

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

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

LEA Name: Bibb County Board of Education	LEA Mailing Address: 484 Mulberry Street Macon, Georgia 31201
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LEA Contact for the School Improvement Grant

Name: Dr. Sharon Campbell

Position and Office: School Improvement Specialist - Office of School Improvement and Redesign

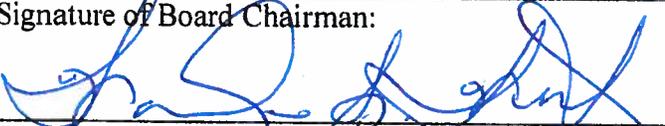
Contact's Mailing Address: 484 Mulberry Street  
Macon, Georgia 31201

Telephone: (478) 765-8743

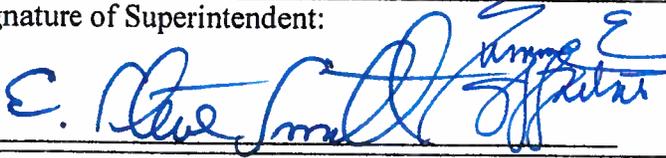
Fax: (478) 765-8549

Email Address: socampbell@bibb.k12.ga.us

Board Chairman (Print Name): Dr. Wanda West	Telephone: (478) 471-7807
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Signature of Board Chairman: 	Date: 6/12/13
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Superintendent (Printed Name): Dr. Steven Smith Mrs. Susanne Griffin-Ziebart	Telephone: (478) 765-8501 (478) 765-8645
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Signature of Superintendent: X 	Date: 6/12/13 6/12/13
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The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.

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LEA Name: Bibb County Public 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
Burghard Elementary School						X
Hartley Elementary School	13004200 0241					X
Ingram Pye Elementary School						X
King-Danforth Elementary School						X
Westside High School						X

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

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LEA Name: Bibb County

School Name: Matilda Hartley Elementary School

**B. DESCRIPTIVE INFORMATION:** An LEA must include the following information in its application for a School Improvement Grant. A LEA may not exceed seventy-five (75) pages for this section.

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

**Elementary/Middle School Profile Requirements (school profile document attached)**

School profiles will include data of each identified elementary/middle school's:

- Number of days within the school year
- Number of minutes within the school day/year
- Percentage of limited English proficient students who attain English language proficiency utilizing the Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS) exam
- Dropout rate
- Student attendance rate
- Number of discipline incidents
- Number of truants
- Teacher attendance rate
- Distribution of teachers by performance level as designated on the LEA's Teacher evaluation system
- Percentage of students (by subgroups) in grades 3 through 8 who met or exceeded the annual measurable objective (AMO) proficiency levels in Reading, English Language Arts (ELA), and Mathematics on the Criterion-Referenced Competency Test (CRCT).
- Average scale scores in Reading, English Language Arts, and Mathematics for students (by subgroups) in grades 3 through 8 taking the CRCT

Appendix A includes the "School Profile" accompanied with an "Executive Summary" outlining the initiatives, interventions and strategies implemented for the past two years.

Appendix B includes student assessment data from AimsWeb, a universal screening used to measure students' reading and mathematical readiness skills.

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- a) Provide a narrative discussing the process and outcomes of the analysis for each Priority school. The narrative must discuss how the needs assessment aligns with the selection of the specific SIG 1003(g) intervention model selected by the LEA for each Priority school.

After reviewing the CRCT data for each elementary Priority school and EOCT data for Westside High School, the Transformation model was chosen as the intervention model for the School Improvement Grant.

The elementary schools obtain some growth in the areas of reading and math and Westside obtained some growth in two of the EOCT content areas. Although growth in student performance on the state assessments showed small incremental gains, it is evident that improving student performance is attainable. In order for the Priority schools to improve students' academic performance, there is a need to implement research-based strategies and best practices, align curriculum, assessment, and instruction, use data to guide and inform instruction, and build the capacity of the school leaders, teachers, and support staff.

The LEA chose the Transformation model for the intervention model because it aligns with the needs of the schools. The Transformation Model is composed of four components: Teachers and Leaders, Instructional Support Strategies, Time and Sequence, and Governance. Within this model, the implementation of a new evaluation system maybe developed that uses student growth as a significant factor. Strategies to recruit, place, and retain staff will enable the schools to have effective teachers in the classrooms that will provide quality instruction as well as remove teachers that are not presenting quality instruction. Staff may also be rewarded for increasing student achievement, which may motivate teachers to put forth more effort. The Transformation Model will enable Priority schools to select and implement an instructional model based on students' needs, provide job-embedded professional learning designed to build leaders, teachers, and support staff capacity, and ensure continuous use of data to inform, guide, and differentiate instruction. Increase learning time for staff and students, mechanisms to improve parent and community involvement, and support from partners (external and internal) will play a major role in transforming Priority schools to Schools of Excellence. Finally, the Transformation Model ensures that the Priority schools have the operating flexibility to implement policies, procedures, programs, and strategies that will enable them to meet students' needs and subsequently improve student achievement.

Matilda Hartley has a history of analyzing data for school improvement, and we are building the capacity of our staff to the point that we believe that we can become a model school. Appendix C includes the Commendations, Classroom Observations, and "Targeted Areas" based on a triangulation of data from the GAPSS Analysis, conducted April 30 – May 2, 2013.

Additionally, the leadership team used the one sided multi-flow, a "Thinking Maps" tool, "Affinity" diagrams and the "Five Why's" process to conduct a root cause analysis. Root causal data revealed the following factors attributing to low academic performances.

- Teachers lacked pedagogy on how to teach standards based curriculum
- Teachers experienced difficulties meeting the needs of all learners
- Teachers experienced difficulties effectively using data to implement the Response to Intervention (Rtl) process
- More than 50% of students continue to struggle reading informational text; thus having a significant factor on students' performance in science, social studies, and writing
- Historically, more than 50% of the students did not pass the writing proficiency exam
- Additional instruction and/or interventions needed with reading comprehension, phonics, vocabulary, fluency, and numeracy.
- Historically, more than 75% of the students did not meet proficiency in science.
- Students lacked the background knowledge and literacy skills needed to read complex texts, write based on a variety

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of genres, and incorporate ideas that are logical and grouped sequentially

- Students in lower grades lacked skills in phonemic awareness, phonics, fluency, and vocabulary development
- High number of students retained in all grade levels
- High number of office referrals relating to physical aggression, bullying, and lack of social skills and problem-solving strategies relating to anger management
- Students with low academic performances had also been retained, experienced attendance problems, and transferred multiple times throughout the district
- Lack of technology to successfully implement a standards based curriculum
- Lack of adequate human resources (e.g. .5 music and .5 P.E. teacher, no assistant principal; 1 day per week nurse; district level school social worker) needed to implement school reform initiatives.

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**LEA:** Bibb County Public School System

**School Name:** Hartley Elementary

**Grades:** K-5 **School Enrollment Total:** 409 (including Pre-K)

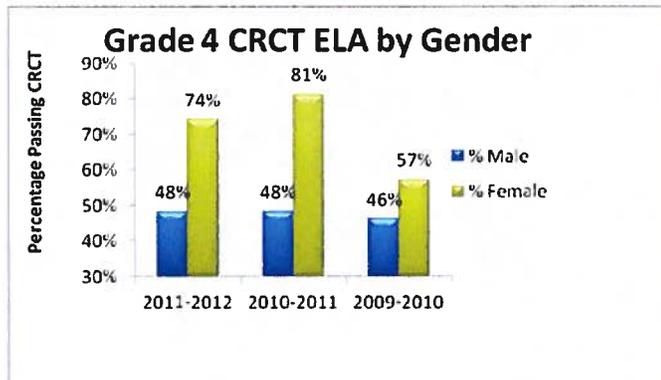
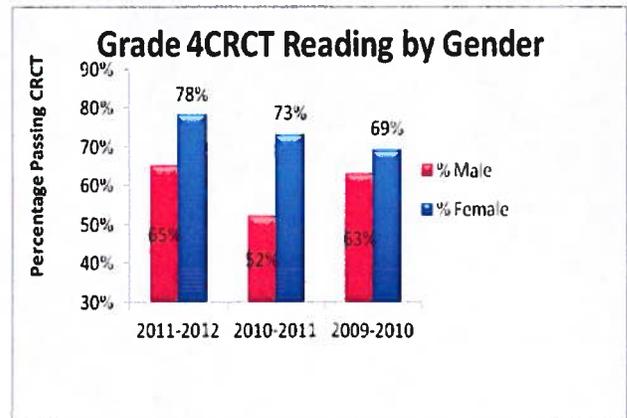
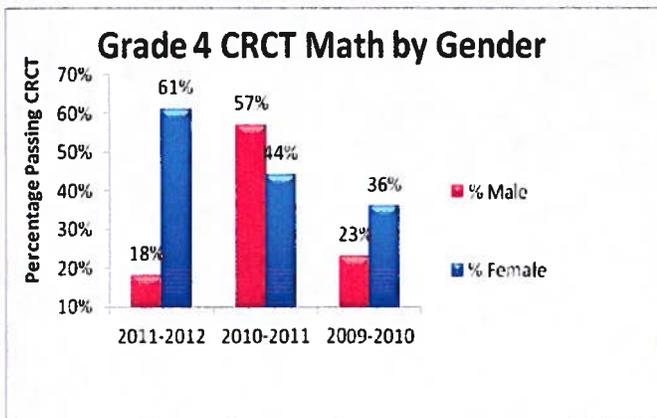
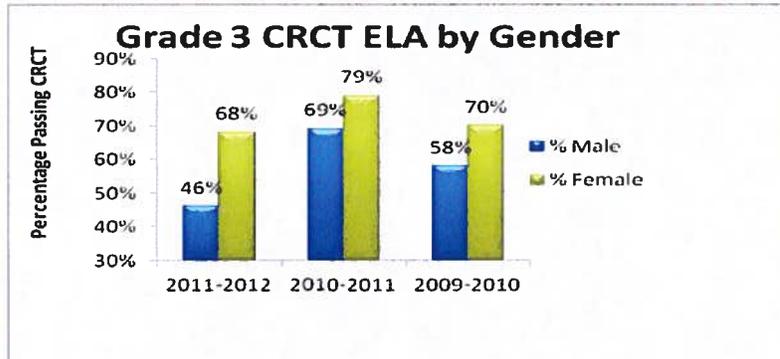
School Descriptive Information							
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number of days within the school year	179	176	176	180	176		
Number of minutes within the school day	390	390	390	420	390		
Number of minutes within the school year	69,810	68,640	68,640	75,060	68,640		
Percentage of limited English proficient students who attain English language proficiency							
Dropout rate	0.49%	0.27%	0.55%	.022%			
Student attendance rate	94.53%	94.80%	95.59%	94.98%			
Number of discipline incidents	297	220	422	441			
Number of truants	12	4	4				
Teacher attendance rate	89%	92%	89%	94%			

Percentage Distribution of Teachers by Performance Level as Designated on LEA's Teacher Evaluation System							
Performance Level	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Percentage rate Satisfactory	100%	100%	100%	100%			
Percentage rated Unsatisfactory	0	0	0	0			
Percentage Non-renewed	0	0	0	0			

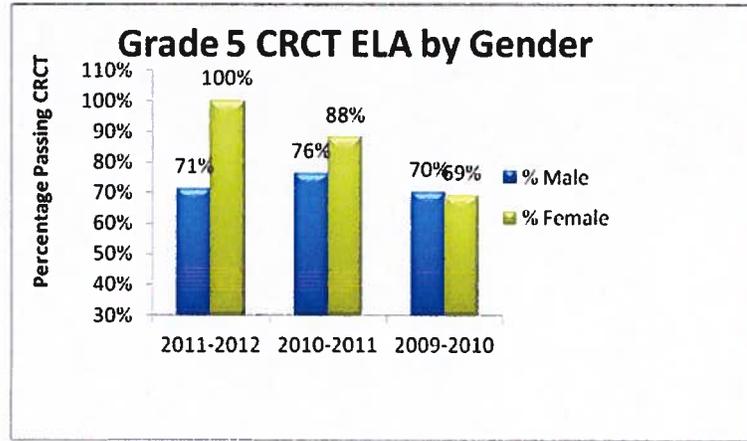
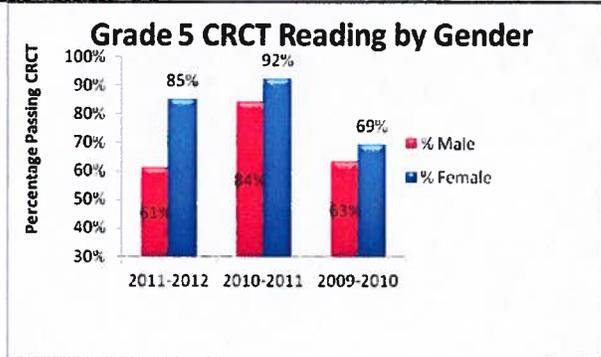
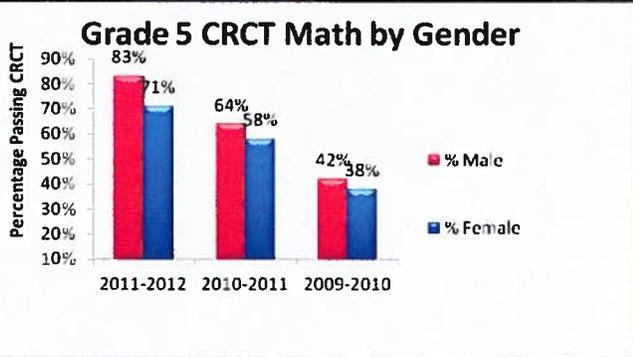
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Percentage of Students in Grades 3-8 Met or Exceeded AMO in ELA on the CRCT							
Subgroups	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Percentage of Blacks	65.7	75.5	66.8				
Percentage of Whites	54.6	100	-				
Percentage of Hispanics	-	-	-				
Percentage of Asians	-	-	-				
Percentage of American Indians	-	-	-				
Percentage of Multiracial	-	-	60				
Percentage of Students with Disabilities	50	66.7	45.5				
Percentage Economically Disadvantaged	65.7	75.2	64.5				
Percentage of Students in Grades 3-8 Met or Exceeded AMO in Math on the CRCT							
Subgroups	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Percentage of Blacks	43.2	50.6	46				
Percentage of Whites	72.7	60	-				
Percentage of Hispanics	-	-	-				
Percentage of Asians	-	-	-				
Percentage of American Indians	-	-	-				
Percentage of Multiracial	-	-	16.7				
Percentage of Students with Disabilities	30.6	25	18.2				
Percentage Economically Disadvantaged	44	50.7	45.9				
Percentage of Students in Grades 3-8 Met or Exceeded AMO in Reading on the CRCT							
Subgroups	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Percentage of Blacks	70	73.9	57.4				
Percentage of Whites	72.7	100	-				
Percentage of Hispanics	-	-	-				
Percentage of Asians	-	-	-				
Percentage of American Indians	-	-	-				
Percentage of Multiracial	-	-	60				
Percentage of Students with Disabilities	51.4	69.2	42.9				
Percentage Economically Disadvantaged	70.1	74.5	57				
Average Scale Scores in English Language Arts on CRCT							
Content Area	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
3 <sup>rd</sup> Grade		807.58	794.82	810.28			
5 <sup>th</sup> Grade		791.19	803.70	761.24			
Average Scale Scores in Math on CRCT							
Content Area	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
3 <sup>rd</sup> Grade		783.29	782.09	800.35			
5 <sup>th</sup> Grade		796.27	800.61	759.26			
Average Scale Scores in Reading on CRCT							
Content Area	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
3 <sup>rd</sup> Grade		809.25	807.17	821.68			
5 <sup>th</sup> Grade		800.74	799.87	756.55			

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Root causal data also revealed the need to increase rigor in an instructional model. Using researched based practices would bring about systemic change in the school and ultimately increase student achievement and student engagement. The needs assessment process included a review of the April 30-May 3, 2013 GAPSS Analysis. Some of the issues identified through careful examination of the GAPSS study, student achievement data, Adequate Yearly Progress (AYP), College and Career attendance and discipline rates, stakeholder input, and demographics informed the decision to use the Transformation Model.

Integrating Technology and Writing to Promote a 21<sup>st</sup> Century Classroom

The hiring of a technology teacher and having the necessary technology to use as a teaching and learning tool, will improve students' performances in all content areas, particularly writing across the content areas. Additionally, teachers' satisfaction and instruction will improve, and our students will have the necessary skills needed in a competitive global workforce. The technology teacher will work with students in grades three through five in a technology lab. Students will learn keyboarding and researching skills. Also, job-embedded professional learning will be provided for teachers on how to effectively use technology as a resource to improve instructional delivery. Collaborative planning will take place on a regular basis with the technology and classroom teachers in grades 3-5 to ensure that the lessons in the technology lab are an extension of what the students are learning in their classrooms. With the anticipated increase of technology related careers in the future, educators must prepare their students by using technology as a teaching and learning tool.

The GAPSS report indicated that technology is a major issue at Hartley. Classroom observations from the GAPSS analysis, reported teachers used and integrated technology effectively into instruction 34 percent of the time (GAPSS, April, 2013, I

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2.7) and students were observed effectively using technology during the class period 29 percent of the time. According to the CSS Priority Ranking survey technology ranked 14.3 percent "Often", 17.9 percent "Consistently", 32 percent "Consistently or Often", when asked is our technology effectively used to maximize student learning. Additionally, our perception data from a "Technology Inventory Survey" was conducted to survey the equipment and to compare the usage of computers in the classrooms. Due to the out-dated materials, the data revealed that teachers lacked proper equipment and tools to successfully implement a 21<sup>st</sup> Century standards based curriculum. Research shows that when students are using technology as a tool or a support for communicating with others, they are in an active role rather than the passive role of recipient of information transmitted by a teacher or textbook. The student is actively making choices about how to generate, obtain, manipulate, or display information. Technology use allows many more students to be actively thinking about information, making choices, and executing skills than is typical in teacher-led lessons. Moreover, when technology is used as a tool to support students in performing authentic tasks, the students are in the position of defining their goals, making design decisions, and evaluating their progress.

In order to help at-risk students be successful in school and become successful adults, it is important that teachers are provided with resources, proper training, and proper equipment to help at-risk populations. The at-risk students often come to classrooms already struggling both academically and socially. By using computers, "technology can be less threatening to a student who has already experienced many failures in traditional classrooms situations" (Stratham & Torell, 1996). Research has shown that proper teacher training for integration will help create curriculum that is preparing at-risk students for a more successful future. It is clear that since the introduction of the affordable personal computer in the 1980's, technology has made a big impact in the K-12 classroom. As technology becomes more readily available in schools, the role of the teacher changes to facilitator "through the thoughtful integration of student-centered methodologies and computer-based technology" (Poole, Sky- Mellvain, Jackson, and Singer, 2006). As a facilitator of knowledge, teachers can teach students to become active 21<sup>st</sup> century learners and to "seek, find, and assimilate data" from various sources (Poole et al., 2006). As an information-rich society, schooling does not stop at the K-12 classroom or even the college lecture hall. Today's society continues to educate themselves beyond the classroom walls and our students must be prepared to self-teach in order to be competitive in the 21<sup>st</sup> century job force (Molnar, 1997).

In recent technology research studies, positive findings have been reported related to student's attitude. There are consistent patterns identified in John Schacter's report, "The Impact of Educational Technology on Student Achievement: What the Most Current Research Has to Say" regarding an improved attitude of students "when their classes include computer-based instruction" (Schacter, 2001). Based on research data, it is clear that when technology is used as a learning tool, "students' attitudes towards learning and their own self-concept improved consistently" (Schacter, 2001). Without a doubt, students who have positive attitudes about school tend to do better academically. By ramping up the enthusiasm of the students, more learning will most likely occur. By continuing to study the effects of technology on students' attitudes, educators can continue to justify the use of technology to raise student achievement.

Historical data show fifth grade students continue to struggle with writing across all content areas with an average of 25% of the fifth graders passing writing. School year 2012-13, a new approach was implemented. Fifth grade teachers worked very closely with the fifth grade experienced co-teacher and the district gifted coordinator to ensure students were engaged in the different genres of writing (e.g. persuasive writing, narrative, etc.) and wrote across the content areas. As a result, a 12% increase was achieved in students' performances in writing. With these small successes, we recognize the need to continue improving in this area by increasing students' vocabulary through a variety of leveled reader books, planning lessons that are relevant and meaningful, and ensuring that the lessons allow students to read and write across all content areas.

The new NAEP report has added a word processing component, which could possible impact writing performance should the state of Georgia move towards a computer-based administration of the 5<sup>th</sup> Grade writing assessment. Preparing a proactive

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plan for writing instruction with technology as an impetus could be advantageous to our students who are not usually ahead of the technology curve. This report could justify financing a computer lab to teach keyboarding. Many schools throughout the state of Georgia teach keyboarding in the elementary school. Teaching keyboarding could also assist the students with special needs as many of them have difficulty with handwriting, which in turn negatively impacts their expressive writing and overall achievement performance.

A literacy coach for upper elementary grades is also needed to foster greater writing instruction at Hartley Elementary. According to the report, students who write for more than 15 minutes per day, perform considerably better than their counterparts who do not have dedicated time for writing. Therefore, students at Hartley might benefit from a Writing Instruction Laboratory wherein they receive at least three days per week of writing instruction as a part of their weekly literacy regimen.

The new NEAP writing assessment gave students one of three writing situations wherein they had to either persuade, to inform or convey an experience (real or imagined). Students at Hartley tend to perform lower on prompts that require them to use personal experience as many of them have limited exposure and experiences outside of home and school. This could be remedied by giving students more experiences and schema to use as they practice writing to particular prompt or situation. Although a field trip curriculum would be ideal for these students, it might not be as easy to sustain once the grant funds have been utilized. Therefore, reaching out to the community by building relationships with artists, museums and local authors would be an alternative route to bringing students' experiences that might transfer into writing schema to increase and foster achievement.

#### Student Discipline

Prior to school year 2011-2012, the district did not provide an alternative educational setting for elementary students. Beginning December 2012, the Academy of Excellence at Barden was open to offer an alternative setting for elementary students experiencing difficulties with anger management, bullying, chronic disruption, and other serious disciplinary problems. Appendix D shows the number and percentage of students referred to the alternative school by gender and grade level. Consistent with academic and demographic data, students with higher mobility rates (60%) were referred to the alternative program. More importantly, more male students received out-of-school suspensions for physical aggression, bullying, and lacking impulse control. Also included is the discipline data by type and by incidents such as fighting, bullying and other serious disciplines. Other serious disciplines are state offenses that included incidents of sexual assault toward other students, drug possession, physical aggression, and bullying. Our data was a wake-up call. A change must occur. According to a research article published by the state of Arizona, children who do not read by third grade often fail to catch up and more likely to drop out of school, take drugs, or go to prison (Arizona Republic, 2004). Targeted area from the GAPSS analysis recognized that there is a school-wide discipline plan in place; however, implementation does not appear to have a significant or lasting the experience and tools impact on deterring inappropriate student behaviors. Root causal data conducted by the PBIS team, suggested possible causes for student discipline problems: many repeated offenders are students in Tier 3 of the RtI, teachers lacked on how to deal with difficult students, students lacked social training and coping skills on how to resolve conflicts, anger management, and problem solving skills; parents do not have the proper resources (e.g. health and dental insurance, transportation, etc.) for those students in Tier 3; and chronically disruptive students were also the students not reading on grade level. The leadership team also noticed a correlation between classes with higher number of office referrals and classes with higher number of the students not meeting grade level standards. Possible reasons attributed to the correlations were classroom instruction lacked rigor, the lessons were not relevant, and the lessons lacked of student engagement.

A full time school social worker, RtI Coordinator, and a PBIS support personnel is needed so that students are afforded opportunities for wrap around services that would address behavior management, mental health services, and academic guidance. This team will work closely with community agencies in helping families seek medical, behavioral, and mental

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health assistance. The social worker will also work closely with the school counselor and external assistance providers by conducting college and career readiness meetings, parental out-reach services, and developing and implementing Student Success Plans (SSP) for every student in grades 3-5 (see Appendix E). A book study will be conducted with male students in grades 3-5 as part of achieving the targeted goals in the areas of: Character Development, College & Career Readiness, Behavior Prevention-Intervention, Mentoring, and Academic Achievement. The consultants will also work with the district's "Welcome Center" to help parents become full partners in their children's education. The school will work with partners with community agencies and organizations to offer courses, family events and activities that will equip families with new or additional skills, knowledge, resources and confidence. Workshops will be held in Hartley Elementary School, public libraries, houses of worship, businesses and other community locations.

Graduation Rate and Dropout Prevention

Dropout data showed a high number of students dropping out of school. The school profile data also showed a high number of student retention for school years 2009-2010. School year 2011-2012, the RtI process was revisited to ensure strategies and interventions were implemented with fidelity. The philosophy, "Failure is Not an Option," was adopted and a new process, "Critical Decisions" were implemented to strengthen the RtI process. As a result, the number of students eligible for promotion increased by thirty-percent or higher for school year 2011-2012. However, with these interventions and strategies put in place, there are still a significant number of overage fifth grade students. Ballard Hudson and Southwest High School are the feeder schools for Matilda Hartley Elementary. Currently, 38% of the students of Southwest are eligible for graduation. This graduation rate is well below the state average graduation rate of 67.7%. This data is alarming for students of Matilda Hartley Elementary because 90% or more of our students attend Ballard Hudson Middle School and later Southwest High School. A transitional teacher is needed to address drop-out prevention strategies as well as implement an accelerated curriculum that would close the learning gaps for overage fifth grade students. This teacher would accelerate learning for those overage fifth graders from August through January and work very closely with the counselor, RtI Coordinator, PBIS, school social worker (SSW), and contracted service providers to provide wrap-around services. The elementary and the feeder school middle school principals would hold an RtI meeting and discuss moving those students to middle school in January. The transitional teacher would accompany those students to the middle school in January to ensure the students meet academic standards and socially adjust to middle school. At the end of the school year, the principals will meet again to determine if the students are eligible to be placed in their correct grade level.

Collaborative Planning

Collaborative planning is provided for teachers to meet five days per week to develop lesson plans, review student work, implement the RtI process, and engage in job embedded professional learning. The GAPSS report commended the school for having structures and protocols in place for teachers to meet five days per week. However, the report also revealed that there is a great need to strengthen collaborative planning meetings. Often times, collaborative planning has been cancelled due to the limited number of additional support staff (e.g. part-time music and P.E. teacher). Achievement data also shows students lagged behind their peers in social studies and science. GAPSS classroom observation summary revealed a high number of classroom lessons lacked rigor and relevance. A turnaround math/science teacher will be hired to implement a model math and science classroom. Students in grades three to five will attend class one day per week. Classroom lessons will be an extension of the units students are learning based on state performance standards. Classroom supplies, technology, and materials will be purchased to support implementation. A full time school improvement specialist will be hired to facilitate the school improvement planning process. These additional human resources will afford teachers forty-five additional minutes to plan and develop upcoming units during the school day.

Modified School Calendar, Increased Learning Time (ILT), Extended Learning Time (ELT)

The school district has adjusted to school calendar to a modified version of a 45-15 day calendar period. The days that

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students are not in school, certified staff will use for remediation. Students in danger of failing would have opportunities to make-up assignments and/or receive assistance with grade level projects and assignments. School year 2012-13, the district added thirty additional minutes to the school day. We went above the added thirty minutes and added fifteen additional minutes due to the number of students needing additional support. Adding the additional forty-five minutes, we implemented Targeted Intervention Practices and Strategies (T.I.P.S.). Appendix F consists of a description of T.I.P.S. and a breakdown of students' progress after receiving the intervention by grade level. The achievement growth increase in the areas of reading (83%), English Language Arts (80%), math (57%), science (43%), social studies (45%), and writing (49%); a ten to twelve percent increase in all content areas. The excel spreadsheet, depicts the number and percent of targeted students passing the CRCT. The spreadsheet also shows all students made growth in their lexile scores. The additional SIG funds will provide opportunities to hire contracted consultants to work with students on college and career readiness skills two to three days per week during connections and T.I.P.S.

Saturday school and summer sessions will also be provided for students to remediate students. Saturday School for Matilda Hartley Elementary School would encompass all three of the aforementioned areas. Four Saturdays per month the principal, teachers, coaches, and counseling staff will provide opportunities for students needing remediation, students in need of completing assignments, and detention. Staff members will use a rotation schedule to prevent burn-out of team members. To decrease the number of out of school suspensions, students will be assigned "Saturday School detention." The counselor and/or support staff will work with those students attending Saturday School on social training skills and help them to develop action plans to improve their inappropriate behaviors. This support will also be offered during the summer. Students in all grade levels will receive remediation on skills needed to close their learning gaps. Through the 21<sup>st</sup> Century grant, 60 students are offered opportunities to attend school during the summer. Through SIG funds, we will extend the opportunities to attend summer sessions to more students.

The school and employee work calendar has been shortened due to budget deficits. Members of the advisory team have found creative ways to meet before and after school calendar days in order to sustain school improvement initiatives. An extended day contract is needed for the advisory team to plan and implement school-wide initiatives in order to help sustain new process put in place that will meet the requirements of the SIG grant. Team members will report to work five days before the teachers return and five days after the teachers leave for the school year. This time would allow for the team to plan and prepare for the upcoming school year, review and revisit the school improvement plan, revise the school schedules, and plan appropriate professional development plan that are aligned to the school's current goals and objectives. Additionally, twelve days of extended learning time will be used for certified staff to participate in professional learning.

- b) For each Priority school that the LEA commits to serve, the LEA must describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Priority school in order to implement, fully and effectively, the required strategies of the school intervention model it has selected.

(Respond Here)

The Bibb County School District, Local Education Agency (LEA), has the capacity to provide adequate resources and related support to each Priority school in order to implement, fully and effectively, the required strategies of the School Improvement Grant Transformation Model.

Due to the fact that the LEA has provided support to SIG Cohort I and II, the LEA recognizes and understands the implementation of the School Improvement Grant (SIG) Transformation Model and will provide support and resources to the Priority schools. The LEA is committed to supporting the schools in implementing the strategies of the grant and is willing to be flexible in removing surmountable barriers that may hinder implementation of the School Improvement Grant Transformation Model with fidelity. The LEA embraces the sense of urgency for transformation and student achievement; therefore, it is committed to provide professional learning that will enhance the capacity of Priority schools' leaders, teachers,

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and support staff.

Specific employees will be involved in the process of providing adequate resources and support to each Priority School. District level content coordinators (English Language Arts, Math, Science and Social Studies), Response to Intervention Coordinator, district-level School Improvement Specialist, state-level School Improvement Specialist, and directors (Title I, Gifted, Professional Learning, and Special Education) will support the schools in various ways, such as, conducting walk-throughs with follow up feedback sessions, modeling classroom instructional strategies, providing job-embedded professional learning to leaders, teachers, and support staff, and monitoring collaborative and vertical team meetings. The LEA will meet monthly with school level administrators as an effort to build leaders' capacity as the instructional leader and aid in sustainability of required strategies for the Transformation Model.

The Human Resources office will assist the school with recruiting and hiring staff that are highly skilled and willed. Newly hired staff must be willing to embrace the sense of urgency to transform the school and improve student achievement as well as accept accountability for students' learning.

A district-level school improvement specialist will monitor the implementation of the School Improvement Grant with fidelity. The school improvement specialist duties and responsibilities may include, but not limited to, ensuring that the schools are implementing SIG strategies and meeting requirements of SIG in a timely manner, monitoring use of human, material, and fiscal resources, monitoring support staff work within the school e.g., academic coaches, providing professional learning for leaders, teachers, and support staff, meeting with principals once a month to monitor implementation of SIG strategies utilizing the Indistar program, and ensuring that program, policies, and procedures are aligned to SIG and district expectations. A full time school improvement specialist will be hired to work more closely with teachers on a day to day basis. The

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

(Respond Here)

3. Complete the appropriate portion of Attachment 1 (1a: Turnaround Model, 1b: School Closure Model, 1c: Restart Model, 1d: Transformation Model) that corresponds to the model selected for each Priority school. Attachment 1 addresses the LEA's actions it has taken, or will take, to:
- a. Design and implement the interventions consistent with the final requirements of the model selected for each school.
  - b. Recruit, screen, and select external providers, if applicable, to ensure their quality.
  - c. Align other resources with the interventions.
  - d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.
  - e. Sustain the reforms after the funding period ends.

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

Not Applicable (N/A)

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

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ESEA Flexibility Waiver). Additionally, high schools must include annual goals that reflect an increase in their cohort graduation rate by 8% over a period of three years.

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

In an effort to engage relevant stakeholders in Matilda Hartley Elementary School's grant application and plans for school improvement, several meetings were held for conveying information about the grant and gathering input. The principal (4/29/13; 5/8/2013) and board members (4/18/13) were briefed on the opportunity prior to presenting the full proposal to the Bibb County Board of Education. A PowerPoint presentation, obtained from the Georgia Department of Education, was used to share all details regarding school selection and the grant. The board unanimously agreed to support the efforts of the school district to pursue the grant application. Thereafter, the following meetings were established for stakeholder advisement and input. School Leadership Team Meeting (5/13/13) – Teachers and administrators are members of this team. The Advisory Team met May 9, 2013; however, the Advisory Team was present during the School Leadership Team meeting to hear about the possibility of the grant.) Faculty Meeting (5/13/2013) – Mandatory for all staff, certified and classified, to attend and Parent Meeting (5/20/2013, 5/21/2013, and 6/10/13) –The board unanimously agreed to support the efforts of the school district to pursue the grant application (Appendix G).

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

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

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

The Local Education Agency (LEA) have no preliminary activities requiring funding that will be carried out during the pre-implementation period to help prepare for full implementation in the following school year.

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**C. BUDGET:** An LEA must complete a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve.

1. The LEA must provide a budget (Attachment 2, Budget Detail, and 2a, Budget Template) –that indicates the amount of school improvement funds the LEA will use each year to:
  - a. Implement the selected model in each Priority school it commits to serve.
  - b. Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Priority school(s).

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Priority school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year budget plan.

An LEA's budget for each year may not exceed the number of Priority schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 over three years.

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

The LEA must assure that it will—

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

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

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

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

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**Attachment 1d - Transformation Model**

LEA Name: Bibb County Public Schools

School Name: Matilda Hartley Elementary School

The LEA must:

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

Actions: In an effort to improve overall school effectiveness and increase student performance, the principal was replaced the 2011-2012 school year. Dr. S. Garcia is the individual selected to serve as principal of Matilda Hartley Elementary School. She has a strong background in curriculum and instruction and turning around low-performing schools. She is well versed in leading schools through the school improvement planning process. Since her hire, she has successfully implemented an intensive reading program for targeted students (Read 180 & Systems 44); standards based instruction (instructional framework); a fully functioning leadership and advisory team; action plans with measurable goals and objectives; a common lesson plan template; five days of 45 minutes collaborative planning during the school day, common assessments, and revisited the RtI process to meet students' needs. Preliminary analysis of 2013 CRCT scores reveal student achievement growth in the areas of reading (83%), English Language Arts (80%), math ( 57%), science (43 %), social studies (45%), and writing (49%); a ten to twelve percent increase in all content areas. It is the expectation of the district office that the new principal will be able to lead the school as an effective instructional leader, thereby having an impact on student achievement and overall school improvement.

Timeline: Hire date, June, 2011

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**A2. Implement the Teacher and Leader Effectiveness Systems (TKES/LKES).**

**Actions:** Research has shown that effective teachers are the dominant factor in student learning and are directly related to student success. Marzano (2009) has noted that effective teachers are those who can use instructional strategies in order to achieve student learning results (effective teacher = student achievement). Since principals do not directly instruct students, an effective principal is one who establishes the conditions in his or her school to systematically develop teacher effectiveness (effective principal = effective teachers).

**TKES/LKES:** In order to facilitate the initiatives in this plan, we know that staff development will play a major role in the reframing of this school. All teachers and leaders were trained school year 2012-2013 on the Teacher Keys Effectiveness System (TKES) and Leader Keys Effectiveness System (LKES) instrument. The school district is committed to continue implementing both evaluation models. The principal will train new members to the school. The continuation with the familiarization process will continue to be provided to all teachers the upcoming school years. The academic coaches will support teachers with pedagogy in support of successfully improving teaching effectiveness.

Matilda Hartley will use Teacher Keys and Leader Keys as an evaluation vehicle to increase achievement and accountability. Teacher Keys will provide both a formative and summative instrument to identify a teacher's level of performance and facilitate their professional growth. Teacher Keys is a rigorous, transparent, and equitable evaluation system that will serve to enhance the skills of the Matilda Hartley School teachers and to direct their work in the area of standards-based teaching and learning. Just as Teacher Keys defines expectations for performance and professional growth of classroom teachers. A Teacher Effectiveness Measure (TEM) score will be used to measure teacher effectiveness.

Timeline: August, 2013

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A3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.

**Actions:**

Rewards for the Matilda Hartley Elementary staff will be equally distributed to all classified and certified employees at the school upon achievement of goals for student achievement in the School Improvement Grant. Rewards aligned to the achievement goals will be based on the CRCT results in the areas of Math, Reading and attendance. Rewards aligned to academic performances will be based on the annual measurable objective targets on the CCRPI Index. In addition to the rewards for achievement and career readiness, a financial reward will be provided to staff if student attendance targets are met. As the school moves forward with the implementation of the transformation model, the rewards will increase to align to the achievement of school goals each year. Should staff be replaced, new staff members will enter the reward system based on the year of grant implementation, i.e., year one, year two, or year three. We have included bus drivers as part of the incentives. Many of our students ride the bus to school. When students misbehave on the bus, they are suspended from riding the bus. Students' bus suspensions impact their attendance because they do not come to school when they do not have a ride to school. Some bus drivers have worked very closely with the principal in finding alternative ways to keep students on the bus to avoid them being absent from school. Incentives for bus drivers will be based on a decrease in the number of students suspended off the bus and the number of office referrals received from bus drivers.

**Timeline Yearlong (Year 1)** Timeline: All certified staff who meet and/or exceeds the achievement goal will be eligible to receive an incentive in the amount of 300.00 (math); 100.00 (reading) and 100 (attendance) **Totaling** 500.00 Certified Staff

All classified staff who meet and/or exceeds the achievement goal will be eligible to receive an incentive in the amount of 100.00 (math); 100.00 (reading) and 50.00 (attendance) **Totaling** 250.00 Classified Staff

**Timeline Yearlong (Year 2-3)** Timeline: All certified staff who meet and/or exceeds the achievement goal will be eligible to receive an incentive in the amount of 700.00 (math); 200.00 (reading) and 100.00 (attendance) **Totaling** 1000.00 Certified Staff

All classified staff who meet and/or exceeds the achievement goal will be eligible to receive an incentive in the amount of 150.00 (math); 125.00 (reading) and 100.00 (attendance)

**Totaling** 375.00

**Yearlong (Years 1-3):** Increase opportunities for recognition and academic celebrations

**Yearlong (Year 2):** Continue to increase recognitions and academic celebrations; establish Recognition Display

**Yearlong (Year 3):** Enhance and continue Recognition Display  
Sustainability: Recognitions and celebrations are embedded in the culture at Matilda Hartley Elementary School.

**Yearlong (Year 1):** Evaluate staff and develop PDPs for those who demonstrate deficiencies. Teachers who are identified and documented

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	<p>with deficiencies prior to grant implementation may be removed during year one.</p> <p><b>Yearlong (Year 1):</b> Hire staff members to increase instructional effectiveness.</p> <p><b>Yearlong (Year 2):</b> Remove staff members who have not met the PDP goals.</p> <p><b>Yearlong (Year 3):</b> Remove staff members who have not met the PDP goals.</p> <p><b>Yearlong (Year 3):</b> Hire staff members to increase instructional effectiveness.</p> <p>*Teachers who are removed are not entitled to rewards that are awarded during the year of their removal or any year thereafter.</p> <p><b>Sustainability:</b> Policies and procedures for dismissal and hiring effective staff will be established and continued after the grant.</p>
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**Attachment 1d - Transformation Model**

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

**Actions:** A meta-analysis conducted by a leading theorist (Hattie, 2009) revealed over 50,000 studies where he spent ten years collecting data and drawing conclusions of research based practices that impact student achievement. Ranked ordered by the top ten researched based practices that proved to have a correlational coefficient of .73 to 1.0 or higher, greatly impacting students achievement were: a) self-reporting grades ( 1.44); b) Piagetian Programs (1.28); c) providing formative evaluation (.90); d) micro teaching (0.88); e) acceleration (0.88); f) classroom behavioral (.080); g) comprehensive intervention for learning disabled students; h) teacher clarity (0.75); reciprocal teaching (0.74); and i) feedback (0.73).

Several areas were noted for concern, but primarily was the use of a balanced assessment, differentiated instruction, and understanding of how to use rigor and relevance to engage students with the common core standards. A review of CRCT and AimsWeb data identified students lacked skills in numeracy and literacy. The school improvement grant will support instructional improvement through the hiring of a Math Turnaround Coach who will work with teachers on effective math practices such as "math talks," conferencing, self-reporting grades and providing feedback that includes habits of mind for mathematical practices.

**Common Core Standards:** Implementing common core curriculum through standards-based instruction is critical for students not only to learn content and skills, but to be able to apply and to retain what they have learned. There will be an expectation that standards-based instruction take place consistently and pervasively with fidelity throughout the building. Student achievement data indicate that students do not understand content at the mastery level.

**Hiring Instructional Coaches:** The school improvement grant will also support instructional improvement through the hiring of one additional literacy coach who will work with teachers on the foundations of reading (Grades K-3); text complexity and reading across the content areas (Grades 4-5); student conferencing; providing written and verbal feedback and written commentary aligned to the standards; depth of knowledge questions and activities; self-reporting grades, and the use formative assessments. District level coaches and Title I funds will be used to sustain reform initiatives.

Professional development will focus upon standards-based instruction,

**Yearlong (Years 1- 3):** Math Turnaround Coach will provide job-embedded content and pedagogy support for math teachers during classes as well as collaborative and vertical planning. Teachers will work with Math Turnaround Coach using mathematical practices from "Math Exemplars." (All staff members have been trained in using "Math Exemplars" strategies).

1 Literacy Coach will work with teachers in grades K-3 focusing on the foundations of reading: phonics, fluency, vocabulary development, comprehension, and phonemic awareness.

1 Literacy Coach for grades 4-5; focusing on

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differentiation, rigor, math content and pedagogy, literacy instruction, Teacher Keys Effectiveness System (TKES), assessment, and the integration of technology over the next three years. To support literacy skills, content leveled reading material will be purchased and housed in the media center for teachers and students usage. A part-time media clerk will be hired to assist with aligning books in the media center to assist with circulation and properly labeling all books for Accelerated Reader and lexile levels.

Consultants will be hired to provide sessions of professional learning to support implementation of common core standards and the new teacher evaluation system that will be aligned to the 5 domains which include the 10 performance standards of the TKES and GAPSS target areas.

Other Content area training:

Mathematical Practices for elementary teachers

ELA Training for elementary teachers

Common Core Standards Reading Strategies

Lexile scores; *Thinking Maps*

**Develop Leadership Capacity:**

- The principal will continue to build leadership capacity by mentoring and coaching members of the leadership, advisory, and school committees pertinent to the school improvement process on the understanding and the implementation of the Georgia School Standards.

All instructional coaches will work with teachers on the use of "Thinking Maps" tools to teach students how to support cognitive and critical thinking skills, common core standards, and the new state leveled assessments.

A professional development community is essential for meeting the needs of the learning community. A professional learning environment should meet the physical and psychological needs of the learners. A review of a longitudinal study on the effects of teacher professional development and teacher instruction found that professional development focusing on a specific set of instructional practices increased teachers' implementation of the practices in the classroom (Desimone et al., 2002). It is crucial that teachers continue professional development in a learning environment that is conducive to their personal and professional growth. The staff conducted the High Impact Practices Rubric on Standards Based Instruction (Appendix H). This process data is consistent with the GAPSS analysis target area for professional learning. The science scores at MHES lag far behind the state averages. In order to support science achievement we intend to improve the instructional delivery of science with inquiry learning and utilize concentrate on standards based curriculum and the utilization of a "Master Teacher" to carry out those lessons. The next step would be to improve the labs in order

text complexity and reading and writing across the content areas.

Hire a part-time media specialist through contracted services to align lexile leveled books with classroom libraries and books in the media center

Year 2: Thinking Maps Training 15,000

Year 3: Write from the Beginning Year 15,0000

1 Math Coach for grades K-5

1 Literacy Coach for grades K-3

1 Literacy Coach for grades 4-5

**Yearlong (Years 1- 3):** 1 SIS will be hired to facilitate the planning process for professional development, and ensure that the grant requirements are implemented with high fidelity.

**Year 1 Purchase 30 Dell Desktop Computers to set up a Keyboarding Lab**

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to give more activities that would engage the students and give greater understanding.

The use of instructional technology will not only support teachers as they plan their lessons to engage students, it will also assist with the new assessments where students will be required to take their assessments on-line.

**Improve Use of Instructional and Assessment Best Practices:**

Research by Marzano, Pickering, and Pollack (2001), along with other researchers, have identified teacher effectiveness and instruction as the factor having the greatest influence on student achievement. Thus, the primary focus for professional learning at Matilda Hartley Elementary will be to improve instruction. It is important to note that Matilda Hartley is a "Priority School" identified in the "Race to the Top" initiative. Many of the "Race to the Top" professional learning requirements will transition into the SIG requirements.

The three-year professional development plan includes practices that will sustain the learning and pedagogy of teachers as well as improve student achievement. School year 2011-2012, structures for collaboration, norms, and protocols were put in place to support collaborative planning. Based on the GAPSS analysis, there is a need to strengthen collaborative planning so that it becomes consistent and pervasive across all grade levels. There is also a need for grade levels to plan vertically so that all teachers have a common understanding of what students need to know, do, and understand. We will continue to set aside time for teachers to analyze student work, unit building, building common assessments, differentiated instruction, and job embedded professional learning based on walk-through data.

The principal will ensure that the collaborative work is aligned with the school improvement goals. Four coaches will be hired that are highly qualified in Reading/ELA, Mathematics, and Technology to model best practices, and work collaboratively with core teachers to design effective strategies that will increase student engagement and rigor in the classroom.

**Technology:** Matilda Hartley Elementary School recognizes the need to change the school culture by increasing student engagement. We need to build the technology infrastructure so that the technologies have the capability to not only perform effectively but also support implementation of the new state assessments.

Increasing the available technology at Matilda Hartley Elementary and incorporating technology into instruction will positively influence the culture and better prepare students for college and career readiness skills. Professional learning will be provided on 21st Century Classroom technology and the effective use of instructional technology.

(consist of) \$1000 each

Qty: 30 Total: \$30,000

**Year 2: Implement  
Computer Lab and hire a  
Technology Teacher**

(assigned to MHES) This person will teach keyboarding skills to students in grades 3-5 as well as provide ongoing coaching and technical support to teachers on a daily basis

We believe that once we have 21st Century Classrooms, then we will be able to sustain this level of technology with existing funds from Local, State, and Title Programs. To build capacity, the classroom teacher will work collaboratively with the Computer Lab Teacher and Media Specialist.

This technology will include the use promethean boards, student response systems (a.k.a. clickers) and student instructional software.

**Materials and Equipment  
for Math and Science Model  
Classroom**

**Math/Science Teacher**

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Hire a combination math/science teacher to establish a model science classroom for students in grades 3-5 to engage in math and science inquiry based lessons. Purchase equipment and materials to support the math and science model classroom.

**A Balanced Assessment: Formative Assessments**

Also noted in the GAPSS and by the leadership team was the lack of understanding and use of formative assessments. Professional learning in formative assessment will be provided through instructional coaches and outside consultants.

**Development of Common Assessments**

Teachers in some grade levels have begun developing common assessments. There is a need for those assessments to include Depth of Knowledge (DOK) levels 2 and 3. Through collaborative planning and other professional learning times, the Matilda Hartley School staff will work with the instructional coaches to build, implement, and analyze common assessments.

**Differentiated Instruction** (assessment focus): Make sure that instruction is being differentiated in order to support student learning.

We are committed to providing high quality professional learning resources in order to support professional learning including job-embedded professional learning. We will ensure that job-embedded learning takes place during the workday by providing the time and resources necessary.

In year one, the focus will be on Universal Design for Learning UDL/differentiating instruction and the use of formative assessments to drive instruction.

In year two, the focus will be on increasing engagement and rigor via project and problem-based learning, and "Thinking Maps."

Year three, the focus will be on "Write from the Beginning" training. We will continue working with the math consultant on the "Implementation of the "Six Elements of an Effective Mathematics Lesson." With the increase skill sets of teachers and coaches, we will be able to build capacity within our building. The district will provide additional resources needed through district leveled and Title I funds.

In addition, we will institute vertical planning sessions across grade levels to ensure vertical alignment of the curriculum.

**Stipends** for PL for Staff during non-working hours. Stipends are awarded based on the amount of PLU's or time associated with an activity.

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

**Actions:**

A reward system with financial incentives has been recommended (see A3) for implementation upon approval of the School Improvement Grant. Other strategies designed to recruit, place, and retain staff at Matilda Hartley Elementary School will be provided as well. Specifically, leadership training will be provided to develop teachers as leaders. This experience will not only assist faculty and staff in performing at higher levels, but it will also ensure them opportunities for promotion and career growth. Recognition opportunities will also be increased and initiated to celebrate the accomplishments and successes of the faculty, staff, students, school, and community.

To retain and attract highly qualified teachers. Candidates must have two of the three endorsements (i.e. TSS endorsement, math and/or reading endorsement, and/or Gifted Certified) and new to the school district. The sign-on bonuses will be offered in partial payment. One time at the beginning of the school year and the remainder at the end of the school year. Staff members receiving sign-on bonuses must show effectiveness in order to be eligible to receive the second portion of the sign-on award for each year but not to exceed a three year period, staff member will continue to earn the additional school improvement goals incentive.

As a requirement of employment, all Matilda Hartley Elementary teachers would be required to work extended hours to allow for collaborative planning time, job-embedded professional learning, and parent and student conferencing.

Teachers would receive stipends for participating in professional learning opportunities and staff planning sessions held on off-contract days or after school hours.

**Timeline:**

Year 1: Sign on bonus:  
1500

Year 2: Remain at school:  
1500

Year 3 Remain at school:  
1500

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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 State academic standards.

**Actions:** Provide wrap-around services to meet the whole child and overall close the achievement gap between males and females.

**We will....**

- Hire a full time social worker to support students' emotional, social, and behavioral development, improve student attendance, teach students social training skills, college and career readiness skills, and overall improve student achievement. Student discipline, attendance, and process data from the GAPSS analysis showed there is a need for counseling services to help close achievement gap between males and female students.
- Hire a transitional teacher to decrease the number of overage fifth grade students ineligible for promotion to middle school.
- Hire an Rtl Coordinator to support teachers with implementation of the intervention process so that students who are struggling academically and/or behaviorally do not fall between the cracks. The Response to Intervention (RTI) process is in year two of implementation at Matilda Hartley Elementary. While the district has provided professional learning on the RTI process, there is a greater need for additional on-site support. Summer, 2011, our leadership team developed an Rtl protocol to help teachers better understand and implements the process. With this protocol put in place, teachers continued to struggle with understanding the overall process.
- Hire contracted services to provide on-site classroom lessons to students in grades 3-5 on skills to build social, emotional, and overall efficacy. A book study will be conducted with male students on topics that address skills they need to be successful in a growing global economy. These sessions will take place during two of the four increase learning time periods. Students will write about their experiences, visit area colleges, and have opportunities to interview positive male role models from the community. Purchase "Reflections of the Journey: An Interactive Guide to Help Individuals Discover and Sustain Greatness" for male students in grades 3-5.
- Contracted consultants will work closely with the counselor, Rtl Coordinator, and Positive Behavior Intervention Support Specialist to teach students social training skills, promote strength of character, coping strategies, as well as provide mentoring and support for repeat offenders.

**Timeline:**

Year 1 Hire full time social worker

Transitional Teacher

Year 1 Hire Rtl Coordinator

Year 2 Hire PBIS position

175.00 x 20.00 = 3500.00

Travel Expenses to Sav., Ga.

Hotel, Mileage, and Meal Reimbursements

8 Member Team

1,000 hotel

1000 mileage, and 500.00 meals

Total:2500.00

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- Contracted consultants will also work with parents and community on: community awareness workshops to include an Annual Job Fair for parents and adults in the Hartley Attendance Zone, common core standards, assessments, and Behavior Prevention & Intervention Services.

**School-wide discipline plan:** Maintaining a safe and orderly school climate is a priority for students. The high rate of students with out-of-school and in-school-suspensions (OSS/ISS) was therefore a concern, as it impacts direct student learning and attendance rates. According to the research conducted by French and Gerstle (1991) *Structuring School for Student Success: A focus on discipline and attendance*, there is a substantial correlation between reducing disciplinary problems, especially suspensions, and reducing achievement gaps. The PBIS team will visit an internationally recognized school located in Savannah, Georgia with a similar population to Matilda Hartley to gain insight on their model PBIS program and replicate some of those best practices. A book study will be conducted with male students in grades 3-5 as part of achieving the targeted goals in the areas of: Character Development, College & Career Readiness, Behavior Prevention-Intervention, Mentoring, and Academic Achievement.

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

**Actions:**

The use of student data at Matilda Hartley will be enhanced, strengthened, and internalized during the course of the grant and beyond. Performance Matters is a new data management system that teachers will use to track and monitor students' progress. Administrators have recently received the training and teachers will receive training on using the software to collect and analyze data to determine student learning and guide instruction. Additionally, teachers use AimsWeb, a universal screening assessment to track student progress. However, there is a lack of all teachers using the system consistently. Teachers need support and on-going training to fully use the system to its full capacity.

District benchmarks are available for grades 3-5 in the areas of mathematics, ELA, science, and social studies. However, there is a need to expand and develop additional benchmarks, using "Write Score" in writing so that benchmark data is used to differentiate learning and drive instruction. In addition to learning how best to use the benchmark data, the use of formative assessments and the development of common assessments will also increase student achievement. More emphasis will be placed on using *Lexile* scores beginning in the second grade. Books in the media center will be aligned with AR and lexile scores.

Expand the use of additional books content level books by purchasing supplemental reading information texts in the media center to fully implement standards based curriculum.

Teachers will use common assessments and data-driven reports to help inform and differentiate instruction when a student is struggling and needs intervention. For example, upon identification of student weaknesses, plans will be developed to provide support to students during the school day or during flexible learning time. Classroom teachers will be used to provide prescriptive instructional support for individual students who have demonstrated a need for additional instructional support.

**Monitoring of the Data and Initiatives**

Matilda Hartley Elementary School will utilize various assessment techniques to monitor student achievement and contribute to the decision-making process for teachers by enabling them to differentiate instruction to meet the needs of individuals within their classroom. Pre-assessment strategies will be implemented to determine student initial understanding of concepts and establish flexible grouping patterns with the following: checklists, pre-tests, KWL charts, student discussions, student demonstrations, writing prompts,

Timeline: School year  
2013-2014

leveled reader books  
(media center)  
Read 180 Supplemental  
Reading Materials for ILT

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<p>and writing samples.</p> <p>The principal will use a monitoring tool to track students' progress and conference with teachers to discuss what necessary steps need to take place to ensure students meet proficiency. "A Critical Decision" form will be sent home to parents with a follow-up parent conference with the teacher, principal, counselor, and/or instructional coach to develop interventions that would prevent the student from failing.</p> <p>Formative assessments will be employed to improve course content, to shape the method of instruction, to plan the next steps in instruction, to provide students with feedback to improve the quality of their work, and to help students control their journey toward success. The following strategies will be instrumental in the transformation process: conferences, cooperative learning opportunities, demonstrations, exit cards, interviews, journals, learning logs, peer evaluations, product creation, and self-evaluations. Summative assessments will be given periodically to determine at a particular point in time what students know, and they will be used as an accountability measure as it pertains to student attainment.</p>	
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<p><b>A8. Establish schedules and strategies that provide increased learning time for all students (as defined by the SEA).</b></p>	
<p><b>Actions:</b> The school district has adjusted to school calendar to a modified version of a 45-15 day calendar period. The master schedule has been established to incorporate an additional 30 minutes, daily for the academic support of students. Time has been added to the school day by extending the dismissal time. Safety nets will be provided during four days per week for students to receive remediation and acceleration in reading, language arts and mathematics. A pre-assessment will be used to develop flexible groups.</p> <p>Structured procedure will be established for teacher to follow that will include norms and protocols. Day 1-4, teachers will focus on Targeted Intervention of Practices and Strategies (T.I.P.S). The fifth day will be designated for</p>	<p><b>Timeline:</b> Years 1-3 August 2013</p>

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teachers to formally assess students' progress.

**Afterschool Program:** Matilda Hartley Elementary has a 21<sup>st</sup> Century Community Learning Center Grant. The grant serves only a small population (60 students). There is a need to reach out and serve additional students. The school improvement grant will provide opportunities to include more students needing academic support and enrichment. The extended day would include 2 hours and 15 minutes. The students would receive a snack, and there will be bus transportation provided for those who qualify. The ratio would be 20:1 with there being a paraprofessional assisting the classroom teacher. The focus will be on the core subjects ELA, math, and writing. The teachers will use a balanced literacy approach to teaching language arts, including mini-lessons, guided reading instruction, independent and shared reading. There will be the utilizations of listening stations, guided and shared writing, and journaling. Math instruction will focus on the use of exemplars, and the Common Core GPS frameworks.

The principal, counselors and staff will use days prior to the start of school, between semesters, furlough days, and after the close of school and Saturdays to meet individually with students and families to provide academic counseling and other guidance services.

Through the creation of a Saturday School will allow for differentiation of instruction while meeting the academic needs of students. Purchase online math software to provide remediation and enrichment during increased learning time.

Research shows that by affording students the chance to attend Saturday School can be helpful in student retention and increasing graduation rates. However, they must be designed to meet the specific needs of the students. A research study by Finn (2010) shows that the achievement of students in the U.S. is dismal when compared to students in other countries. Chinese students attend school 41 additional days, and receive 30% more instructional time than American students; students in Singapore attend school 40 weeks a year. By the age of 18, American students will have spent only 9% of their time in school, leaving the 91% for other activities. They spend 7.5 hours engaged in some form of media entertainment, which equates to 53 hours; but in hindsight only spend 30 hours a week in school (Finn). Generally, Saturday Schools fall into three categories. Many are designed to provide enrichment and extend the traditional program. Others provide remediation and opportunity for previously retained students to advance in their level. The third type is used for disciplinary reason.

Saturday School for Matilda Hartley Elementary School would encompass all three of the aforementioned areas. Four Saturdays per month the principal, teachers, coaches, and counseling staff will provide opportunities for students needing remediation, students in need of completing assignments, and detention. Staff members will use a rotation schedule to prevent burn-out

Supplies and Materials to supplement the afterschool program

Online computer software for ILT, Saturday School,

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<p>of team members. To decrease the number of out of school suspensions, students will be assigned "Saturday School detention." The counselor and/or support staff will work with those students attending Saturday School on social training skills and help them to develop action plans to improve their inappropriate behaviors.</p>	
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**Attachment 1d - Transformation Model**

A9. Provide ongoing mechanisms for family and community engagement.	
<p><b>Actions:</b> Work with the district's "Welcome Center" and consultants to help parents become full partners in their children's education. The school will work with partners with community agencies and organizations to offer courses, family events and activities that will equip families with new or additional skills, knowledge, resources and confidence. Workshops will be held in Hartley Elementary School, public libraries, houses of worship, businesses and other community locations. Workshop range from topics like Helping Your Child Prepare for examinations, to Preparing for Middle and High School, to Preparing for College, to Surviving Adolescence. Parent training will offer courses in four primary strands:</p> <p><b>Strand I</b> is Parenting Awareness. These offerings will provide information that can empower parents to raise confident, educated children ready for the 21st century. Strengthening parents means strengthening children.</p> <p><b>Strand II</b> is Helping Your Child Learn in the 21st Century. These offerings will provide parents information on common core standards and how to support children's academic opportunities and challenges today.</p> <p><b>Strand III</b> is Health and Wellness, and these offerings will support information and activities to help families build healthy lifestyle physically as well as emotionally.</p> <p><b>Strand IV</b> is Personal Growth and Development. These offerings will help parents to grow personally and professionally, so they can become the most effective advocates for their children.</p>	<p><b>Timeline:</b></p>

A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	
<p><b>Actions:</b> Administration and teacher contracts will be extended a minimum of 12 days which will assist with professional learning. There will be operational flexibility for programs such as the after school program, Saturday School, and extended learning.</p>	<p><b>Timeline:</b></p>

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A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	
<p><b>Actions:</b></p> <p><b>Summer Leadership Academy:</b> Matilda Hartley Elementary will send the principal to the Summer Leadership Academy. The focus will center on effective and instructional leadership for building level administrators.</p> <p>The LEA will continue to provide support through both district personnel and external consultants who will help support and monitor the grant implementation through formal and informal visits to Matilda Hartley Elementary as well as participating in various stakeholder meetings.</p> <p><b>Read 180 and Systems 44:</b> School year 2012-13, Matilda Hartley purchased a new reading program, through Scholastic, titled Read 180 and Systems 44 for students in grades 3-5 reading significantly below grade level. The district purchased technical support for teachers using the program to receive job-embedded professional learning. This intense reading intervention program will continue to be used to target students significantly reading below grade level. The school will continue to receive technical assistance and support to ensure fidelity with implementation.</p> <p>School year 2013, the district has partnered with Scholastic, and job-embedded professional learning will be provided for all teachers in grades K-5 on the foundations of reading.</p> <p>Matilda Hartley has been identified by the district as one of fourteen pilot schools to establish and implement a PBIS team. The district will provide technical assistance to support implementation.</p>	<p><b>Timeline:</b> June 25 and 26, 2013.</p> <p>Registration and travel is being funded through school improvement funds.</p> <p><b>Yearlong (Years 1-3):</b> District personnel and external consultants support and monitor the grant implementation.</p>

B-1. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.	
Actions: N/A	Timeline:

C. Align additional resources with the interventions.	
<p><b>Actions:</b> Through local funding, the school has access to Performance Matters, a new data management software program which will be used to manage data. The systems also use the Online Assessment System (OAS) to design content-related assessments and administer benchmark assessments.</p>	<p><b>Timeline:</b> Years 1-3</p>

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A comprehensive integrated student data management system will be used to drive instruction, interventions, and professional learning. Teachers and staff will receive job-embedded professional learning and instructional coaching on the effective use of student data. Teachers will also work with the instructional coaches to receive job-embedded professional learning and cognitive coaching on researched-based instructional programs and strategies in alignment with tiered level targeted interventions. The contracted service consultants will work with the targeted group of students in grades 3-5 during two days per week during their increase learning time periods. The counselor will work with students also during those times on test preparation strategies.

The Online Assessment System (OAS) is used to design content-related assessments and administer benchmark assessments to determine student understanding of performance standards. Additionally, AIMS web will be used as a progress monitoring system based on direct, frequent and continuous student assessment of students in grades 1-5 and GKIDS will be used for kindergarten students. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to instruction. This strategic monitoring system is a data-driven model providing both the universal screening measures and Curriculum-Based Measurement (CBM) providing progress monitoring 5probes with web-based data management and reporting applications. Together, these components provide a complete system to benchmark and monitor student's acquisition of essential academic skills.

**Attachment 1d - Transformation Model**

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

**Actions:** When the district receives approval of the SIG application, the district leadership team will examine every aspect of each plan to determine the specific practices or policies that are needed to implement the intervention fully and effectively.

The school's current leadership team should review the completed and approved application for the needed changes within a week of receiving the information from the district. Some changes may require immediate action.

The principal and leadership team will examine the grant for designated needed changes, exam the findings of the current school leadership team, and review requirements made by the district in response to the applications.

**Timeline:**

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**E. Sustain the reform after the funding period ends.**

**Actions:**

We need to build the **Technology Infrastructure** of Matilda Hartley Elementary. We have been able to begin building capacity through Title I and School Improvement Priority funds but have not been able to provide fully meet the needs of all grade levels. We believe that once we have 21<sup>st</sup> Century Classrooms (ACTIVBoards, projectors, student response systems, 21<sup>st</sup> century carts, then we will be able to sustain this level of technology with existing funds from local, state, and other federal funding sources.

The school improvement plan requires that processes, procedures, training, and collaboration take place to support capacity growth for the system and school staff. Instructional and leadership growth will be paramount to sustain the change outlined in the plan. The plan for improvement outlined in the grant provides a platform of support for teacher professional growth, instructional improvements, student support for achievement, and leadership responsibility.

The plan will be embedded into the school's Title I school improvement plan. Following the outline of the plan with deliberate implementation and fidelity will build a foundation for sustained reform at the end of the grant funding period. The use of outside agencies will allow the system to monitor the fidelity of the implementation through the eyes of outside evaluators removed from the day-to-day process of school and system operations. Through those supports the focus for improvement will remain laser-like even through changes that may occur in the attrition of personnel.

**Year 1-Year -3:** 4 Additional instructional Coaches will be supported **Full time** with 1003(g) SIP Funds and two will be funded through Title I funds. Additional instructional coaches will be funded by the district.

We believe that this should be sustainable with **Title I and district funds taking the place of the 1003(g) Funds in Year 4 and beyond.**

Academic coaches will work with the staff to establish practices that will be sustained after the grant time. The principal will establish a plan for monitoring and ensuring an implementation that is consistent and pervasive.

**Timeline:**

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**Attachment 1d - Transformation Model**

LEA Name: Bibb County Public Schools

School Name: Matilda Hartley Elementary School

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

**Reading/English Language Arts**

2013-2014 School Year

By the end of the 2013-2014 school year, there will be an increase of 10% (SY13 73% to SY14 80%) in the number of students who meet/exceed the Reading/English Language Arts standards as measured by the CRCT for 2013-14.

2014-2015 School Year

By the end of the 2014-2015 school year, there will be an increase of 10% in the number of students who meet/exceed the Reading/English Language Arts standards as measured by the CRCT for 2014-15.

2015-2016 School Year

By the end of the 2015-2016 school year, there will be an increase of 10% in the number of students who meet/exceed the Reading/English Language Arts standards as measured by the CRCT for 2015-16.

**Mathematics**

2013-2014 School Year

By the end of the 2013-2014 school year, there will be an increase of 10% (SY 13 57% to SY 14 62.7%) in the number of students who meet/exceed the mathematics standards as measured by the CRCT for 2014-15.

2014-2015 School Year

By the end of the 2014-2015 school year, there will be an increase of 10% in the number of students who meet/exceed the mathematics standards as measured by the CRCT for 2014-15.

2015-2016 School Year

By the end of the 2015-2016 school year, there will be an increase of 10% in the number of students who meet/exceed the mathematics standards as measured by the CRCT for 2015-16.

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**Attachment 2 - Budget Detail**

LEA Name: Bibb County School District

School Served: Matilda Hartley Elementary

Intervention Model: Transformation

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

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

Object Class		Item Description	Costs	
<b>100</b>	<b>Personal</b>			
		Salary-Math/Science (Combination Teacher)	55,000	
		Salary-Technology Support Teacher	65,000	
		Salary-Transitional Teacher	55,000	
<b>110</b>		Salary-School Social Worker	55,000	
<b>110</b>		Academic Coaches (Literacy-1; 1-Math, 1-Rtl)	210,000	
<b>110</b>		School Improvement Specialist	65,000.00	
<b>172</b>		System School Improvement Coordinator (1/6)	15,796.00	
<b>191</b>		Salary-Media Specialist Contracted Services (.49)	15,000.00	<b>Object Total</b>
<b>191</b>		Salary-Extended Day for Advisory Team	8,000.00	
<b>199</b>		Salary-Saturday and Summer School	14,725.00	
		Incentives	60,850.00	<b>\$ 619,371.00</b>
	<b>200 Benefits</b>			
<b>210</b>		State Health Insurance	81,270.00	<b>203,252.00</b>
<b>220</b>		Social Security	44,040.00	
<b>221</b>		Medicare	10,300.00	
<b>230</b>		TRS	56,082.00	
<b>250</b>		Unemployment Compensation	1,208.00	
<b>260</b>		Workers Compensation	9,234.00	
<b>290</b>		Life & Dental Insurance	1,118.00	
<b>300</b>	<b>Purchased</b>	Contracted Services- Working with Students on College and Career Readiness Program, Classroom Observations, Mentoring and Behavior Prevention & Intervention Services (Taught as a Connections Classes four days per week)	30,000	
	<b>Professional</b>	Contracted Services-PL Training on Effective Elements of Creating a Standards Based Classroom Applying Performance Standards	25,000	

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	<b>Services</b>	Contracted Services-Working with Students during connections and ILT	30,000	
		PL Training (Turning Technology) on Clickers	1,500.00	<b>Object Total</b>
				\$ 86,500 -
<b>500</b>	<b>Other</b>	Travel-PBIS Team School Visits to Internationally recognized PBIS Programs and Staff Conferences	2500.00	
				\$ 2500.00
<b>600</b>	<b>Supplies</b>			
	<b>610</b>	General Supplies (i.e. ILT, model classroom, PL)	6,970.00	
	<b>611</b>	Technology Supplies (headphones, batteries, camera cases, & mice)	1,393.00	
	<b>615</b>	PowerPro Sound System for Media Center	1,585.00	<b>Object Total</b>
	<b>612</b>	Online Software (Math for ILT)	10,000	
	<b>616</b>	Computers, Monitor, Printers, Clickers, 21 <sup>st</sup> Century Carts, Digital Cameras, and Camcorders.	151,561.00	
	<b>642</b>	Additional Supplemental books for Read 180, CCGPS, and Literacy	42,000	
				\$ 213,509.00
<b>800</b>	<b>Other Objects</b>			
	<b>880</b>	Federal Indirect Costs (2.85%)	37,214.00	
				\$ 37,214.00 -

**School Total: 1,162,346**

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LEA Name: Bibb County School District

School Served: Matilda Hartley Elementary

Intervention Model: Transformation

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

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

Object Class	Item Description	Costs	
<b>100 Personal Services</b>	Salary-Math/Science (Combination Teacher)	55,000	
110	Salary-Technology Support Teacher	65,000	
110	Salary-Transitional Teacher	55,000	
110	Salary-School Social Worker	55,000	
172	Academic Coaches (Literacy-1; 1-Math, 1-Rtl)	210,000	
191	School Improvement Specialist	65,000.00	
191	System School Improvement Coordinator (1/6)	15,796.00	
140	Salary-Media Specialist Contracted Services (.49)	15,000.00	
117	Salary-Extended Day for Advisory Team	8,000.00	
140	Salary-Behavior Specialist	20,000.00	
117	Salary-Saturday and Summer School	14,725.00	
	Incentives	81,975.00	<b>Object Total \$ 660,496.00</b>
<b>200 Benefits</b>			
210	State Health Insurance	90,224.00	
220	Social Security	48,077.00	
221	Medicare	11,245.00	
230	TRS	58,712.00	
250	Unemployment Compensation	1,317.00	
260	Workers Compensation	10,080.00	
290	Life & Dental Insurance	1,252.00	<b>Object Total \$ 220,907.00</b>
<b>300 Purchased Professional</b>	Contracted Services- Working with Students on College and Career Readiness Program, Classroom Observations, Mentoring and Behavior Prevention & Intervention Services (Taught as a Connections Classes four days per week)	30,000	
	Contracted Services-PL Training on Effective Elements of Creating a Standards Based Classroom Applying Performance Standards	25,000	
	Contracted Services-Working with Students during	30,000	<b>Object Total</b>

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		connections and ILT		\$ 101,500.00
	<b>Services</b>	PL Training (Turning Technology) on Clickers	1,500.00	
		Consultant and PL-Thinking Maps	15,000	
<b>500</b>	<b>Other</b>	Travel-Staff Conferences	10,000	<b>Object Total</b>
	<b>580</b>			<b>\$ 10,000.00</b>
				<b>Object Total</b>
<b>800</b>	<b>Other</b>			
	<b>Objects</b>			
	<b>880</b>	Federal Indirect Costs (2.85%)	33,216.00	<b>\$ 33,216.00</b>

**School Total: 1,026,119**

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LEA Name: Bibb County School District

School Served: Matilda Hartley Elementary

Intervention Model: Transformation

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

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

Object Class	Item Description	Costs	
<b>100 Personal Services</b>	Salary-Math/Science (Combination Teacher)	55,000	
110	Salary-Technology Support Teacher	65,000	
110	Salary-Transitional Teacher	55,000	
110	Salary-School Social Worker	55,000	
172	Academic Coaches (Literacy-1; 1-Math, 1-Rtl)	210,000	
191	School Improvement Specialist	65,000.00	
191	System School Improvement Coordinator (1/6)	15,796.00	
140	Salary-Media Specialist Contracted Services (.49)	15,000.00	
117	Salary-Extended Day for Advisory Team	8,000.00	
140	Salary-Behavior Specialist	20,000.00	
117	Salary-Saturday and Summer School	14,725.00	
			<b>Object Total</b>
	Incentives	81,975.00	<b>\$ 660,496.00</b>
<b>200 Benefits</b>			
210	State Health Insurance	90,224.00	
220	Social Security	48,077.00	
221	Medicare	11,245.00	
230	TRS	58,712.00	
250	Unemployment Compensation	1,317.00	
260	Workers Compensation	10,080.00	
290	Life & Dental Insurance	1,252.00	
			<b>Object Total \$</b>
			<b>220,907.00</b>
<b>300 Purchased Professional</b>	Contracted Services- Working with Students on College and Career Readiness Program, Classroom Observations, Mentoring and Behavior Prevention & Intervention Services (Taught as a Connections Classes four days per week)	30,000	
	Contracted Services-Working with Students during connections and ILT	30,000	

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	<b>Services</b>			<b>Object Total</b>
				\$ 75,000.00
		Consultant and PL-Write from the Beginning™	15,000	
<b>500</b>	<b>Other</b>	Travel-Staff Conferences	10,000	<b>Object Total</b>
	<b>580</b>			\$ 10,000.00
	<b>800 Other</b>			<b>Object Total</b>
	<b>Objects</b>			
	<b>880</b>	Federal Indirect Costs (2.85%)	32,884.00	\$ 32,884.00

**School Total: 999,287.00**

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**Attachment 2a - Budget Template**

<b>LEA Cohort 3 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>	-----	1,162,346	1,026,119	999,287	3,187,752
<b>School Name</b>	Matilda Hartley Elementary School				
<b>School Name</b>					
<b>LEA-level Activities</b>					
<b>Total Budget</b>	1,162,346		1,026,119	999,287	3,187,752

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Matilda Hartley Elementary School (SIG) Incentive Plan**

<b>Teacher and Leader Effectiveness Measure (TKES and LKES)</b>					
Measure	Who	# Staff Receiving Monetary Incentive	Criteria	Amount	Total
Year 1-3 Teacher Keys	Certified Staff Evaluated with TKES (including added staff via SIG funds)	24	Two (2) Exemplary Ratings and Zero (0) Ineffective Ratings	1,000.00	24,000
Leader Keys	Principal	1	One (1) Exemplary Rating and Zero (0)	2,000.00	2,000
Local Annual Evaluations	Certified staff who are not evaluated by TKES (1 media specialist, 4 instructional coaches, 1 counselor, 1 Rtl, 1 SSW Coordinator, 1 SIS, ESSC Grant Funded (counselor, social worker, psychologist, media specialist (part-time, EIP (3 part-time positions); part-time music, P.E	9 full time 3 (.25) 4 part-time	Summative evaluations will show no unsatisfactory ratings and at least 2 comments in separate performance areas showing exemplary work. Comments must show that personnel went above and beyond satisfactory performance by using verbiage such as "exemplary, exceptional, superior, and/or extraordinary"	1,000.00 200.00 500.00	9,000 600.00 2,000.00 Total: 11,600.00

<b>Teacher and Leader Evaluation Incentives for</b>		
<b>Years 1-3</b>	<b>Total:</b>	<b>37,600.00</b>

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<b>Student Achievement Goals aligned to S.M.A.R.T Goals</b>					
Year 1	All certified Classified Staff		<p><b>Timeline Yearlong (Year 1)</b> Timeline: All certified staff who meet and/or exceeds the achievement goal will be eligible to receive an incentive in the amount of 300.00 (math); 100.00 (reading) and 100 (attendance)</p> <p>All classified staff who meet and/or exceeds the achievement goal will be eligible to receive an incentive in the amount of 100.00 (math); 100.00 (reading) and 50.00 (attendance)</p>	<p>500.00*38 Certified staff</p> <p>250.00 * 17 classified staff (e.g. secretary, bus drivers, cafeteria works, crossing guard, paraprofessionals)</p>	<p>19,000</p> <p>4,250</p> <p>Total: 23,250</p>
Years 2-3	All certified Classified Staff		<p><b>Timeline Yearlong (Year 2-3)</b> Timeline: All certified staff who meet and/or exceeds the achievement goal will be eligible to receive an incentive in the amount of 700.00 (math); 200.00 (reading) and 100.00 (attendance) <b>Totalling</b> 1000.00 Certified Staff</p> <p>All classified staff who meet and/or exceeds the achievement goal will be eligible to receive an incentive in the amount of 150.00 (math); 125.00 (reading) and 100.00 (attendance)</p> <p><b>Totalling</b> 375.00</p>	<p>1,000*38</p> <p>375.00*17</p>	<p>38,000.00</p> <p>6,375.00</p> <p>Total: 44,375.00</p>

**Student Achievement Goals aligned to S.M.A.R.T Goals (Certified and Classified Incentives)**

**Year 1 Total: 23,250.00**

**Years 2-3 Total: 44,375.00**

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**Appendices**

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# **Appendix A**

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**Matilda Hartley Elementary School**

**Executive Summary-School Improvement Grant**

The 1003(g) grant has come at the most opportune time for Matilda Hartley Elementary School (MHES). The school and community have been faced with several challenges over the past years; MHES had a proud history of academic excellence and was previously identified as a "Title I School of Distinction." As the state and national achievement goals continued to increase, student achievement for the students of Matilda Hartley began to lag behind state and national goals; thus transitioning the school from a school of distinction to a school in needs improvement. Poverty has negatively impacted results for children in varied ways. Compared to more affluent children, children experiencing deprivation have poor nutrition, more physical health problems, increased emotional, social and behavior problems, and lower average scores on measures of cognitive development. These issues place our children at greater risk of adverse academic failure.

Matilda Hartley Elementary School (MHES) is one of twenty-five elementary schools centrally located in the inner city of Macon and designated as a Title I school where 99% of the students receive free or reduced price lunch. It currently serves two public housing projects and several economically disadvantaged neighborhoods. The student population consists of 392 students in grades pre-kindergarten through five with a population of 97% African American.

Subsequently, Matilda Hartley Elementary School was recently identified as a "Low Achieving School" in the Race to the Top grant application submitted in 2010. After Georgia received the U.S. waiver, MHES was designated as a "Priority" school and received some School Improvement Grant (SIG) funds.

Matilda Hartley Elementary School seeks to implement the transformational model as a strategy for school improvement that will assist the school in its efforts to increase academic achievement, stakeholder involvement, increase student attendance, and promote strength of character to improve student discipline. Teachers will participate in "Thinking Maps" and "Write from the Beginning" training to increase rigor and use higher order thinking skills in their teaching practices. Upon an in-depth examination of school practices, some elements of much needed change surfaced. The application for the School Improvement Grant addresses these elements which include: improve standards-based instructional practices; increase instructional academic rigor in all content areas; engage students in the learning process; increase the use of formative assessments to meet the needs of students, strengthen the Response to Intervention (RtI) process to meet the needs of students academically and behaviorally, and provide educational opportunities to develop strength of character and promote college and career readiness for all students. The addition of technology into our classrooms will allow us to attract the attention of the students and to gain their active engagement.

Of the school reform models available, the Transformational Model was the only option we could embrace. It provides the means for that immediate extreme makeover. Due to the district's financial deficits, the three other SIG models: the Closing Model, Restart Model, and Turnaround Model were not an option. Because the Turnaround Model required the dismissal of all teachers this presents a conflict with the retention of qualified teachers. The SIG 1003(g) Transformation Model allows Matilda Hartley to maintain its existing staff, with a three year progressive approach to improve teacher effectiveness. A

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change in leadership was made school year 2011-2012. With the new leadership, major school improvement reform initiatives were implemented, resulting in small gains in academic performances.

However, with those small successes, the achievement gap continues to widen between low performing students and students meeting state proficiency and national norm assessments. With the additional support of School Improvement Grant (SIG), our vision to close the achievement gap will become a reality in the near future. It is our vision that we will become a "90-90-90-90" school, ninety-percent free or reduced price lunch, ninety-percent passing reading, ninety-percent passing math, and ninety-percent passing language arts. Because of consistent, low-student achievement, immediate school improvement in the form of an extreme makeover is mandated.

To bring about this transformation, the school will extend learning time and incorporate flexible learning opportunities for students and staff. Staff member training primarily will be focused on job-embedded professional learning opportunities. The principal will lead, direct, and monitor the job embedded and high quality professional development activities that we undertake to build the capacity of our staff. The "availability of human resources to address the critical needs of high poverty at-risk students" (GAPSS, Target Areas, (April, 2013) are needed to support common core standards and provide job-embedded professional learning through collegial and vertical planning.

Those needed human resources are as follow: instructional coaches in the areas of language arts, mathematics, technology, a part-time media specialist, a transitional teacher, and a math/science lab teacher. The part-time media specialist is needed to support aligning books with levels in the media center. To build capacity, a full-time school improvement specialist will be hired to work with teachers and coaches on assessment of and for learning and monitor the implementation and expenditures of budget lines items outlined in the SIG.

Additionally, a part-time social worker, RtI Coordinator, and a Positive Behavior Intervention Support (PBIS) position are needed to provide ongoing support and assistance to meet the social, behavioral, emotional needs of students as well as provide assistance and support to their families. School Improvement Grant (SIG) funds are needed to pick up the cost of the PBIS personnel because this position is currently funded through AARA funds and the funding source ends fiscal year 2014. Hiring these additional support personnel will help to reduce the number of students in out of school suspensions, reinforce positive character education lessons of counselor, and a school wide discipline plan.

The school will work with external consultants to increase parental and community involvement, promote college and career readiness skills, promote strength of character and help us change the way we communicate with parents and the community. We will seek understanding, support, and help from our stakeholders so our students can be successful. Parents will understand that they and their children are valued and that their concerns are taken seriously. The School Improvement Grant will be a powerful platform for bringing about change at Matilda Hartley Elementary School. This focused improvement will create a culture of high expectations where there is an accountability plan for learning and education is not only valued but also viewed as a shared responsibility by students, families, staff, and community members.

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**Bibb County School District's Mission, Vision, and Core Values**

**Mission:** Each student demonstrates strength of character and is college ready.

**Vision:** To develop a highly trained staff and an engaged community dedicated to educating each student for a 21st century, multi-ethnic, global economy.

**Core Values:**

- Develop a learning orientation which mobilizes effective effort to accelerate learning.
- Develop a culture of respect which includes equitable treatment, honesty, openness, and integrity.
- Use data and evidence-based decisions to determine the training and support provided to adults so they can be accountable for the success of all students.
- Strengthen productive partnerships for education.

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**Elementary School Profile: Major School Initiatives:**

List major initiatives or reform efforts that have been implemented in the last three years. (Examples are Comprehensive School Reforms, state initiatives, block scheduling, academic after school programs, revised school calendar, etc. Add new rows or attach other listings if needed.)

School Year	Initiative or Reform Effort
2011-2012	Implementation of Daily Oral Language (DOL) as a school-wide ritual and Six Elements of an Effective Math Lesson
2011-2012	Standards Based Instruction (Instructional Framework) & new reading program (Story town)
2011-2012	Implementation of 45 minutes collaborative planning during the school day
2011-2012	Implementation of a school wide discipline plan
2011-2012	Implementation of a Principal's "Advisory Team"
2011-2012	Implementation of a School Leadership Team
2011-2012	Implementation of Coordinated Early Intervention Services (CEIS)
Summer, 2012	Summer Leadership Academy
2012	Gifted Collaboration Model ( implemented to increase the number of students identified gifted)
Fall, 2012	Self Directed Improvement System (selected staff) SDIS
2012-2013	Implementation of 30 minutes of daily intervention time into the school schedule.
2012-2013	Implementation of intensive reading program for targeted students (Read 180 & Systems 44)
Fall, 2012	Implementation of 90-minute reading block
SY 2011-	School wide Reading Initiatives: AR; Million Word Reading Challenge
Fall, 2012	Implementation of Mandarin Chinese in grades Pre-K-third
Fall, 2012	Implementation of 75 minutes math instruction
2012	Community In Schools Afterschool Program (grant funded) w/ training provided (American Reading Book Company)
Summer, 2013	Flexible Learning Program (FLP)
Spring, 2013	Elementary and Secondary School Counseling (ESSC) Grant

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**Professional Learning:** List the professional learning activities in the past two years that were focused on school improvement. Include the number in attendance and where the activities were offered.

Professional Learning Activity	Year(s) Offered	Number of Participants	On-site (school) or Off-site (Central office, conference, or other)
Aimsweb Universal Screening Training	2011-2012	52	On-site
Components of an Instructional Framework	2011-Present	26	On-site
Response to Intervention (RtI) Training and Redefining of Expected Implementation	2011-2012	52	On-Site
Common Core GPS Training	2011-2012	52	On-site and central office
How to Reach Hard to Teach Students (system-wide training)	2011-2012	52	Central office
Six Elements of an Effective Mathematics Lesson	2011-2012	26	On-site
SuccessMaker Training	2012	26	On-site
Math Exemplars Training	2012-2013	26	Off-site
Online Assessment System Training (OAS)	2012-2013	26	On-site
Response to Intervention (RtI)	2011-present	26	On-site
Read 180 and Systems 44	2012	6	Central office

- ✓ SRA and NumberWorlds Training for Selected Teachers implementing Specially Designed Instruction (SDI)
- ✓ Fierce Conversations and Courageous Conversations-Administration Training

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Faculty/Staff Data:**

<b>Attrition Rate* of Teachers</b>		
<b>School Year</b>	<b>Number</b>	<b>Percent of Teacher Population</b>
2011 - 2012	4	14%
2010 - 2011	2	7%
2009 - 2010	1	3%

\*Attrition rate is defined as the number of teachers who leave the profession or transfer to another system from the beginning of the school year to the beginning of the next school year, excluding retirement.

<b>Attrition Rate* of Administrators</b>		
<b>School Year</b>	<b>Number</b>	<b>Percent of Administrator Population</b>
2011 - 2012	0	Hire of new principal
2010 - 2011	0	Principal Retires
2009 - 2010	0	Same principal

\*Attrition Rate of administrators is defined as the percentage of administrators who leave the profession or transfer to another school from the beginning of the school year to the beginning of the next school year, excluding retirement.

**Student Data**

<b>Mobility* Rate of Students...Note: The high numbers reflecting the mobility rate include students who have entered/re-entered due to School Choice Option</b>				
<b>School Year</b>	<b>Number</b>	<b>Percent of Student Population</b>	<b>% of Transfer within System</b>	<b>% of Transfers Out of System</b>
2012-2013	102	25%	82%	18%
2011-2012	98	33%	90%	10%
2010-2011	94	26%	86%	14%

\*For the purpose of this document, mobility rate for students is defined as the percentage of students who enter or leave school between September 1<sup>st</sup> and the last day of the school year.

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<b>Enrollment</b>										
<b>School Year</b>	<b>Total Enrollment</b>	<b>% Black</b>	<b>% White</b>	<b>% Hispanic</b>	<b>% Asian</b>	<b>% American Indian</b>	<b>% Multi-Racial</b>	<b>% Male</b>	<b>% Female</b>	<b>% Migrant</b>
2012-2013	411	96%	19%	.004	0	0	2%	48%	52%	
2011-2012	301	99%	1%					42%	58%	
2010- -2011	367	97%	3%					52%	48%	

<b>Special Education</b>		
<b>School Year</b>	<b>Program Enrollment</b>	<b>Percent of Student Population</b>
2012-2013	20	5%
2011-2012	27	9%
2010-2011	28	8%

<b>Special Education Subgroups</b>						
<b>School Year</b>	<b>% White</b>	<b>% Black</b>	<b>% Hispanic</b>	<b>% Other Ethnic Groups</b>	<b>% Male</b>	<b>% Female</b>
2012-2013		19		1	14	6
2011-2012		27			16	11
2010-2011		28			17	11

<b>Gifted Education</b>		
<b>School Year</b>	<b>Program Enrollment</b>	<b>Percent of Student Population</b>
2012-2013	2	
2011-2012	3	
2010-2011	5	

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Title I**

School Year	No Title I Program	Targeted Assistance	Schoolwide
2012-2013			99.27
2011-2012			100
2010-2011			98.66

Early Intervention Program (EIP)		
School Year	Program Enrollment	Percent of Student Population
2012-2013	185	45%
2011-2012	156	44%
2010-2011	110	30%

**Retention Rates: Percents should reflect the number of the retained students compared to the total number of students in each category/grade.**

Retention Rates							
Retention Rates	Total Number	% in K	% in 1 <sup>st</sup>	% in 2 <sup>nd</sup>	% in 3 <sup>rd</sup>	% in 4 <sup>th</sup>	% in 5 <sup>th</sup>
2011 - 2012	5	2%	2%	0	7%	0	0
2010 - 2011	35	13%	5%	7%	24%	13%	0
2009 - 2010	65	15%	4%	10%	8%	14%	49%

Retention Rates by Subgroup						
Retention Rates	% White	% Black	% Hispanic	% Other Ethnic Groups	% Male	% Female
2011 - 2012					3%	<1%
2010 - 2011					11% (21n)	8% (14n)
2009 - 2010					22% (39n)	15% (26n)

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 Student Achievement Data Based on (2011-2012 FAY)**

<b>Grade 3 CRCT English Language Arts</b>			
<b>Percent of students who met or exceeded</b>			
<b>Subgroups</b>	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>
<b>Grade 3 Total Enrollment</b>	59	58	63
<b>% Black</b>	58%	77%	65%
<b>% White</b>			
<b>% Male</b>	46% (13/28)	69%	58%
<b>% Female</b>	68% (21/31)	79%	70%
<b>% Economically Disadvantage</b>	54%	76%	66%
<b>% EIP</b>			

<b>Grade 4 CRCT English Language Arts</b>			
<b>Percent of students who met or exceeded</b>			
<b>Subgroups</b>	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>
<b>Grade 4 Total Enrollment</b>	46	47	71
<b>% Black</b>	59%	65%	56
<b>% White</b>			
<b>% Male</b>	48% (11/23)	48%	46
<b>% Female</b>	74% (17/23)	81%	57
<b>% Economically Disadvantage</b>	62% (24/39)	65%	56%
<b>% EIP</b>			

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**Grade 5 CRCT English Language Arts**

**Percent of students who met or exceeded**

<b>Subgroups</b>	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>
<b>Grade 5 Total Enrollment</b>	44	50	42
<b>% Black</b>	77%	82%	69%
<b>% Male</b>	71% (17/24)	76%	70%
<b>% Female</b>	100% (20/20)	88%	69%
<b>% EIP</b>			
<b>% Economically Disadvantage</b>	77%	82%	70%

**Grade 3 CRCT Reading**

**Percent of students who met or exceeded**

<b>Subgroups</b>	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>
<b>Grade 3 Total Enrollment</b>	59	58	63
<b>% Black</b>	76% (45/59)	83	76
<b>% Male</b>	75% (21/28)	79	63
<b>% Female</b>	77% (24/31)	90	91
<b>% EIP</b>			
<b>% Economically Disadvantage</b>	74% (37/50)	83	71

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<b>Grade 4 CRCT Reading</b>			
<b>Percent of students who met or exceeded</b>			
<b>Subgroups</b>	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>
<b>Grade 4 Total Enrollment</b>	46	47	71
<b>% Black</b>	72% (33/46)	63%	67%
<b>% Multi Racial</b>			
<b>% Male</b>	65% (15/23)	52%	63%
<b>% Female</b>	78% (18/23)	73%	69%
<b>% EIP</b>			
<b>% Economically Disadvantage</b>	72%	64%	66%

<b>Grade 5 CRCT Reading</b>			
<b>Percent of students who met or exceeded</b>			
<b>Subgroups</b>	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>
<b>Grade 5 Total Enrollment</b>	43	50	42
<b>% Black</b>	72% (31/43)	87%	67%
<b>% Male</b>	61% (14/23)	84%	63%
<b>% Female</b>	85% (17/20)	92%	69%
<b>% EIP</b>			
<b>% Economically Disadvantage</b>	74% (26/35)	88%	66%

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Student Achievement Data Elementary School:**

**Criterion-Reference Competency Test (CRCT) Scores – Mathematics**

<b>Grade 3 CRCT Mathematics</b>			
<b>Percent of students who met or exceeded</b>			
<b>Subgroups</b>	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>
<b>Grade 3 Total Enrollment</b>	59	58	63
<b>% Black</b>	42% (25/59)	54	43
<b>% Male</b>	32%	42	43
<b>% Female</b>	52%	65	43
<b>% EIP</b>			
<b>% Economically Disadvantage</b>	40% (20/50)	43%	59%

<b>Grade 4 CRCT Mathematics</b>			
<b>Percent of students who met or exceeded</b>			
<b>Subgroups</b>	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>
<b>Grade 4 Total Enrollment</b>	46	47	71
<b>% Black</b>	35% (16/46)	48	29
<b>% Male</b>	18% (4/23)	57	23
<b>% Female</b>	61% (14/23)	44	36
<b>% EIP</b>			
<b>% Economically Disadvantage</b>	38% (15/39)	28%	34%

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<b>Grade 5 CRCT Math</b>			
<b>Percent of students who met or exceeded</b>			
<b>Subgroups</b>	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>
<b>Grade 5 Total Enrollment</b>	44	51	42
<b>% Black</b>	84%	60%	40%
<b>% Male</b>	83% (20/24)	64%	42%
<b>% Female</b>	71%	58%	38%
<b>% EIP</b>			
<b>% Economically Disadvantage</b>	86% (31/36)	60%	39%

**Fifth Grade State Writing Assessment:**

<b>Fifth Grade State Writing Assessment</b>			
<b>Total Percent of 5<sup>th</sup> Graders</b>			
<b>Stages</b>	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>
<b>Ideas</b>	2.2	2.5	2.2
<b>Organization</b>	2.3	2.6	2.3
<b>Style</b>	2.4	2.4	2.3
<b>Conventions</b>	2.1	2.1	2.0
<b>Females (Proficient)</b>	24%	55%	50%
<b>Males (Proficient)</b>	19%	31%	30%

# **Appendix B**

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First Grade	RCBM		Phoneme Segmentation Fluency		Nonsense Word Fluency		Oral Counting		Number Identification		Quantity Discrimination		Missing Number		Math Computation		MAZE
	Wtr.	Spr.	Wtr.	Spr.	Wtr.	Spr.	Wtr.	Spr.	Wtr.	Spr.	Wtr.	Spr.	Wtr.	Spr.	Wtr.	Spr.	Spring
Established	36%	38	1	25%	28	49.	71.3%	72%	45.2%	59%	25%	56%	53%	48%	6%	36%	31%
Emerging	25%	21%	3	13%	26.5	19.	14.2%	9.7%	20.2%	16.3%	19%	10%	13%	26%	16%	22%	10%
Deficient	39%	38%	86	62%	45.2	31	14.2%	18%	34.3%	24.5%	56%	34%	34%	28%	78%	42%	59%
	RCBM		MAZE														
Second Grade	Wtr.	Spr.	Wtr.	Spr.	Concepts & Application		Wtr.	Spr.							Wtr.	Spr.	
Established	21%	23.7%	11%	27%	12.8%										40%		
Emerging	25.7%	20.5%	21%	27%	17.6%										29%		
Deficient	53.1%	55.5%	68%	46%	69.3%										31%		
<b>Third</b>																	
Established	22%	20%	24%	12%			24%								27.7%		
Emerging	28%	20%	15%	23%			17%								22.1%		
Deficient	50%	60%	61%	65%			59%								50%		
<b>Fourth</b>																	
Established	18%	19%	23%	25%			20%								54%		
Emerging	35%	28%	28%	22%			31%								23%		
Deficient	47%	53%	49%	53%			49%								23%		
<b>Fifth</b>																	
Established	27.4%	27.6%	7.7	14.8%			31.3%								26%		
Emerging	17.5%	21.2%	17.5	27.6%			9.7%								31%		
Deficient	54.8%	51%	74.4				58.7%								43%		

# **Appendix C**

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**Matilda Hartley Elementary School Commendations**  
**Georgia Assessment of Performance on School Standards**  
**(April 30 – May 2, 2013)**

**Curriculum, Assessment, and Instruction**

- ★ Lesson plans were aligned with state standards in 93% of classrooms observed.  
*C 1.1; I 1.3*
  
- ★ Teachers participate in zone planning meetings and have established collaborative work sessions at the school level to align curriculum practices to the CCGPS. *C 2.1*
  
- ★ Teachers use a variety of assessment data to inform decisions regarding the use of intervention and remediation programs (e.g., TIPS, safety nets and interventions, Read 180, EIP). *A 1.4*
  
- ★ A common organizing framework for standards-based instruction is widely used to guide and inform the teaching and learning process. *I 1.1*
  
- ★ Clearly defined openings were noted in 94% (15 of 16) of classrooms observed at the beginning of the instructional period. *I 2.1*
  
- ★ Hartley Elementary uses a variety of academic support structures to meet the instructional needs of students who are identified as at-risk of not meeting standards. Examples include:
  - STEM Grant after-school program
  - Communities in Schools after-school program
  - Read 180
  - System 44
  - Success Maker
  - EIP-math/reading
  - Coordinated Educational Intervention Services (CEIS)
  - Targeted Intervention Instructional Strategies (TIPS)
  - SRA Reading Mastery
  - Number Worlds *I 2.6*

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**Planning and Organization**

- ★ The school's vision and mission guide and inform the continuous improvement process and are evident throughout the building. **PO 1.1**
- ★ The school improvement plan is data-driven, includes appropriate research-based strategies, and provides a plan for monitoring and evaluating implementation. **PO 2.1, 2.2, 2.3**
- ★ The physical plant is an attractive, well-maintained, and clean facility that positively affects student, staff, and community perceptions of the learning environment as safe and inviting. **PO 4.3**

**Student, Family, and Community Involvement and Support**

- ★ The school exhibits a welcoming environment for parents, community members, and other visitors. **SFC 1.4**
- ★ The school makes effective use of a number of community service agencies, college-university partnerships, faith-based organizations, and business partnerships to provide support and enhance student performance and well-being (e.g., PALS, Big Brothers, Big Sisters, Boys and Girls Club, Mercer University, Macon State University, High Street Church, St. John's Baptist Church, Hicks & Sons Mortuary, Verizon Wireless, Wendy's, Chick-fil-A, Sonic, Stevie B's Pizza). **SFC 3.2**

**Professional Learning**

- ★ Structures are in place to support professional learning. A variety of learning opportunities aligned with the school improvement plan are provided to staff during the school day (e.g., TKES, CCGPS, Instructional Framework, Response to Intervention, Efficacy, support from Math/ELA consultants regarding rigor of the standards).  
**PL 1.1, 1.2**
- ★ The principal, instructional coaches and other school leaders consistently support a school culture that reflects ongoing team learning and continuous improvement.  
**PL 1.4, 1.5, 1.6**

**Leadership**

- ★ Faculty and staff recognize the principal as the school's instructional leader. She models effective practices and uses a data-driven decision making process to guide development and implementation of school improvement goals. **L 1.1, 1.4**
- ★ The principal regularly administers staff surveys aligned to the habits of effective leadership and uses the feedback to improve her professional practices. **L 1.3**

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- ★ The school effectively uses central office, regional, and state resources, (e.g., district specialists, contracted consultants, Georgia Department of Education) to provide support for positive change and enhance the academic program. **L 3.3**
  
- ★ The school leadership team is operational and representative of the school staff. The team meets regularly to review data in order to address problems and make decisions. The team has developed protocols to deal with issues related to student needs, staff productivity, and organizational performance. **L 4.1, 4.2, 4.3**

**School Culture**

- ★ Hartley Elementary School acknowledges and celebrates the achievements and accomplishments of students and staff in a variety of ways (e.g., announcements, recognition displays, Tiger Bucks, visits to the Treasure Tower, recognition for displaying "Tigerrific Character" [e.g., play games on the Wii or Xbox, tangible rewards such as ice cream, candy, coupons], monthly celebrations, awards days, staff recognition in *Week-at-a-Glance*, monthly parking spaces, appreciation coupons, jeans passes, tea time with new teachers, faculty meals, "shout-outs"). **SC 2.2**
  
- ★ Hartley Elementary School has established the "Each One, Reach One" mentoring program in which a number of struggling students have been partnered with adults who serve as their advocates for promoting student success. **SC 2.3**

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Matilda Hartley Elementary School April 30-May 2, 2013									
GAPSS Classroom Observation Summary		<25%	25-50%	51-75%	76-100%	NUMBER OBSERVATI ONS	Percent Beginning	Percent Middle	Percent End
<b>Instruction Strand</b>						41	39%	51%	10%
C 1.1	Lesson/units are clearly aligned with GPS/QCC.				93%				
I 1.3	Learning goals are aligned to the GPS/QCC and are communicated by the instructor.				78%				
	Students apply learning goals in performance tasks aligned to the standards.			71%					
I 2.1	Sequencing of the instructional period is predictable and logical.				80%				
	The lesson begins with a clearly defined opening to strengthen learning.				94%				
	Instruction has a defined work period.				88%				
	Instruction ends with a summary activity that reinforces the learning.				100%				
	Content specific vocabulary is developed in context.			51%					
I 2.2	Higher order thinking skills and processes are utilized in instruction.		44%						
	Higher order thinking skills and processes are evident in student work.		49%						
I 2.3	Instruction is differentiated to meet student readiness levels, learning profiles, and interests.		27%						
I 2.4	Instruction and tasks reinforce students' understanding of the purpose for what they are learning and its connection to the world beyond the classroom.		41%						
I 2.5	The classroom instructor implements grouping strategies.		29%						

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I 2.7	The use of technology is integrated effectively into instruction.		34%		
	Students effectively use technology during the class period.		29%		
I 3.1	Instructional goals, activities, interactions, and classroom environment convey high expectations for student achievement.		46%		
I 3.3	Students demonstrate personal efficacy and responsibility.	15%			
<b>Assessment Strand</b>					
A 2.2	Formative assessments are utilized during instruction to provide immediate evidence of student learning and to provide specific feedback to students.		73%		
	Written commentary is aligned to the GPS standard(s) and elements or QCC content standards.	2%			
<b>Planning and Organization Strand</b>					
PO 3.2	Materials and resources are effectively allocated.				88%
PO 4.1	Classroom management is conducive to student learning.				95%
PO 4.3	Instruction is provided in a safe and orderly environment.				95%
PO 4.2	Instructional time is maximized.				90%
	The teacher maximizes instructional time.				83%
<b>School Culture Strand</b>					
SC 1.1	The culture of the classroom reflects a risk-free learning environment.				83%
<b>Student Question</b>					
I 1.3	Learning goals are clearly communicated to students.				81%

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**Target Areas for Improvement**  
**Matilda Hartley Elementary School GAPSS Analysis Review - April 30 - May 2, 2013**  
 Correlated to Georgia School Keys and Implementation Resource Guide

Curriculum	Assessment	Instruction
<p><b>Evaluate the curriculum documents, resources, and programs to determine their impact, usefulness, and alignment to CCGPS. Shift the focus from instructional programs to standards, and select the resources that best support these standards. C 3.1</b></p> <p><b>Place greater emphasis on the analysis of student work to inform curriculum implementation, guide instructional planning, and align resources. C 3.2</b></p> <p><b>Ensure that faculty and staff adhere to the established protocols and expectations for collaborative planning. Intensify efforts to make certain collaborative planning sessions consistently address:</b></p> <ul style="list-style-type: none"> <li>• implementing research-based instructional strategies</li> <li>• designing assessment practices which are consistent, balanced, and authentic</li> <li>• developing performance tasks that require students to demonstrate mastery of standards at a rigorous level</li> <li>• analyzing student work (using an established protocol such as <i>Standards in Practice</i>) and assessment data for the purpose of revising instruction</li> <li>• ensuring rigor (explanation, interpretation, application, analysis, and synthesis) and relevance in all course offerings.</li> </ul> <p><b>Make certain the principal and academic coaches regularly attend and actively participate in these meetings to increase cohesiveness, consistency, and communication across all grade levels and content areas. C 2.1, 2.2; A 1.3, 2.4; I 2.1; L 2.3</b></p> <p><b>Increase the use of formative assessments, including written commentary that is aligned to the standards, to monitor student progress, adjust instruction, and plan for differentiation and flexible grouping. A 2.2</b></p> <p><b>Use a balanced variety of assessment tools (e.g., peer response groups, constructed responses, reflective assessments [e.g., logs, journals, think-pair-share], academic prompts, culminating performance tasks and projects, portfolio assessment) to determine progress toward mastery of the standards. A 2.4</b></p> <p><b>Ensure that the information displayed in the data room (e.g., benchmark/trend data) is current and shows progress toward the school's achievement goals in all content areas and across all grade levels in relation to state performance targets. A 1.1, 3.1</b></p> <p><b>Make standards-based instruction and high expectations for student achievement and behavior routine practice in all classrooms by</b></p> <ul style="list-style-type: none"> <li>• defining and establishing high expectations for student learning</li> <li>• moving away from whole-group delivery of instruction and passive learning</li> </ul>		

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- increasing the use of teaching and learning strategies that promote active student engagement
  - ensuring that all teachers communicate the language of the standard throughout the sequencing of the lesson
  - assuring that teachers incorporate all elements of the CCGPS at a rigorous level
  - making sure all staff use higher-order questioning in daily instruction and encourage all learners to use higher-order thinking skills and processes
  - requiring authentic (real-life) student work products and performance tasks which call for application of skills and content knowledge
  - ensuring that technology is effectively used to maximize student learning
  - ensuring that the principal, teachers, and staff consistently implement school rules, policies, and procedures
- I 2.1, 2.2, 2.4, 2.7 3.1; PO 4.1; L 2.1*

**Ensure that all teachers differentiate instruction to support and meet each student's instructional needs by**

- developing a core understanding of differentiated instruction/Universal Design for Learning
  - using purposeful flexible groups based on data (diagnostic or readiness, interests, and learning styles)
  - designing and executing lessons which are differentiated by process, product, and/or content
  - using a variety of strategies (e.g., tiered lessons, parallel tasks, scaffolding, targeted mini-lessons, open-ended questions)
- I 2.3, 2.5*

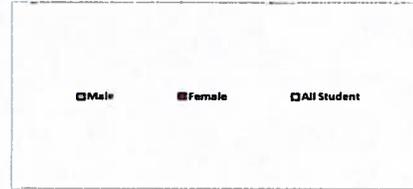
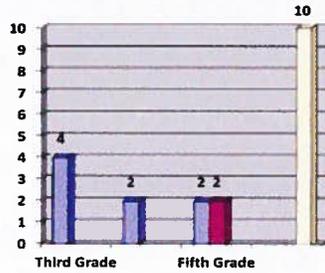
**Engage students and teachers in jointly establishing challenging learning goals, and increase the opportunity for students to take greater responsibility for their own performance by increasing the availability and use of self-monitoring and self-evaluation tools (e.g., benchmark work, anchor papers, rubrics, scoring guides, checklists, posted examples of student work noting areas that meet the standards, teacher feedback from written commentary and conferences). I 3.2, 3.3**

# **Appendix D**

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**Students Referred to the Alternative School**

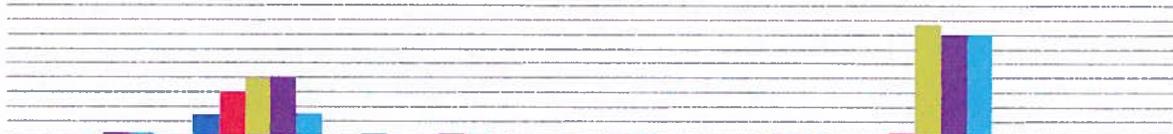
Number of Students Referred



**Discipline Data by State Offenses**

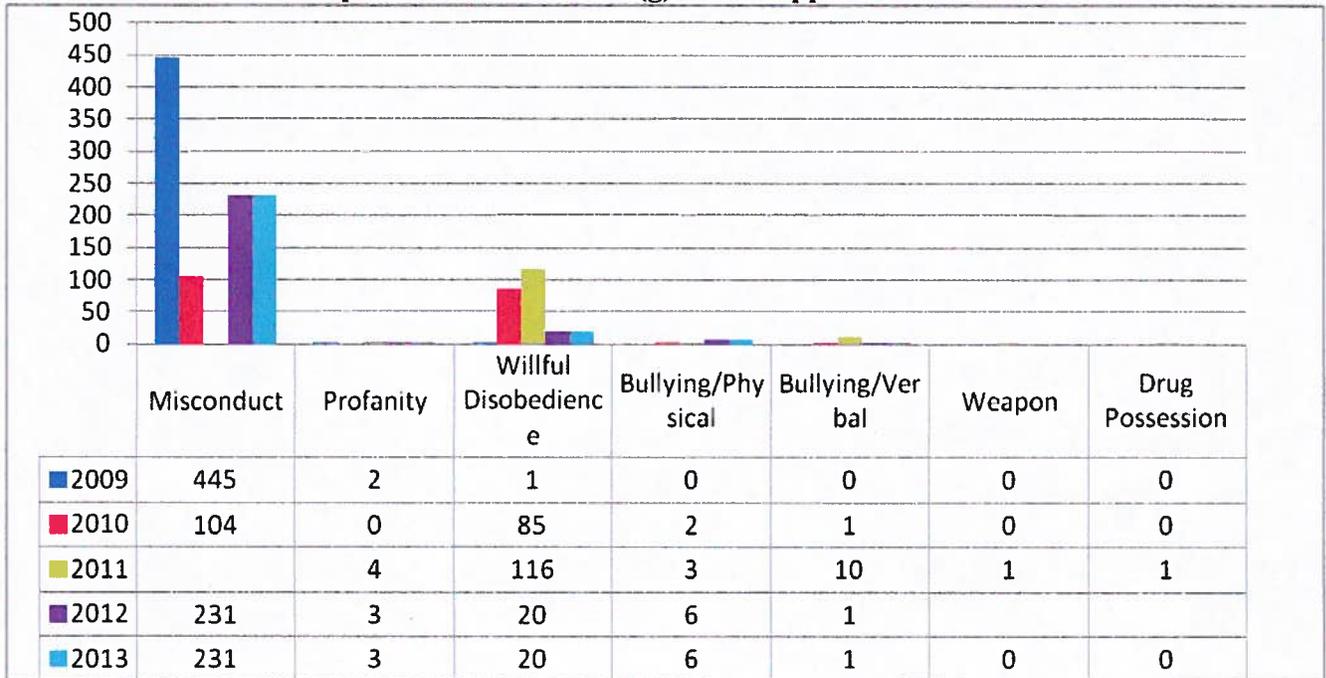
■ 2009 ■ 2010 ■ 2011 ■ 2012 ■ 2013

Number of Referrals



	Battery	Fighting	Sexual Harrassment	Obscene Behavior	Threat Intimidation	Other Serious Incident
■ 2009	0	29	1	0	0	0
■ 2010	0	60	0	0	0	3
■ 2011	0	80	0	0	1	154
■ 2012	3	80	2	1	1	140
■ 2013	3	31	2	1	1	140

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# **Appendix E**

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**Matilda Hartley Elementary School**

Student Success Profile  
2012-2013



Student's Name:      Age:      Grade:      Teacher:

Risk Ratio(s)      4-5 Significant       2-3 Moderate       0-1 Minor

Please write progress check dates:				
		Is student Making Progress?		
Interventions:	Date/Comment	Date/Comment	Date/Comment	Date/Comment
Read 180 <input type="checkbox"/> Systems 44 <input type="checkbox"/>	Lexile:	Lexile:	Lexile:	Lexile:
SuccessMaker <input checked="" type="checkbox"/>				
SRA Reading Mastery <input type="checkbox"/>				
NumberWorlds <input type="checkbox"/>				
CEIS <input type="checkbox"/> PEC <input type="checkbox"/>				
Aimsweb	Fall	Intervals	Winter	Spring
• MCAP (Concepts & Application)				
• MCOMP (Computation)				
• MAZE (Comprehension)				
• RCBM (Fluency)				
EIP Math <input type="checkbox"/> Reading <input type="checkbox"/>				
After-school program <input type="checkbox"/>				
WriteScore				
T.I.P.S <input type="checkbox"/>				
<b>Check all that apply:</b>				
<input type="checkbox"/>	Did Not Pass CRCT			
<input type="checkbox"/>	RTI in place			
<input type="checkbox"/>	Retained			
<input type="checkbox"/>	Poor Academic Performance			
<input type="checkbox"/>	Reading Below Grade Level			
<input type="checkbox"/>	Excessive Absenteeism/ Tardiness/Truancy			
<input type="checkbox"/>	Adjudicated Youth Returning from DJJ or Alternative School			
<input type="checkbox"/>	Socioeconomic Challenges			
<input type="checkbox"/>	Limited English Proficiency			
<input type="checkbox"/>	Low Social Skills			
<input type="checkbox"/>	Discipline			
<input type="checkbox"/>	Other Reason(s)			

*Developed by the "Advisory Team" of Matilda Hartley Elementary School, 2012-2013*

# **Appendix F**

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**Name of Practice: (Targeted Intervention Practices and Strategies using "Student Success Profiles"**

**Target Population:** 15 of the lowest 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders.

**Date of Implementation and Frequency:** October through May 2013. Bi-weekly meeting with administrative team and daily interventions with students approximately minutes 45 per day. The advisory team monitored

**Description of the instructional practice that improved student achievement. Use bullets rather than paragraphs.**

- Bibb County Public School System added 30 minutes to the school day for interventions. We have titled our intervention period as "T.I.P.S." Targeted Interventions Practices and Strategies.
  - A plan was written for each grade level and each subject area. The plan included enrichment and remediation activities pertaining to vocabulary development, phonics, and fluency, math computation, math reasoning, and writing across the content areas.
  - Research based supplemental reading programs (Read 180 and Systems 44) were purchased to target students in grades 3-5 significantly reading below grade level
  - A monitoring tool was developed using an excel spreadsheet to progress monitoring the most at risk student in 3-5 grade levels. The advisory team developed a "Student Success Profile" for each targeted student.
  - Principal and teacher conferences were conducted quarterly reviewing students' progress, focusing on student progress and interventions that were being implemented
  - Teachers were required to submit "Critical Decision" forms immediately when a child was in danger of failing
- Student Success Profiles were created and assigned to one of the five members on the advisory team. Each team member was assigned 5-7 students on their caseload. The team's responsibilities were: a) monitor the student (s) assigned to their caseload; b) ensure that the RTI process is followed and implemented with fidelity; c) conduct periodic check-in/check-out with student; d) assist with procuring mentors and/or other resources for the student to be successful; e) do "What-Every-It-Takes to meet our mission, making sure each student demonstrated "Strength of Character" and ultimately "College Ready and Career Ready."

**Description of Data – Describe how the attached data supports improved student achievement for the target population**

Preliminary analysis of 2013 CRCT scores reveal student achievement growth in the areas of reading (83%), English Language Arts (80%), math (57%), science (43%), social studies (45%), and writing (49%); a ten to twelve percent increase in all content areas. The excel spreadsheet, depicts the number and percent of targeted students passing the CRCT. The spreadsheet also shows all students made growth in their lexile scores.

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<b>Fifth Grade</b>					
<b>First Test in Selected Time Period</b>					
<b>Students</b>	<b>Lexile</b>	<b>Date</b>	<b>Lexile</b>	<b>Date</b>	<b>Lexile Growth</b>
1	BR (80)	10/8/2012	483	5/8/2013	403
2	BR (0)	10/9/2012	341	5/10/2013	341
3	233	10/8/2012	305	5/8/2013	305
4	320	10/8/2012	577	5/8/2013	257
5	BR (6)	10/8/2012	255	5/10/2013	249
6	308	10/8/2013	517	5/8/2013	209
7	220	10/8/2013	428	5/8/2013	208
8	311	10/8/2012	520	12/17/2012	199
9	477	10/30/2012	646	5/10/2013	169
10	170	10/8/2012	312	5/8/2012	142
11	338	10/8/2012	426	5/8/2012	88
12	125	10/30/2012	201	5/10/2012	76
13	660	3/11/2013	730	5/8/2013	70
14	BR (0)	10/30/2012	BR (35)	5/10/2013	35
15	BR(0)	10/8/2012	BR (13)	1/11/2013	13
16	156	10/8/2012	165	5/8/2013	9

**Total Passed 12/15 80%**

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<b>Fourth Grade</b>					
<b>First Test in Selected Time Period</b>					
<b>Students</b>	<b>Lexile</b>	<b>Date</b>	<b>Lexile</b>	<b>Date</b>	<b>Lexile Growth</b>
1	BR (80)	10/8/2012	514	5/8/2013	514
2	BR (0)	10/8/2012	461	5/10/2013	461
3	BR (0)	10/8/2012	454	5/8/2013	454
4	BR (1)	10/8/2012	425	5/8/2013	424
5	BR (0)	10/8/2012	398	5/10/2013	398
6	BR (0)	10/8/2013	260	5/8/2013	260
7	BR (87)	10/8/2013	329	5/8/2013	242
8	278	10/8/2012	516	12/17/2012	238
9	416	10/30/2012	606	5/10/2013	190
10	208	10/8/2012	385	5/8/2012	177
11	BR (0)	10/8/2012	154	5/8/2012	154
12	BR (0)	10/8/2012	111	5/8/2012	111
13	248	10/30/2012	277	5/8/2013	29
14	BR (0)	10/30/2012	BR (35)	5/10/2013	35
15	195	Spr. CRCT	530	5/2/2013	335
16	BR (0)	3/20/2013	0	5/8/2013	0

**Total Passed 8/16 50%**

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<b>Third Grade</b>					
<b>First Test in Selected Time Period</b>					
<b>Students</b>	<b>Lexile</b>	<b>Date</b>	<b>Lexile</b>	<b>Date</b>	<b>Lexile Growth</b>
1	BR (0)	10/9/2012	471	5/9/2013	471
2	BR (40)	10/9/2012	475	5/10/2013	435
3	BR (0)	10/9/2012	391	5/10/2013	391
4	BR (0)	10/10/2012	338	5/8/2013	338
5	BR (42)	10/16/2012	358	5/14/2013	316
6	BR (0)	10/8/2013	301	5/8/2013	301
7	BR (0)	10/10/2013	289	5/14/2013	289
8	262	10/9/2012	540	5/10/2013	278
9	BR (0)	10/9/2012	219	5/14/2013	219
10	101	10/9/2012	300	5/10/2012	199
11	461	10/10/2012	608	5/10/2012	147
12	126	10/9/2012	261	12/17/2012	135
13	112	10/9/2012	243	5/13/2013	131
14	358	10/9/2012	467	5/9/2013	109
15	123	10/10/2012	218	5/10/2013	95
16	BR (0)	10/10/2012	BR (40)	12/17/2012	40
17	BR (0)	3/20/2013	BR (28)	5/14/2013	0

**Total Passed 11/15 73%**

# **Appendix G**

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**The Board Brief**

This edition of *The Board Brief* is a summary of the information presented and actions taken at the Board of Education's Meeting and Board Work Session on April 18, 2013.

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*Information Presented*

**Interim Superintendent Search Process Continues**

Acting Board President Susan Sipe updated Board members on the search for an interim superintendent. Board members agreed to send suggestions for a process of selecting an interim superintendent to Mrs. Sipe and Board member Dr. Wanda West.

A vote on the process for selecting an interim superintendent will take place during the Board Meeting Work Session scheduled for Thursday, April 25.

**Board Participates in Work Session Led by GSBA Official**

Board members participated in a Board Work Session led by Tony Arasi, Georgia School Boards Association (GSBA) Director of Board Development.

The Work Session allowed Board members to complete the three hours of Whole Board Governance Training required of Georgia's Board of Education members each year. Veteran Board members are required to complete nine hours of training each year. New Board members are required to complete 15 hours of training within the first year of office. Three of those hours must be Board Governance Training and three hours must be orientation led by the local school district.

The purpose of the Whole Board Governance Training session on Thursday was for Board members to learn how to work together as a team. Mr. Arasi said. Topics of discussion included what the Board can do to serve its District better, developing a communications protocol, and following a code of ethics.

Acting Board President Susan Sipe also informed Board members that she will look for a sponsor to cover the cost of the training session with Mr. Arasi.

**Opportunity for Further School Improvement Grant Funds**

Acting Superintendent Susanne Griffin-Ziebart informed Board members of the potential to apply for additional School Improvement Grant (SIG) funds. Westside High School and possibly some elementary schools would fall under the scope of this SIG funding opportunity.

Mrs. Griffin-Ziebart told Board members the District intends to file a notice of intent to apply for this additional SIG funding. Further information will be brought to the Board at a later date.

# **Appendix H**

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**High Impact Practice Implementation Rubric: Standards-Based Classrooms**

This rubric for standards-based classrooms is an implementation rubric and each column builds on the previous column. When a school is fully operational, they will continue to implement criteria addressed in the emergent and operational columns of the rubric. Implementation of standards-based classrooms is a process. Each stage of the rubric is a part of the process of growth and progress over time and should be celebrated.

Standards-Based Classrooms				
Concept	Not Addressed	Emergent	Operational	Fully Operational
1. The Georgia Performance Standards are utilized as the curriculum in the school (based on the phase-in plan), and there is a shared understanding of the standards.	Teaching is often driven solely by the textbook (or other resources) or is performance activities-based but unaligned with the GPS.	Curriculum documents are developed to support implementation of the GPS, using textbooks as a resource.	Teachers work together to build consensus on what standards are expected to be understood, and to plan to do and plan instruction based on the GPS.  Operational	Teachers utilize the GPS to collaboratively plan for instruction and assessment.  Teachers and students articulate a common understanding of what they are expected to know, understand, and be able to do based on the Georgia Performance Standards.
2. Standards are accessible to all students.	Teachers do not explain the purpose of the lesson or articulate the expectations for student work. Visual cues and other strategies to make the standards accessible are not evident.	Teachers use a variety of strategies to make the standards accessible to students such as paraphrasing, repetition, visual cues, essential questions, etc. Teachers do not explicitly state the standards being addressed during a lesson.  Emergent	Teachers use the language of the standards during instruction as well as libraries provide feedback to students.  Teachers provide students with models and provide specific examples of how the work meets standards.  Students explain the standards in their own words.  Students can articulate the standards and elements they are currently working on and show evidence of the standards in their work.	Teachers expect students to use the language of the standards to describe their work.  Students use the language of the standards to support their work and their answers.  Students use the language of the standards when they provide feedback to other students.
3. Teachers sequence the lesson or their instruction in a logical, predictable manner referencing standards throughout.	There is not an agreed upon school-wide instructional framework or sequence for instruction.	Teachers implement a common instructional framework or sequence of lessons (e.g., opening, work session, closing).  Emergent	Teachers implement a sequence of instruction or instructional framework that provides opportunities for students to receive explicit instruction connected to the standards apply learning independently and collaboratively, share and explain their work as it relates to the standards, and receive feedback based on the standards.	Teachers expect students to explain the standards and/or elements they are applying during the sequence of instruction or instructional framework.  Students can explain the sequence of instruction and how they apply the standards and elements to the resulting work.

Standards-Based Classrooms

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Concept	Not Addressed	Emergent	Operational	Fully Operational
4. A variety of delivery modes are incorporated into instruction to ensure that all students have access to and meet standards.	Teachers use lecture as the predominant mode of instruction assuming the responsibility of "imparting" knowledge and "covering" the curriculum.	Teachers use a variety of delivery modes including modeling, demonstration, small group instruction, whole group instruction, one-on-one instruction, etc. but still assume the responsibility of "imparting" knowledge and "covering" the curriculum. <b>Emergent</b>	Teachers use a variety of delivery modes to ensure mastery of the standards (e.g., extended time, additional support, etc.) rather than impart knowledge.  Students can explain different program options typically used in the class.  Students transition smoothly from one activity to another.	Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery modes observed support the learning goals of the lesson and students' needs.  All students make progress toward meeting standards and apply new knowledge to real-world tasks.
5. Students are expected to meet the same standards and instruction is differentiated by content, process, and/or product.	Content is presented in the same way to all students regardless of readiness levels, learning styles, and/or student interests. Teachers make a single plan for all learners.	Teachers use summative assessments to determine students in need of support. Teachers make attempts to intervene at outside of the regular classroom instructional time. <b>Emergent</b>	Teachers use summative and formative assessments to systematically and purposefully plan for student differences. Classroom instruction is tailored to student readiness levels, learning styles, and interests to ensure that students meet the same standards.  Students show mastery of standards in a variety of ways.	Teachers monitor student progress to revise content (how students are given access to the standards), process (how students learn and apply the standards) and product (how students demonstrate their understanding of the standards). Teachers revise content, process, and product as necessary.  Although the content, process, and product may differ for students they can explain how their work meets standard(s).
6. Assessments are aligned to the GFS and used frequently to adjust instruction and provide students with feedback.	Assessment is typically summative in nature and used to assign grades.	Teachers use summative assessments aligned to the standards. These assessments are used to identify students in need of additional instruction. <b>Emergent</b>	Teachers utilize formative assessment frequently which are directly aligned to the standards and lead to revision of instruction as well as give the feedback to students. Examples include: rubrics, conferences, questioning, observations, written reflections (e.g. 3-2-1, KWL, ticket out the door, etc.), graphic representations of thinking, etc.  Summative assessments are utilized to identify students in need of additional instruction or interventions and to revise classroom instruction.	Teachers collaborate regularly to develop common formative and summative assessments. They use the results from the assessments to revise common assessments and instructional plans.  Students utilize summative and formative assessment results to set learning goals toward meeting standards.

Standards-Based Classrooms

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Concept	Not Addressed	Emergent	Operational	Fully Operational
<p>7. <i>Examples of student work are displayed for student use. Benchmarks are provided to gauge progress over time. Exemplars are provided to exemplify the standards.</i></p>	<p>Teachers do not have a collection of benchmark (anchor papers) or exemplary student work.</p>	<p>Teachers collect examples of local and national benchmark and exemplary student work.</p> <p>Teachers post examples of student work.</p> <p>The benchmark demonstrates progress toward meeting the standard.</p> <p>The exemplary work shows expected levels of rigor as defined in the standard.</p> <p>Emergent</p>	<p>Teachers explain how the exemplary work meets standards and refer to it frequently during the sequence of instruction or instructional framework.</p> <p>Teachers explain how a set of benchmark work displays progress over time toward the standards. Teachers explicitly teach students how to compare their work to the benchmark work to identify next steps.</p> <p>Students can explain how they use benchmark and exemplary student work to improve their own work.</p>	<p>Teachers collect benchmark work and exemplars from their own class.</p> <p>Students identify where their work falls in relation to the benchmarks.</p> <p>Students identify exemplars from their own collections of work and describe their work based on the standards.</p> <p>Students can identify next steps toward meeting standards and revise accordingly.</p>
<p>8. <i>Student performance tasks require students to show progress toward meeting the standard(s)/element(s).</i></p>	<p>Students are not demonstrating progress towards standards in performance tasks. Rather, they are passive selectors of correct answers.</p>	<p>Teachers design performance tasks that require students to show evidence of the standard.</p> <p>Emergent</p>	<p>Teachers collaboratively analyze common performance tasks to ensure rigor and revise tasks as needed.</p> <p>Students can explain how performance tasks show evidence of the standards they are working on.</p>	<p>Teachers ensure that performance tasks make connections to other content areas and real world situations.</p> <p>Students apply their understanding of the standards to other content areas and real-world situations.</p>

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Section A. SCHOOLS TO BE SERVED	
<p>The chart is complete:</p> <ul style="list-style-type: none"> <li>✓ All Priority schools are identified.</li> <li>✓ Intervention models are selected for each Priority school.</li> <li>✓ If more than nine schools will be served, only 50 percent or less have selected the transformation model.</li> <li>✓ An explanation for the Priority schools that the LEA is not applying to serve has been provided.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Section B. DESCRIPTIVE INFORMATION	
<p>1. Comprehensive Needs Assessment, Data Sources and Narrative</p> <ul style="list-style-type: none"> <li>✓ The narrative reflects that a comprehensive needs assessment and analysis has been conducted in order to select the appropriate intervention.</li> <li>✓ The narrative reflects the analysis of the required data sets to determine school needs. If the narrative reflects the analysis of additional sources of data, such as process, demographic and/or perception data, summary reports for the data must be attached to the application.</li> <li>✓ A rationale for selection of intervention model is provided within the narrative.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>2. Capacity</p> <ul style="list-style-type: none"> <li>✓ Description identifies multiple resources (e.g., human, material, technical, etc.) and related support (e.g., commitment of school board to remove barriers, credentials of staff, recruitment process, area technical colleges and universities, job-embedded professional learning, etc.).</li> <li>✓ Complete all parts of Section B. 2.</li> <li>✓ The link below (Public Impact) provides a resource tool that may be used to assist the LEA in the selection of a turnaround leader.  <a href="http://www.publicimpact.com/publications/Turnaround_Leader_Compencies.pdf">http://www.publicimpact.com/publications/Turnaround_Leader_Compencies.pdf</a></li> <li>✓ To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for: <ul style="list-style-type: none"> <li>• Demonstrating capacity to devote staff, facilities, funding, services, and other resources exclusively to the management contracting function.</li> <li>• Demonstrating flexibility in removing barriers for the contract schools.</li> <li>• Ensuring that the LEA's central office staff will support successful implementation of the contract.</li> </ul> </li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>





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**Attachment 3 - Checklist**

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6.	Stakeholder Representation	
	✓ Relevant stakeholders have been consulted regarding the LEA's application and plans for implementation of school improvement models selected for its Priority school(s).	<input type="checkbox"/>
	✓ Evidence is provided addressing stakeholder notification and involvement (e.g., agendas and minutes from school council meetings, web postings, newsletters, etc.).	<input type="checkbox"/>

**B-1. Pre-Implementation Activities and Budget**

	✓ Pre-implementation activities are described.	<input type="checkbox"/>
	✓ A proposed budget is included.	<input type="checkbox"/>

**Section C. DEVELOP A BUDGET**

	✓ The LEA has completed a budget on Attachments 2 and 2a for each Priority school.	
	✓ The budget is reflective of allowable SIG 1003(g) expenditures, as outlined in the FY10 SIG Guidance.	<input type="checkbox"/>

**Section D. ASSURANCES**

	✓ The superintendent agrees to the assurances for the School Improvement Grant.	<input type="checkbox"/>
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**Section E. WAIVERS**

	✓ The superintendent agrees to the waivers included in the School Improvement Grant.	<input type="checkbox"/>
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**Attachment 4 - Rubric**

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

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CONCEPT	NOT EVIDENT-0	NEEDS REVISION-1	MEETS-2
Capacity			<p>To ensure that the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively, the SEA will look for specific examples of the following actions for:</p> <ul style="list-style-type: none"> <li>• Reviewing local board policies which would restrict a school's ability to implement requirements of the intervention models for Priority schools.</li> <li>• Ensuring that the LEA's central office staff will support successful implementation of the interventions and school improvement strategies.</li> <li>• Demonstrating flexibility in removing barriers that will interfere with the intervention models selected.</li> </ul>

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

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

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