculty at Dougherty High exhibits commitment to the profession. Further, 50% of the 26 academic teachers at Dougherty have been at the school for 4 or more years, demonstrating commitment to the school.</p>
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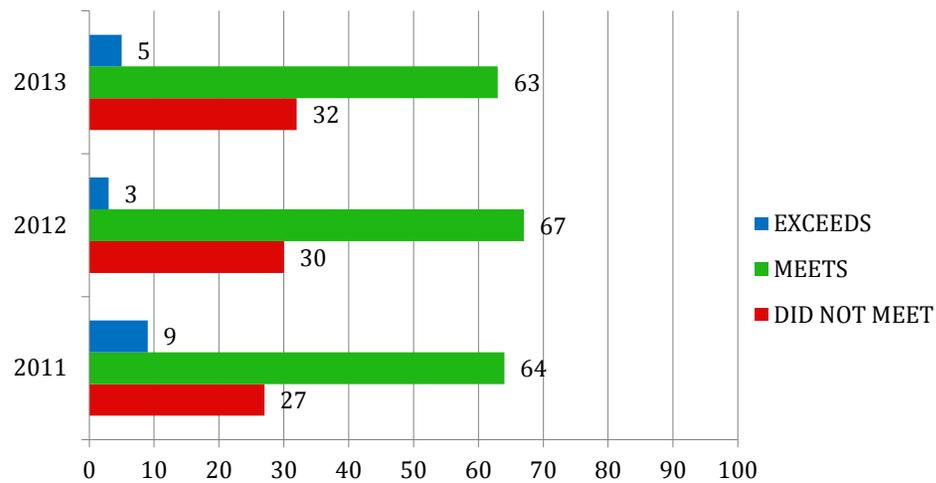
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 Student Achievement Data (All Students)**

\*\*Data charts are presented in percentages.

**Ninth Grade Literature and Composition**



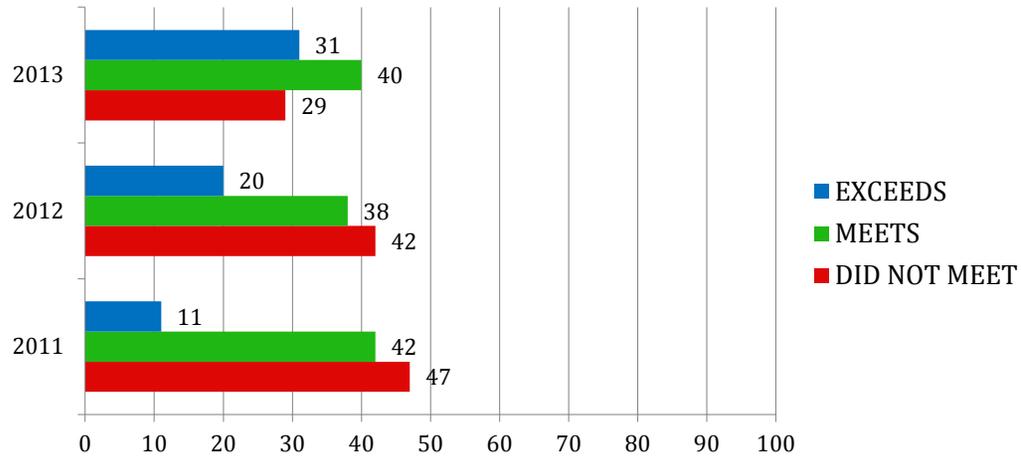
**American Literature and Composition**



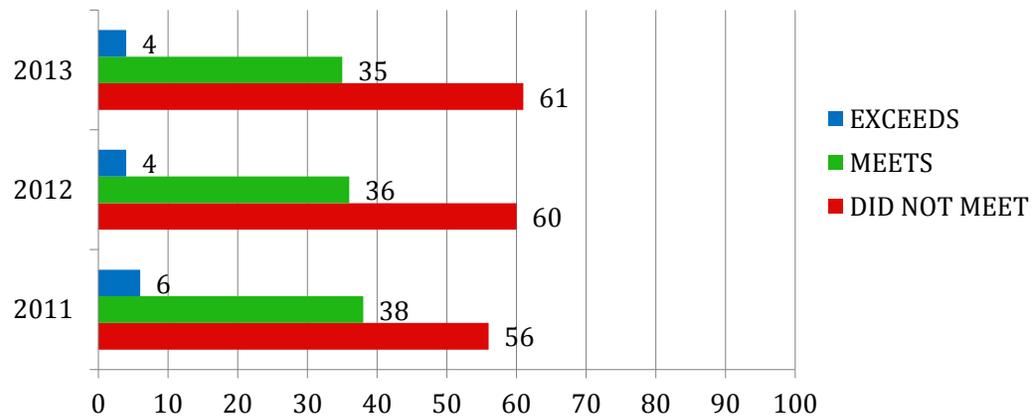
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\*\*Data charts are presented in percentages.

**Physical Science**

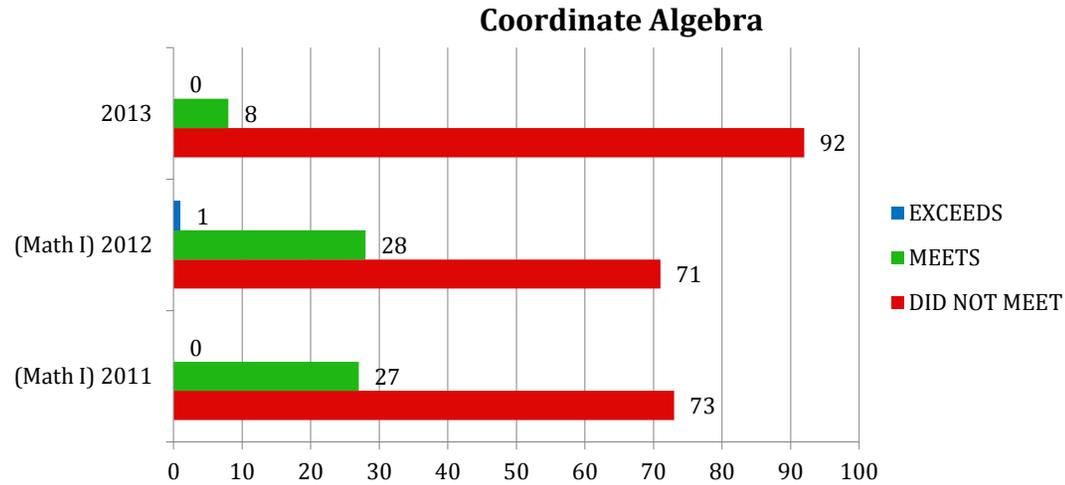


**Biology**

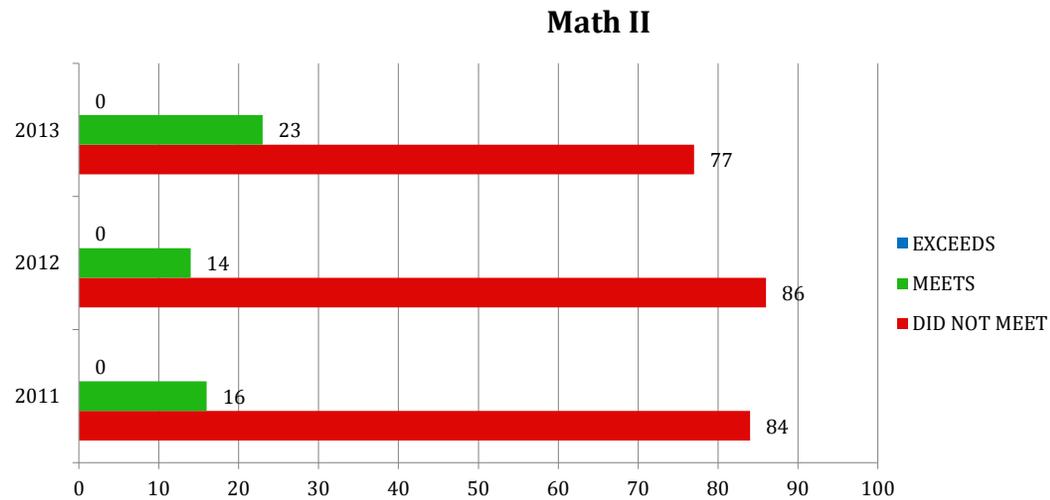


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**\*\*Data charts are presented in percentages.**



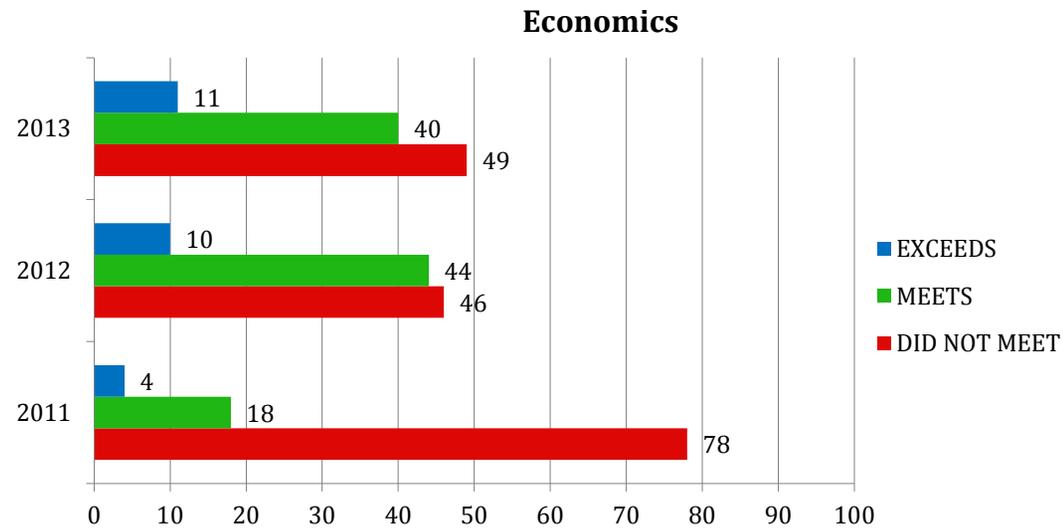
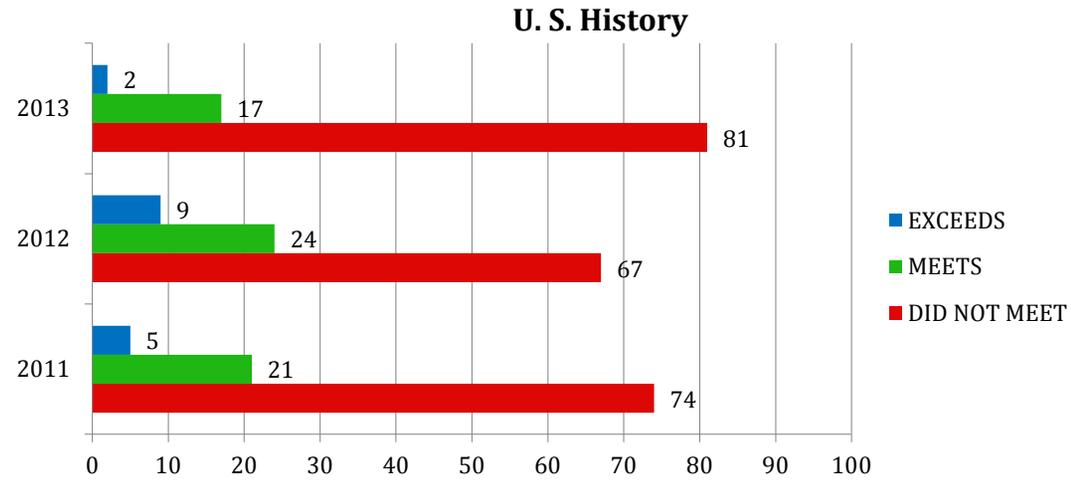
**\*\*Note: Data from 2011 and 2012 reflect Math I EOCT. Coordinate Algebra was tested for the first time in 2013.**



**\*\*Note: Data from 2011-2013 reflect Math II EOCT. Analytic Geometry will be tested for the first time in 2014 and will replace Math II.**

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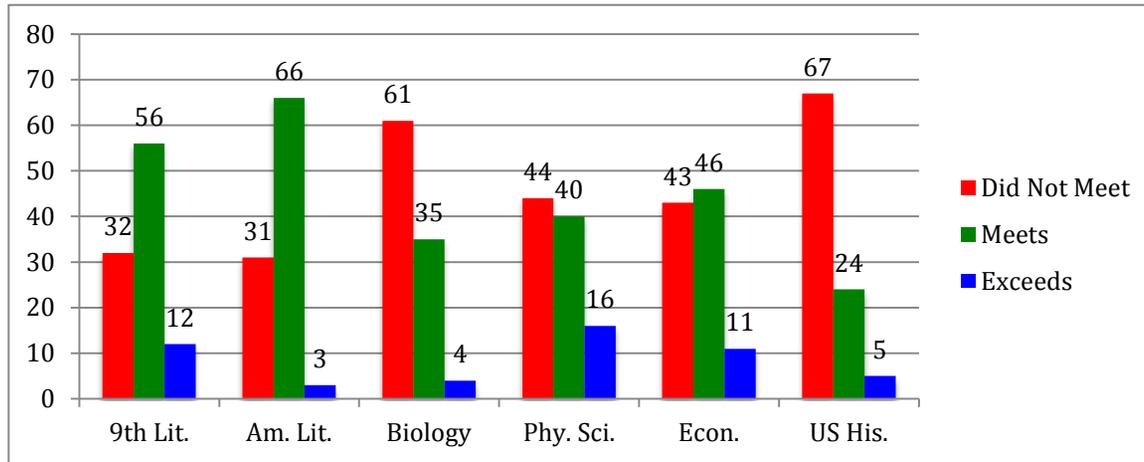
\*\*Data charts are presented in percentages.



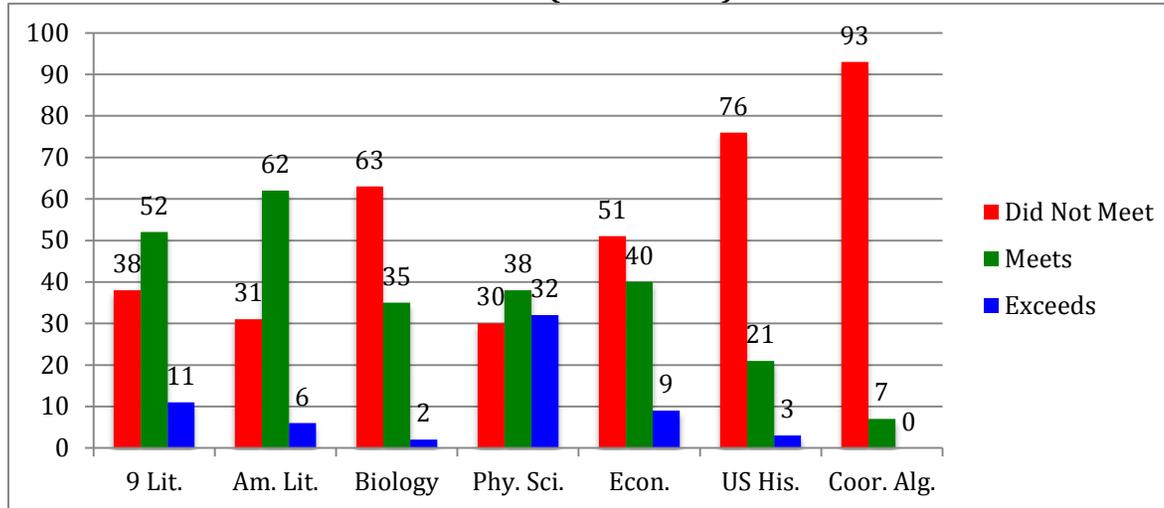
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**Student Achievement Data (By Subgroups)**

**\*\*Data Charts Presented in Percentages**

**Black (2011-2012)**



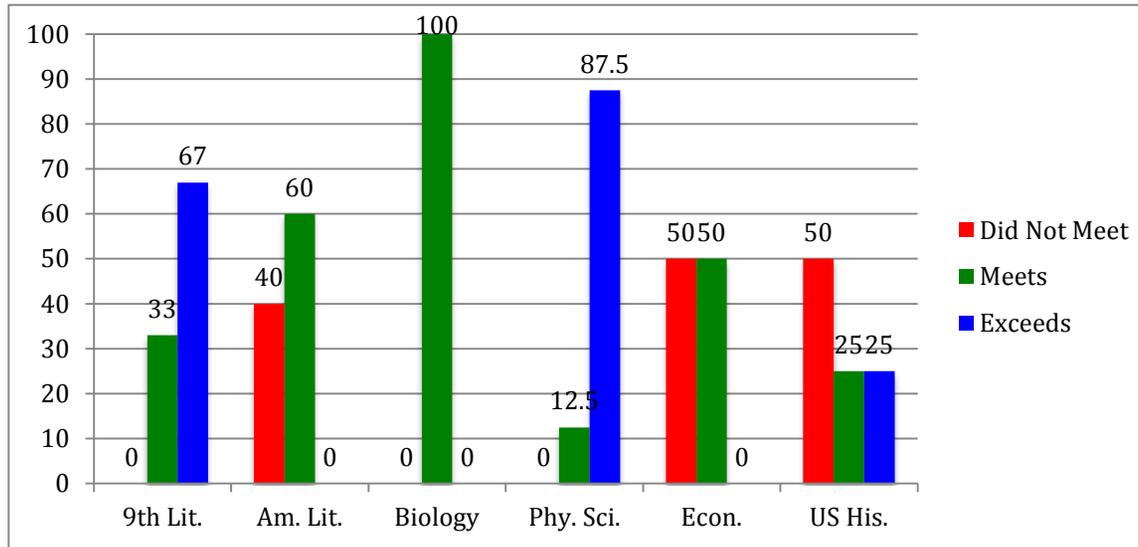
**Black (2012-2013)**



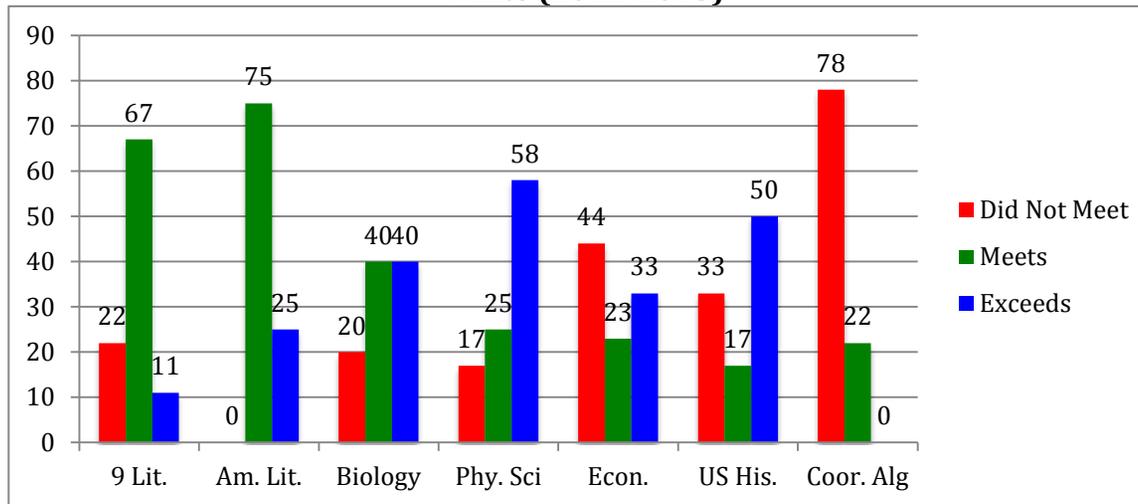
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**\*\*Data Charts Presented in Percentages**

**White (2011-2012)**



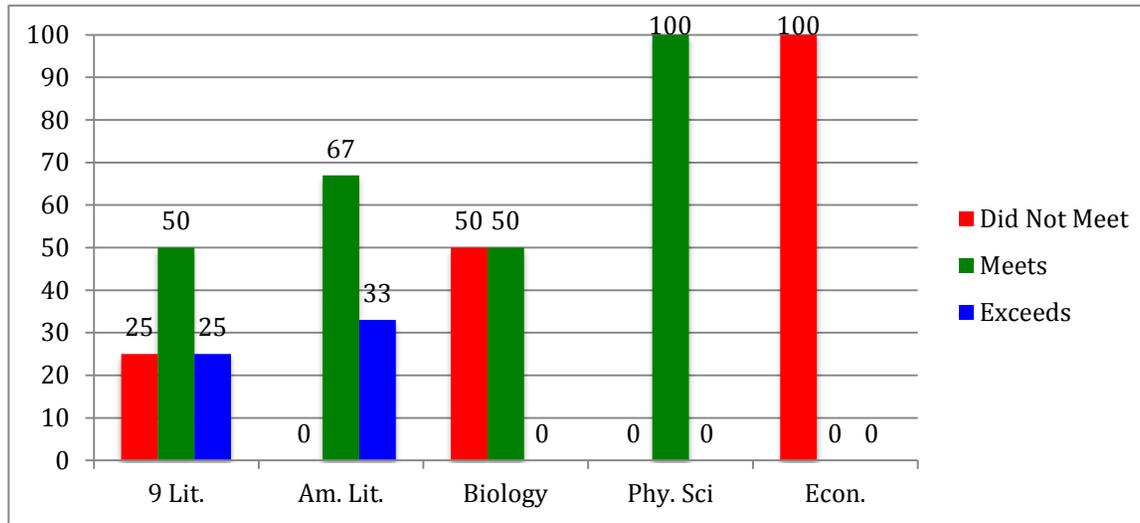
**White (2012-2013)**



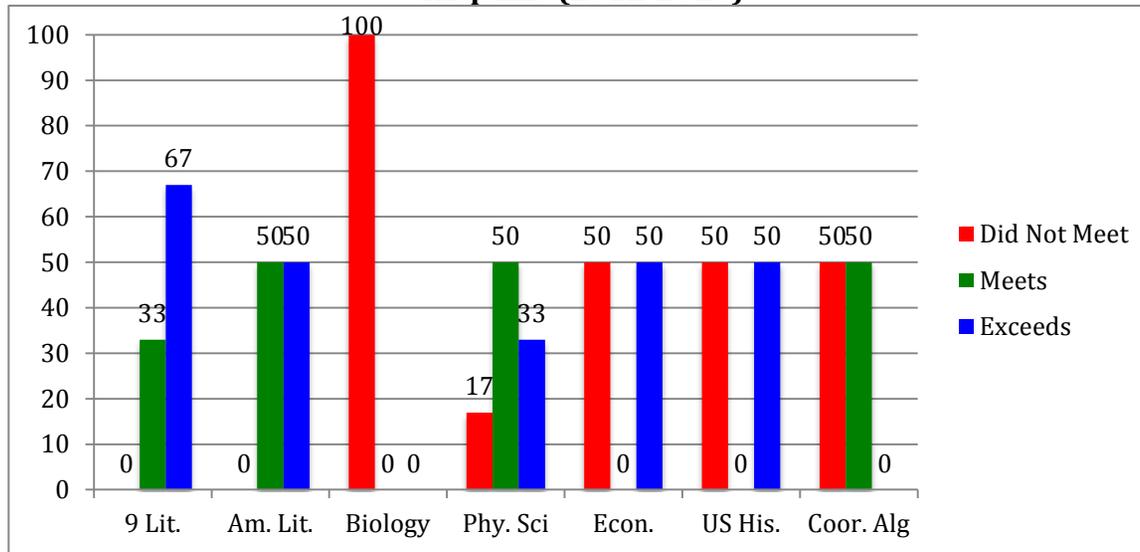
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**\*\*Data Charts Presented in Percentages**

**Hispanic (2011-2012)**



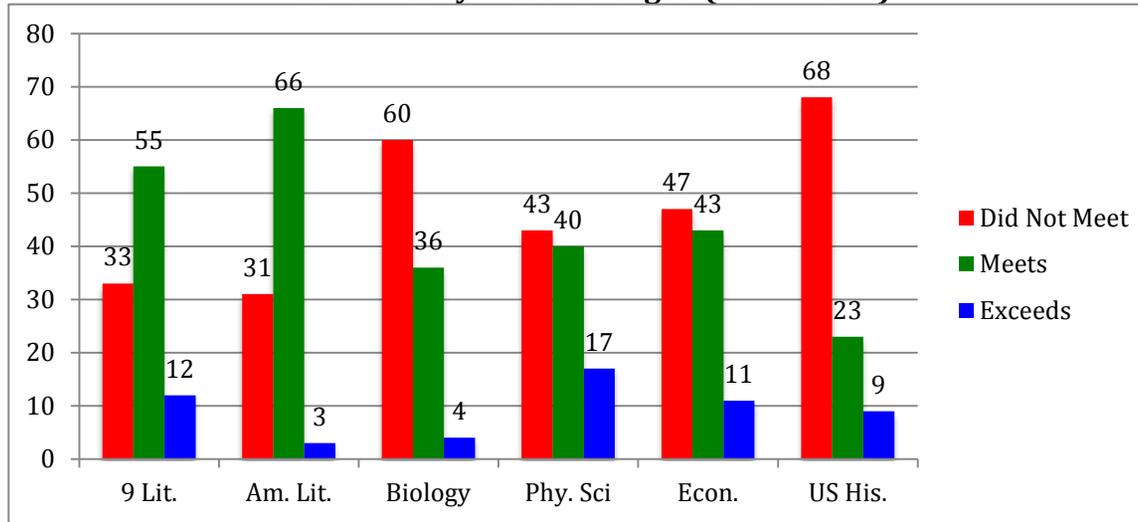
**Hispanic (2012-2013)**



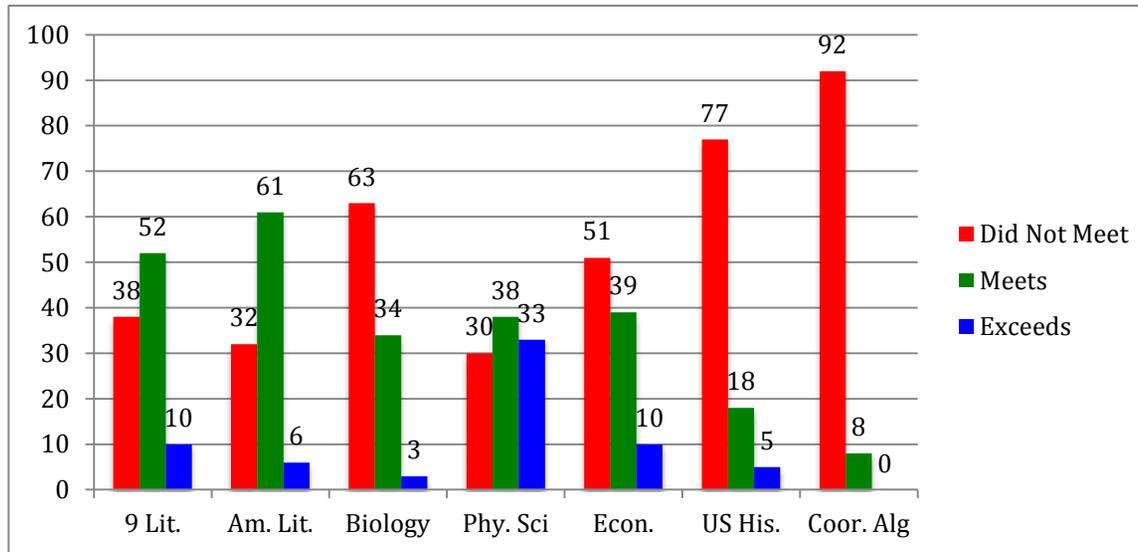
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**\*\*Data Charts Presented in Percentages**

**Economically Disadvantaged (2011-2012)**



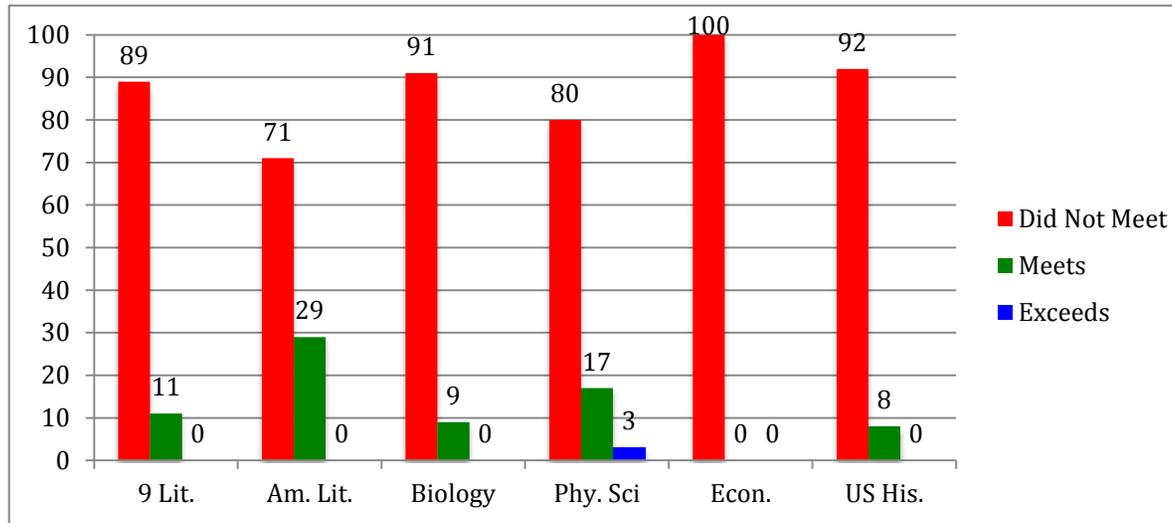
**Economically Disadvantaged (2012-2013)**



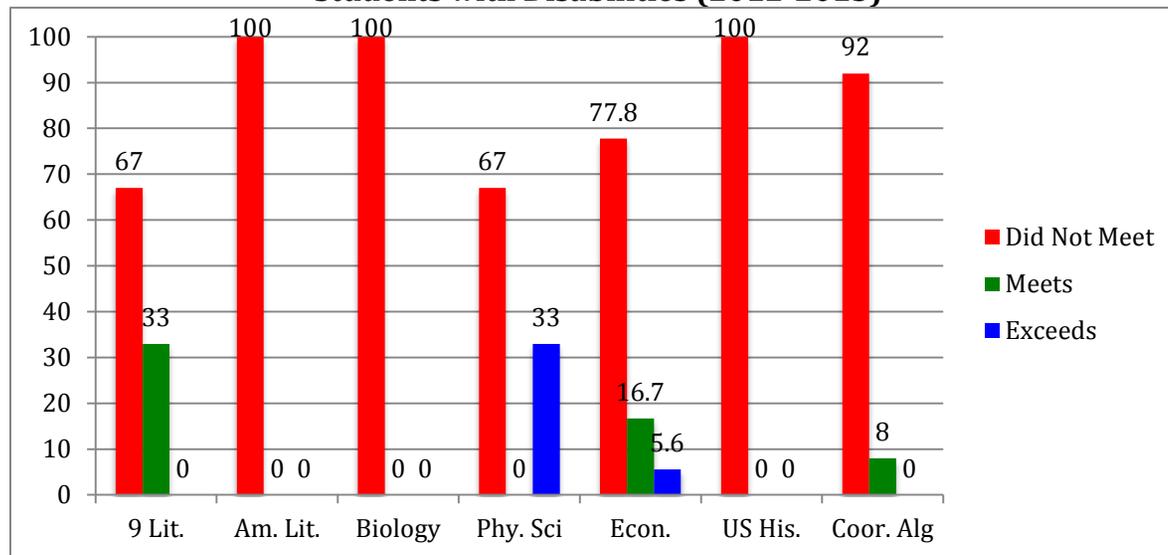
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**\*\*Data Charts Presented in Percentages**

**Students with Disabilities (2011-2012)**

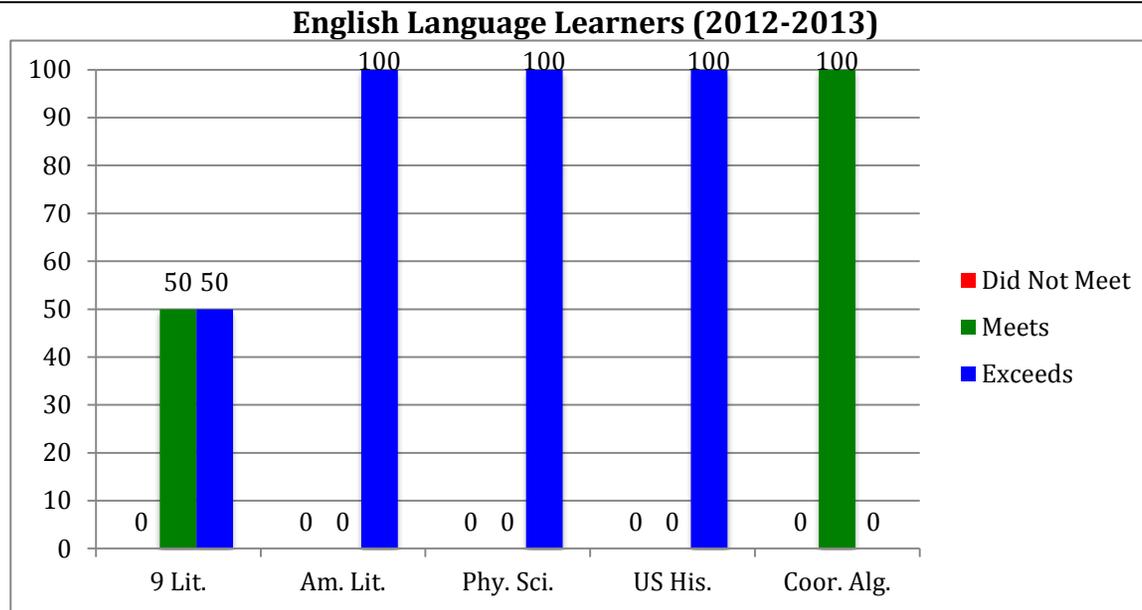
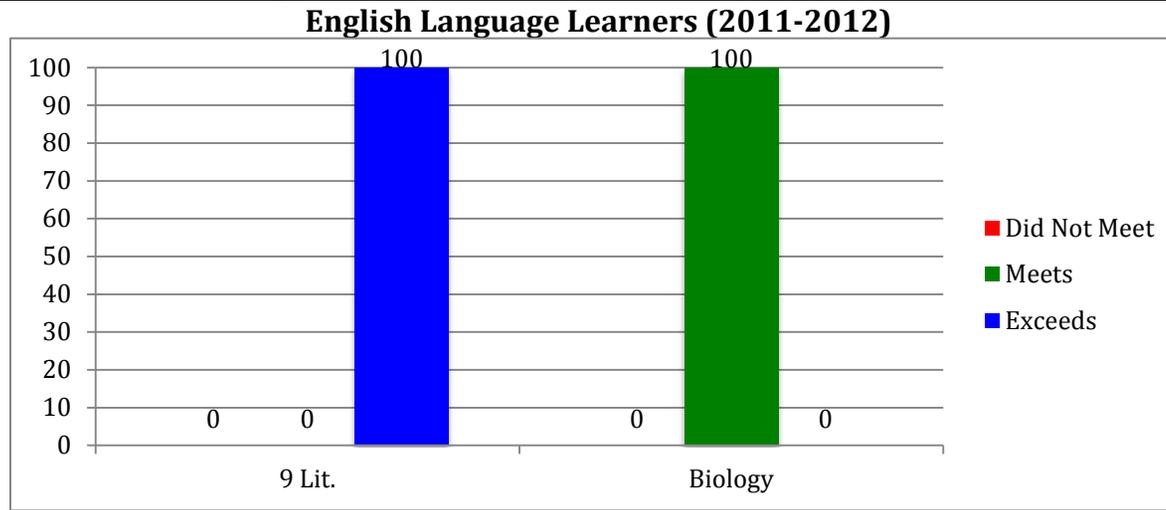


**Students with Disabilities (2012-2013)**



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**\*\*Data Charts Presented in Percentages**



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**Advanced Placement**

<b>Course</b>	<b>2011-2012</b>			<b>2012-2013</b>		
	<b>Enrolled</b>	<b>Tested</b>	<b>Avg. Score</b>	<b>Enrolled</b>	<b>Tested</b>	<b>Avg. Score</b>
AP Statistics	22	0	N/A	0	0	N/A
AP Biology	21	0	N/A	41	21	1.4
AP Calculus	0	0	N/A	16	0	N/A
AP English Language	0	0	N/A	32	24	1.2
AP English Literature	20	0	N/A	14	6	1.7
AP US History	28	11	1.3	12	1	1.0

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**Student Achievement Data: Summary of Existing Status and Current Needs**

<p>English</p> <ul style="list-style-type: none"> <li>9<sup>th</sup> Grade Literature and American Literature</li> </ul>	<p>The existing data of EOCT-tested English courses indicate a two-year trend of more than 30% of all students tested performing below state prescribed-levels. In the black and economically disadvantaged subgroups, between 31-38% of students tested performed below proficient levels. The students with disabilities (SWD) subgroup performed much worse. In 2011-2012, 89% percent of SWD students tested in 9<sup>th</sup> Grade Literature and Composition did not meet proficiency and 71% of those tested in American Literature and Composition did not meet proficiency. In 2012-2013, 67% did not meet proficiency in 9<sup>th</sup> Literature and 100% did not meet proficiency in American Literature. The data indicates the necessity of a Literacy Coach and an ELA Remediation Teacher to assist teachers and students with the incorporation of literacy in all content areas and with incorporating reading and vocabulary strategies into daily lessons. The school has also built time into the proposed schedule for 25 minutes daily Reading and Vocabulary Time (RVT) during the fourth period.</p>
<p>Science</p> <ul style="list-style-type: none"> <li>Physical Science and Biology</li> </ul>	<p>The existing data of the EOCT-tested courses indicate that Physical Science is a departmental strength. There is a gain of 13 percentage points from the 2012 to 2013. The percentage of student exceeding on the Physical Science EOCT increased by 11 percentage points. However, the student performance on the Biology EOCT indicates that more than 60% of the students tested in the last two years performed below proficiency. That percentage increases to 91% in 2012 and 100% in 2013 among students with disabilities. The data and physical examination of our science classrooms support the necessity to refresh our science labs. A science lab refresh will be the contingency expenditure plan if DCHS does not meet its student achievement targets during Year 1.</p>
<p>Math</p> <ul style="list-style-type: none"> <li>Coordinate Algebra and Analytic Geometry</li> </ul>	<p>The baseline data for Coordinate Algebra was established with the 2013 test administration. The school's data reflects that 92% students tested failed to demonstrate mastery. This supports the necessity of a Math Coach and a Math Remediation Teacher to assist students and teachers with math curriculum, differentiated instruction, formative assessment, and instructional technologies. Professional learning for teachers is budgeted to provide teachers with every opportunity to improve math instruction. There is no data for Analytic Geometry because the baseline data will be set with the 2014 test administration. However, the Math II data is provided to demonstrate the school's trend data in second year math. The Math II data indicate greater than 75% failure rates from 2011 to 2013.</p>
<p>Social Studies</p> <ul style="list-style-type: none"> <li>U.S. History and Economics</li> </ul>	<p>The existing data of U.S. History indicate the following failure rates: 74% in 2011, 67% in 2012, 81% in 2013. The 7 percentage point decrease from 2011 to 2012 is attributed to about half of the students tested that year also being enrolled in American Literature, a complementary course. However, in 2013, there were fewer students enrolled in American Literature and U.S. History at the same time, and the failure rate increased by 14 percentage points. The flexibility provided to schools with SIG will allow the school to align complementary courses to enhance student achievement. Economics scores</p>

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	from 2012 and 2013 show 46% and 49% failure rates respectively, with SWD failure rates at 100% both years. There is a need for more interactive instruction and a content-area literacy focus in social studies courses. The school recently purchased StrataLogica, interactive mapping software, for the social studies department and the department has begun incorporating document-based questions into instruction that require students to synthesize information from presented documents, lessons, and prior knowledge. There is a need for professional learning in the areas of differentiated instruction and formative assessment. Professional learning is allocated in the budget.
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CCPRI Score		<b>Summary and Conclusion of the Analysis</b>				
<ul style="list-style-type: none"> <li>• 2011-2012</li> </ul>	48.4	The revised CCRPI score reports indicate the following:				
<ul style="list-style-type: none"> <li>• 2012-2013</li> </ul>	52.7					
			Achievement Points	Progress Points	Closing Achievement Gap Points	Challenge Points (SWD/EL/ED/ETB)
		2011-2012	28.8	12.1	7.5	0
		2012-2013	30.3	12.4	10	0
		According to the CCRPI reports, the school has met the 95% participation rate requirement overall (school-wide). However, the black, economically disadvantaged, and SWD populations did not meet the participation rates for particular tests. This can be attributed to the excessive student absences and the inconsistency in monitoring practices.				

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<b>Summary of Existing Status and Current Needs</b>	
<p><b>School Culture and Climate</b>  <b>School Safety</b>  <b>Student Health Services</b>  <b>Attendance Support</b>  <b>Social and Community Support</b>  <b>Parental Support</b></p>	<p>The school culture and climate of Dougherty Comprehensive High School need to be improved. The student and teacher interviews and surveys that inform the SIG application support the belief that students and teachers feel physically safe, but rigorous and challenging instruction are area of concern. Students are recognized with student of the month nominations, Platinum Achievers (seniors who have satisfied all graduation requirements to date), etc. However, teachers request more recognition.</p> <p>Two School Resource Officers are assigned to the school, and in conjunction with our school's Safety Committee, they develop the school's safety procedures, schedule emergency drills, and determine evacuation procedures. The school's Safety Committee is composed of faculty members trained to use the automated external defibrillator and who are certified in CPR. The school's external doors are equipped with card readers required for entry, but the location of the school presents issues for safety. There are five apartment complexes within walking distance of the school's campus. Pedestrians walk through the campus in route to restaurants and businesses. The school is positioned between the apartments and the businesses. Efforts have been made to deter pedestrian traffic, but they have been unsuccessful. There is a need for gates and/or additional SRO's to increase campus security.</p> <p>Student health services are provided to students by nurses from Phoebe Putney Hospital (in partnership with the district). Expectant teens and teen parents are mentored and educated by the Network of Trust Program, also an extension of the partnership between the district and Phoebe Putney Hospital. Once annually, local physicians offer free athletic physicals to athletes.</p> <p>Currently, the school has policy in place to notify parents of student absences at 3, 5, 7, and 9 days. The school has a Trojan Watch committee that tracks student attendance, discipline, and grades. Students flagged</p>

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		<p>for attendance are referred to the attendance clerk who determines whether students should be withdrawn for non-attendance. The school system’s social worker is contacted when it is suspected that a student’s home situation contributes to their truancy.</p> <p>The school has several Partners in Excellence who support the school and contribute to the school in human and physical resources. Albany State University offers tutoring and collaborates with our Science department by providing facilities for conducting labs and experiments. Albany Technical College assists the Robotics Team with the construction of robots for competition. Local churches provide school supplies and clothing for students. Proctor and Gamble invites our students to participate in tours of the facility and Engineering Day. There is a need to strengthen our partnerships with local colleges and businesses to develop a quality College and Career Readiness instructional program that aligns curriculum offerings with college and career requirements.</p> <p>Parental support is low; however, parents are invited to participate in workshops and academic family nights. Parents are primarily notified by flyers and Parent Link call-outs (automated calling system that delivers messages of school events). However, accurate phone numbers are difficult to maintain with the frequency with which student phone numbers change. For the past two years, the athletic department has sponsored an Alumni Day to invite Dougherty High graduates back to participate in activities and learn of the school’s offerings and needs.</p>
<p><b>Rigorous Curriculum—Alignment of curriculum with state standards across grade levels</b></p>		<p>The growth model report provided in SLDS was used to evaluate the level of instructional rigor. 9<sup>th</sup> Grade Literature, American Literature, and Economics indicate that though student performance ranked in the upper quadrant, indicating high achievement, it also falls into the left quadrant, indicating low growth. Such data suggest that instruction is not challenging enough to produce significant student growth from one EOCT-tested course to the next. Coordinate Algebra, Biology, and U.S. History all fall into the lower left quadrants, low achievement and low growth.</p>

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<p><b>Curriculum Intervention Programs</b></p>		<p>According to the 2012 CCRPI report, only 20.1% of 9<sup>th</sup> grade students earned 4 or more credits and passed the corresponding EOCT, where applicable. According to the 2013 CCRPI report, only 8% of the 9<sup>th</sup> grades students met the aforementioned criteria. Therefore, 9<sup>th</sup> graders were automatically scheduled into support classes (reading and/or math) according to their CRCT scores and teacher recommendations. FLP (Flexible Learning Program) also targeted incoming 9<sup>th</sup> grade students at the year's start as a proactive measure to increase the likelihood of students' receiving all academic credits. The numbers of ninth graders failing two or more subjects have decreased from 180 first nine weeks to 108 second nine weeks to 94 third nine weeks. This data supports a positive impact of the implementation of the interventions on student achievement. FLP will be replaced by ILT (Increased Learning Time) with the implementation of SIG. The after-school ILT will be extended to all content areas and all grade levels. Transportation costs are included in the SIG budget proposal to remove transportation as a barrier to students desiring additional instructional support.</p>
<p><b>Enrichment Programs</b></p>		<p>There are few enrichment programs at Dougherty High, but there are some initiatives in place to offer academic enrichment to students. There is an active History Club that engages students in social and political debates and forums and other related events. The Robotic Team constructs robots and takes those robots to competition. The Academic Decathlon participates in academic competitions on the local, regional, and state levels. It has been determined that more enrichment programs are needed to prepare students for college and career readiness.</p>
<p><b>Advanced Placement</b></p>		<p>Most students enrolled in Advanced Placement courses do not score high enough on the AP Exams to earn college course credit. In 2010-2011, only one student scores 3 or higher on an AP Exam, none in 2011-2012, and four in 2012-2013. The mean SAT scores on the reading section for 2010-2011 is 411, for 2011-2012 is 386, and for 2012-2013 is 411. The mean SAT scores on the math section for 2010-2011 is 388, for 2011-2012 is 377, for 2012-2013 is 390. It is evident that instructional rigor needs to be increased for students to be prepared for college level curriculum.</p>

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<b>Instructional Program</b>		
<b>Planning and Implementation of Research-based Instructional Strategies</b>		UDL training has been provided to teachers, but more extensive professional learning is necessary. Teachers have participated in MDC and LDC training and re-delivery. However, currently there is no data to support how the training and re-delivery have impacted teaching and learning. Standards-based classroom practices are incorporated into instruction: instructional framework, utilizing the language of the standards, 5 step protocol for breaking down standards, etc. Student-centered instruction is encouraged by administrators and academic support personnel as a catalyst to increase rigor and create relevance. According to the GAPSS Analysis report, much of the instruction at Dougherty Comprehensive High School is teacher-centered and solicits passive engagement (listening and copying).
<b>Use of Instructional Technology (by students and teachers)</b>		Instructional technology is limited in the school because of the temporary building site in which the school is located. The building does not have adequate technology. Many of the computers in the school do not work, and many of the classrooms do not have data projectors. However, teachers receive professional learning to incorporate use of the available instructional technology.
<b>Use of Data Analysis to Inform and Differentiate Instruction</b>		The school uses data to inform instructional interventions. Monthly, the leadership team analyzes student achievement data along with attendance and discipline data. All departments prepare departmental data presentations at the end of each nine weeks grading period and determine standards that need remediation based on benchmark data. Data analysis needs to be drilled down to the classroom level. With the implementation of the SIG plan, teachers will be required to present data monthly to the SIG Program Manager and the SIG Team, pending grant approval.
<b>Number of Minutes Scheduled for Core Academic Subjects</b>		The 2012-2013 school day had 50-minute class periods for 375 instructional minutes daily. The 177-day school year equaled 66, 375 minutes (1,106.25 hours). The 2012-2013 school day had 50-minute class periods with a 20-minute Reading/Vocabulary Time (RVT). The 180-day school year equaled 71,100s (1,185 hours). The 2013-2014 schedule reflects an increase of 79 instructional hours. As a school improvement effort, the instructional day was increased by twenty minutes. This

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		<p>increased instructional time provided the opportunity to initiate a focus on reading and vocabulary. This time was added to the fourth period and reserved for RVT. During the RVT, all teachers teach reading comprehension skills, vocabulary strategies, new vocabulary, or other reading and vocabulary related lessons. Though the instructional time was increased with the 2013-2014 academic year, the 2014-2015 academic year will reflect another increase of instructional time to meet the SIG requirement. The proposed scheduled for 2014-2015 increases the number of instructional hours for all students by 51 hours (from 1,185 to 1,236), equaling 74, 160 minutes.</p>
<p><b>Assessments</b></p>		<p>Currently, teachers create their own assessments, use common assessments, use unit assessments developed by district curriculum teams and use district benchmark assessments. The teachers are beginning to pay closer attention to aligning assessments with standards, using a variety of assessment items, and using questioning stems that solicit higher order thinking skills. Data from assessments are analyzed to inform remediation and re-teaching efforts. Currently, there is not a procedure for monitoring the alignment of teacher-created assessments to the standards; however, the SIG Program Manager and the SIG Team, pending grant approval, will meet with teachers monthly for data discussions in which teachers will be required to present data with an analysis of student mastery by standard. Further, common assessments will be used during the 2014-2015 academic school year and going forward. The current principal has communicated the expectation that those assessments be aligned with standards and data presentations will be made quarterly to the Leadership Team, first, and then to the entire faculty.</p>
<p><b>Use of Formative, Interim, and Summative Assessments to Measure Student Progress</b></p>		<p>Teachers have received professional learning around the use of formative assessments using the FIP modules. However, additional professional learning is needed. The use of interim assessments is not prevalent. Summative assessments are used at the end of the nine weeks with district exams and the data from EOCT tests administrations are summative.</p>
<p><b>Timeline for Reporting Student</b></p>		<p>Student progress reports are sent home to parents every 4 ½ weeks, and</p>

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<b>Progress to Parents</b>		report cards are sent home every 9 weeks. For more frequent updates, parents have access to the Parent Portal component of Infinite Campus, the district's student information system.
<b>Parent and Community Support</b>		Parent and community support of the school is not at the desired rate, but is improving. The parent facilitator, graduation coach, and the Jobs for Georgia Graduates coordinator collaborate to solicit volunteers and support from community stakeholders and parents. The parent facilitator has organized a Parent Advisory Council and collaborates with parents for workshops and activities to increase their knowledge of school offerings and programs. The Jobs for Georgia Graduates Coordinator and the Graduation Coach collaborate with and solicit participation of community stakeholders. Community organizations with which the school has partnerships are Proctor and Gamble, Harvey's (East Albany), Burger King (East Albany), and Victory Tabernacle Church. These partnerships afford students the opportunity to participate in conferences, workshops, and tours of local businesses.
<b>Social, Health, and Community Services to Students and Families</b>		Students and families are provided with information from our district's social worker, school psychologists, and local social services as appropriate. The school system provides referrals as needed to assist students with securing necessary services. The school's Parent Facilitator is instrumental in connecting parents with school and district personnel and directing parents to local agencies that provide the services they seek.

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**POSITION ANNOUNCEMENT**

**PENDING GRANT APPROVAL**

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**POSITION:**     **Literacy Coach**

**LOCATION:**

**QUALIFICATIONS:**

- Hold a Master's Degree or higher in curriculum and instruction is preferred.
- Minimum of five (5) years of successful secondary teaching experience and certification in reading, or have certification in a core high school content area as well as have a reading endorsement from an approved institution.
- Knowledge of the design and implementation of Common Core literacy standards within the instructional framework across the curriculum.
- Understanding of the characteristics of adult learners.
- Knowledge of the processes of successful coaching.
- Ability to train teachers in utilizing measures of reading achievement like Lexile scores and universal screeners to diagnose and remediate students.
- Ability to use the latest technical technology in education
- Excellent communication and organizational skills.
- Successful experience in working collegially with teachers.
- Successful experience as staff developer is desirable.
- Strong knowledge base of best practices in standards-based reading and literacy instruction.
- Such alternatives to the above qualifications as the Board may find appropriate.

**PERFORMANCE RESPONSIBILITIES:**

- To transform teaching practices and increase students' literacy skills across the curriculum.
- Teach, model, and facilitate research-based best literacy practices within the school's instructional program.
- Train teachers to achievement and assist with placing students in the appropriate intervention and support service.
- Identify needs and make recommendations for appropriate instructional literacy materials and assessments that directly support and align to the Common Core State Standards.
- Facilitate change in instructional practices of teachers that will enable teachers to diagnose student needs more analytically, plan more productively, and teach more effectively.
- Train teachers to disaggregate and analyze literacy and student achievement data to improve student performance.
- Collaborate with teachers to identify the literacy needs of students, to set learning goals and targets, and to problem solve with teachers to develop best practices for continuous academic growth of students.
- Provide professional development on best practices in literacy instruction across the curriculum.

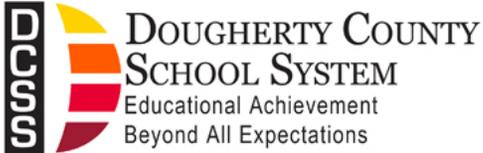
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- Establish, maintain and enhance effective communication with administrators, teachers, parents and other stakeholders.
- Observe teachers in their classrooms and offer insight for the enhancement of teaching-learning situations.
- Provide specific integration and differentiation strategies that enable teachers to meet the needs of all readers of all abilities.
- Network with other literacy coaches and participate fully in ongoing professional development to extend literacy and instructional competencies in all content areas.
- Demonstrate appropriate use of instructional technology and other educational tools to enhance and extend instruction.
- Perform other duties related to the improvement of student achievement as determined by the principal.

**REPORTS TO:** Principal

**SALARY RANGE:**

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**POSITION ANNOUNCEMENT**

**PENDING GRANT APPROVAL**

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**POSITION:**      **Math Teacher**

**LOCATION:**

**QUALIFICATIONS:**

- Hold a clear renewable certificate in high school mathematics.
- Demonstrated ability to relate and motivate all students with respect to learning styles to make learning meaningful, effective, contextual and involving positive interactions for the ongoing intellectual development of young minds.
- Proven ability to improve students' acquisition of Common Core math skills and academic vocabulary.
- Experience in motivating students who have struggled in Coordinate Algebra and or Analytical Geometry.
- Ability to successfully integrate technology into the classroom while engaging students.

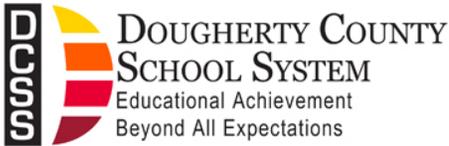
**PERFORMANCE RESPONSIBILITIES:**

- Must be present, organized and enthusiastically committed to the success of all assigned students for the school calendar.
- Collaborate with departmental members to develop detailed instructional plans and outlines for instructing the pupils and subject matter assigned which will achieve the educational results desired.
- Instructs designed classes in accordance with formulated plans and outlines, modified as necessary to achieve the learning objectives, all within the policies of the school system.
- Maintains the degree of discipline and order in the classroom necessary to effectively instruct the class.
- Committed professional, guarding instructional time by demonstrated attendance.
- Counsels with students and parents on learning and discipline problems as necessary.
- Supervises or assists in the supervision of school activities as assigned.
- Performs related duties as assigned as circumstances require.
- Complete all records and reports on time and with accuracy.
- Maintain satisfactory performance on the Teacher Keys Effectiveness System.
- Perform other tasks as assigned by Supervisor(s).

**REPORTS TO:**              Principal

**SALARY RANGE:**        Ten months/year. Salary and work year to be established by the Board.

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**POSITION ANNOUNCEMENT**

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**POSITION:**            **School Improvement Specialist**

**LOCATION:**

**QUALIFICATIONS:**

- Minimum of 5 years successful teaching and supervisory experience and hold a valid Teaching and/or (Leadership) clear renewable certificate.
- Master's Degree or higher degree and demonstrates evidence of school improvement leadership.
- Ability to use problem-solving skills to generate solutions.
- Demonstrates strong organizational and data management skills.
- Demonstrates strong motivational skills and communicates, collaborates and utilizes interpersonal skills.
- Ability to deliver training programs to achieve desired results.
- Demonstrates working expertise (certified teaching area) and thoroughly understands the school improvement process at the school and district levels.
- Demonstrates working expertise of differentiated instruction and other instructional best practices.
- Experience in analyzing data that will show improvement in student work and teacher performance.
- Ability to function as a positive collaborative member of a team.
- Demonstrates interest and engagement in professional learning and reflection.

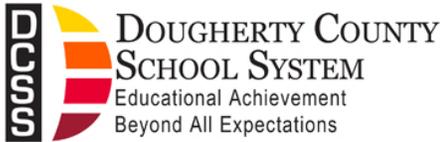
**PERFORMANCE RESPONSIBILITIES:**

- Design and organize school improvement strategic plans that will assist school in reaching its CCRPI goals.
- Maintain instructional knowledge that will benefit the total program of the school district.
- Assist administrators and teachers by using collaborative models of observations to promote quality instructional practices.
- Maintain all pertinent school improvement documentation in the **INDISTAR** platform.
- Design and monitor an implementation plan for increased learning time to meet the needs of students.

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- Measure the effectiveness of professional learning and increased learning time and collaborate to mitigate challenges.
- Understand and assist with the work in analyzing data used to compute CCRPI.
- Conduct high-quality, sustained training sessions, presentations and workshops.
- Coordinate with LEA to assist school/LEA in developing and implementing continuous improvement plan.
- Coordinate with LEA on appropriate budgeting and expenditure of funds.
- Work with curriculum in identifying and providing resource materials to schools and teachers.
- Assist and provide building administrators with best practice models when analyzing school, teacher and student data.
- Create and maintain an effective monitoring instrument to measure school improvement growth.
- Perform other related personnel functions and projects as assigned.

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**POSITION ANNOUNCEMENT**

**Pending Grant Approval**

**POSITION: SIG School to Career Transition Facilitator**

**LOCATION: Isabella Complex**

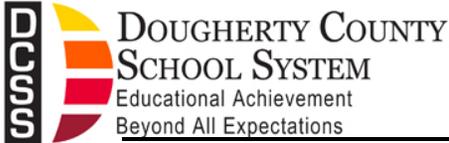
**QUALIFICATIONS:**

1. Any combination of training, experience, and/or education equivalent to: Bachelor's degree in education, business, or related field.
2. Two years of work experience with business/industry in the areas of education, case management, business and economic development, and/or connecting business to education.
3. Such alternatives to the above qualifications as the Board may find appropriate.

**PERFORMANCE RESPONSIBILITIES:**

1. Coordinate student activities that pertain to all aspects of career transition readiness, job readiness, and career guidance.
2. Coordinate with CTAE Staff, counselors and other Career Related Education (CRE) personnel to carry out the advisement activities for students in K-12.
3. Assist in the coordination of career fairs and career days.
4. Work with counseling staff and site administrators with the comprehensive career guidance system.
5. Ensure that accurate contact information is obtained from exiting students and continually update student files with accurate information in the student database system.
6. Advise students in all aspects of career transition readiness, job placement and student exit process.
7. Any other duties as assigned by supervision.

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**POSITION ANNOUNCEMENT**

**PENDING GRANT APPROVAL**

**POSITION:** SIG Accounts Clerk

**LOCATION:**

**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 organizational and record-keeping skills.
5. Proficiency in business data management system and data analysis.
6. Professional interpersonal and skills. Must have excellent written, verbal and technology skills.

**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 and program manager 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 year and report findings to the principal and program manager.
6. Maintain calendar of SIG-funded professional learning activities and increased learning time activities.
7. Create and submit all grant-related forms to the RT3/SIG Program Manager 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. Operate technology, office and presentation equipment.

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Dougherty Comprehensive High School  
Rewards Incentive Plan Proposal  
Cohort 4 SIG Application**

**Rationale:**

The faculty and staff of Dougherty High School are committed to transforming the school into a fully realized learning community where high expectations results in sustained teacher effectiveness and substantial gains in all aspects of student achievement. The administration rightly 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' graduation rates and EOCT performance in accordance with the USED and GADOE requirements, as well as the state performance targets through SY2017. The rewards proposal is based upon improved End of Course Test results, an increase in the graduation rate, and individual teacher and administrator performance as measured by the Teacher Keys and Leader Keys Evaluation Systems (TKES and LKES).

**Student Performance**

Dougherty High School faculty members teach eight Georgia End of Course subjects. Certified staff will be included in the EOCT rewards improvement plan. With regards to the graduation rate rewards improvement plan, all certified and classified staff will be included.

**Teachers Evaluated with TKES**

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

**Administrative Staff Evaluated with LKES**

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

The principal will receive a \$500 performance incentive if he has at least "Exemplary" rating on any of the eight standards and has **no** "Ineffective" ratings on any of the eight standards.

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EOCT Student Performance Increase Per the Annual Target Goals	Certified		Assistant Principals	Principal
8 Total Assessments Administered				
3 of 8	\$300		\$300	\$300
4 of 8	\$400		\$400	\$400
5 or more	\$600		\$600	\$600
<b>2013 BASELINE EOCT DATA:</b>				
Coordinate Algebra—08%      Analytical Geometry—New Course: Meet State Average 9 <sup>th</sup> Grade Lit—50%              American Lit—63% Biology—35%                      US History—17%                      Economics 40% Physical Science—N/A				
<b>Cohort Graduation Rate</b>	Certified	Classified	Assistant Principals	Principal
<b>SY15 Cohort Graduation Rate Increase of 13.4 Percentage Points</b>	\$300	\$200	\$300	\$300
<b>TKES and LKES</b>				
<b>Teacher Keys Evaluation Summative Assessment</b>	Teachers			
Teachers who receive 2 or more Exemplary ratings and no Ineffective ratings on any of the ten Teacher Assessment on Performance Standards	\$500			
<b>Leader Keys Evaluation Summative Assessment</b>			Assistant Principals	Principal
The Assistant Principals and Principal who receive 1 or more Exemplary ratings and no Ineffective ratings on any of the eight Leader Assessment on Performance Standards			\$500	\$500
<b>Principal Retention Incentive/CCRPI Improvement</b>				
The principal will receive a retention bonus to remain at DHS and create stability in leadership and exact change in all facets of school improvement. After the first year of the grant, the bonus will be awarded if the CCRPI score improves by 6 points each year for the remaining two years of the grant.				\$5000
<b>Indistar Process Manager Retention Incentive</b>				\$2500

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The <b>current</b> Indistar Process Manager will receive an annual retention incentive of \$2500 to remain at DHS and sustain the body of work required of the Process Manager who effectively utilizes the school improvement documentation platform in accordance with the GADOE requirements.				
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**Appendix Rubric B**  
**School Improvement Grant LEA Application Rubric**

	<b>Not addressed or ineffectively addressed (0-1 point)</b>	<b>Limited (2 points)</b>	<b>Moderate (3 points)</b>	<b>Strong (4 points)</b>
<p style="text-align: center;"><b>LEA Narrative – Capacity</b></p> <p style="text-align: center;"><b>Score ____</b></p>	<p>The LEA is unable to provide an adequate description of the district leadership team OR the district leadership team does not possess expertise in working with federal grants, school improvement, and lacks direct access to the superintendent.</p> <p>The LEA has not reviewed its capacity to serve its schools and does not provide a description of support from staff, parents, students, and the school board.</p>	<p>The LEA provides a general description of the district leadership team but the district leadership team does not possess expertise in all areas necessary to managing a SIG grant (working with federal grants, school improvement, direct access to the superintendent).</p> <p>The LEA has reviewed its capacity to serve its schools but does not provide an appropriate description of support from staff, parents, students, and the school board.</p>	<p>The LEA provides a detailed description of the district leadership team and the district leadership team possesses expertise in working with federal grants, school improvement, and human resources. The plan does not describe how the district leadership team has direct access to the superintendent.</p> <p>The LEA has reviewed its capacity to serve schools and provides a detailed description and evidence of its commitment of support from staff,</p>	<p>The LEA provides a detailed description of a district leadership team that is comprised of professionals with expertise in working with federal grants, school improvement, human resources, and has direct access to the superintendent.</p> <p>The LEA has reviewed its capacity to serve schools and provides a detailed description and evidence of its commitment of support from staff, parents, students, and the school board.</p>

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			parents, students, and the school board.	
<b>Needs Analysis</b>  <b>Score _____</b>	The LEA provides some data, however the analysis of the data provided is insufficient and/or there are fallacies in the conclusions.	The LEA provides data but the analysis or conclusions are not fully developed.	The LEA provides a comprehensive view of the data. The analysis, summary, and conclusions are provided. Identified needs are clearly articulated.	The LEA has provided extensive student achievement, staff, curriculum and instruction, and school culture data. A comprehensive analysis with corresponding summary and conclusions are supplied. Identified needs are clearly articulated and are logical given the analysis.
<b>Annual Goals</b>  <b>Score _____</b>	The LEA has not reviewed the school's data and has set either extremely low student achievement goals or goals that are extremely unrealistic.	The LEA has provided a cursory review of the school's data and has set realistic student achievement goals. The LEA has articulated how it will plan for evaluation and monitoring but there is little evidence that suggest that the LEA is prepared to monitor progress toward annual student achievement goals, SIG leading indicators and implementation of interventions. Goals	The LEA has reviewed the school's data and has set ambitious yet realistic student achievement goals. The LEA has articulated a plan for monitoring inclusive of progress toward annual student achievement goals and the SIG leading indicators. Goals are measurable and time-bound.	The LEA has reviewed the school's data and has set ambitious yet realistic student achievement goals. The LEA has articulated how it will plan for on-going evaluation and monitoring that includes progress toward annual student achievement goals, SIG leading indicators and implementation of interventions. Goals are measurable and time-bound.

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		are measurable and time-bound.		
<b>Model specific school application</b>  <b>Score_____</b>	The LEA does not provide a rationale for the selected intervention model based on the school's identified needs and addresses root causes of the school's low performance.	The LEA provides a general rationale for the selected intervention model. The alignment of the rationale with the school's identified needs is unclear.	The LEA provides a clear rationale for the selected intervention model based on the school's identified needs.	The LEA provides a compelling and clear rationale for the selected intervention model based on the school's identified needs and addresses root causes of the school's low performance.
<b>Budget</b>  <b>Score_____</b>	A number of requests in the LEA and/or schools' budget are not reasonable or necessary expenditures. Budget activities are in not aligned with the goals of the grant.	A few items listed in the LEA and/or schools' budget are discussed in the justification template. The budget request is not fully aligned with the school's goals.	All items listed in the LEA and schools' budget are substantiated in the budget justification templates. All budget requests are reasonable, necessary, and allocable to the SIG grant. Activities are in alignment with the school's goals.	All items listed in the LEA and schools' budget are substantiated in the budget justification templates. Requests are reasonable and necessary expenditures and are in compliance with federal grant requirements (allocable). Activities are in clear alignment with and support school goals.
<b>Sustainability Plan</b>	There is no evidence in the application that indicates actions will be taken to maintain implementation of the processes and strategies that positively impact student achievement.	An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies required for the intervention	An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies required for the intervention	A comprehensive plan describes actions the LEA will take to maintain implementation of the processes and strategies required for the intervention model selected. The plan includes specific steps and adequate resources to ensure sustainability.

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		model selected; however, the plan does not describe the specific actions the LEA will take after the funding period ends.	model selected. The plan includes general steps with no or limited resources identified to support efforts to ensure sustainability.	
<b>Total Score of Written Application</b>				
<b>Interview (if applicable, only applications receiving 15 or more points will be invited to interview)</b>  Score _____	The LEA is unable to satisfyingly speak to the general plan for implementation of the grant. Action steps are vague or inadequate. The LEA is unable to discuss how all stakeholders will be kept abreast of the reform taking place at the SIG school(s).	The LEA can articulate a general plan for implementation of the SIG grant. The action steps, communication plan for stakeholders, and the plan for sustainability are somewhat unclear.	There is a solid plan to ensure overall success and sustainability. District leadership within the LEA is able to provide a clear articulation of the work necessary to successfully implement the chosen reform model. Action steps are specific and the LEA can articulate what barriers may arise and how stakeholders will be informed.	There is a comprehensive plan to ensure overall success and sustainability. District leadership within the LEA is able to provide a clear articulation of the work necessary to successfully implement the chosen reform model. Action steps are specific and the LEA can articulate how barriers will be removed and how stakeholders will be informed at regular intervals throughout the life of the grant.
<b>Total Score (inclusive of interview)</b>				

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**Appendix C- Turnaround Leader**

**Turnaround Leader Competencies: Four Clusters of Competence**

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

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

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

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

- Impact and Influence
- Team Leadership
- Developing Others

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

- Analytical Thinking
- Conceptual Thinking

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

- Self-Confidence

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

**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application FY 2013-Cohort 4**  
**Appendix D – Reform Models**

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

- 1. Turnaround Model:** Replace the principal, screen existing school staff, and rehire no more than half the teachers; adopt a new governance structure; and improve the school through curriculum reform, professional development, extending learning time, and other strategies.
- 2. Restart Model:** Convert a school or close it and re-open it as a charter school or under an education management organization.
- 3. School Closure:** Close the school and send the students to higher-achieving schools in the district.
- 4. Transformation Model:** Replace the principal and improve the school through comprehensive curriculum reform, professional development, extending learning time, and other strategies.