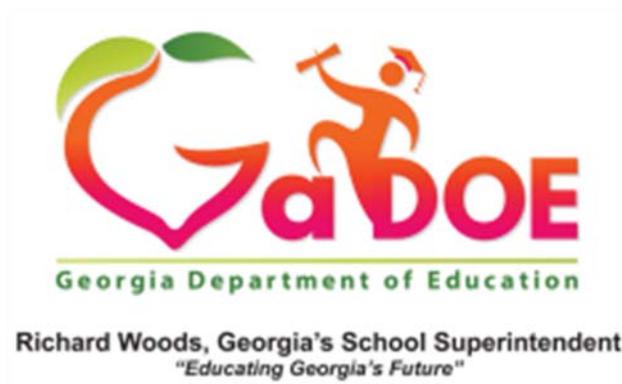


School Improvement Grants

Application for School Improvement Grant New Awards Competition Cohort 5

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

CFDA Number: 84.377A



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



July 2016

Georgia Department of Education
School Improvement G-rant 1003(g)

LEA Application - Cohort 5

Cover Page

Due Date: September 5, 2016

LEA Name: Bibb County Board of Education	LEA Mailing Address: 484 Mulberry Road Macon, Ga 31201
<p>LEA Contact and Coordinator (person responsible) for the School Improvement Grant:</p> <p>Name: Sharon Campbell, Ed.D.</p> <p>Position and Office: SIG Specialist</p> <p>Contact's Mailing Address: 484 Mulberry Macon, GA 31201 Telephone: 478-765-8711</p> <p>Fax:</p> <p>Email Address: sharon.campbell@ bcsdk12.net</p> <p>Name: Lori Rodgers, Ph.D.</p> <p>Position and Office: Executive Director of Special and Title Programs</p> <p>Contact's Mailing Address: 484 Mulberry Macon, GA 31201 Telephone: 478-765-8582</p> <p>Fax: 478-765-8651</p> <p>Email Address: lori.wardrodgers@bcsdk12.net</p>	

Board Chairman (Print Name): Lester Miller	Telephone: (478) 743-9517
Signature of Board Chairman: 	Date: 9-6-16
Superintendent (Printed Name): Curtis Jones, Ed.D.	Telephone: (478) 765-8502
Signature of Superintendent: X 	Date: 9.6.16

The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.

LEA Name: Bibb County School District

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.			
An LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school.			
The models the LEA may include are: (1) turnaround; (2) restart; (3) closure; (4) transformation; (5) state-determined model, if approved; (6) evidence-based whole school reform model; and (7) early learning model. The Georgia state-determined model is <i>Community-Based Vertical Approach</i> (see Appendix.E)			
SCHOOL NAME	NCESID#	PRIORITY	INTERVENTION <small>(print name of selected model below)</small>
Northeast Health Science Magnet High School	130042001 943	X	Transformation

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

²An LEA in which one or more priority schools are located must serve all of these schools before it may serve one or more focus schools. If the state-determined model is selected, a focus school may be included in the feeder pattern.

Funding Priority and Schools to be Served

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

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

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

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

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

Reporting and Evaluation Requirements

Applicants awarded SIG funds must satisfy periodic reporting and accountability requirements throughout

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Richard Woods, State School Superintendent

the term of the grant. These requirements address (a) fiscal accountability, (b) program accountability, (c) fiscal and program reporting, (d) site visits, and (e) internal evaluation.

Fiscal Accountability

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

Program Accountability

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

Fiscal and Program Reporting Requirements

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

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

1. The school is led by a principal capable of leading the reform efforts
2. The school is meeting ambitious annual goals, established by the LEA and school, for student academic achievement on Georgia assessments in both mathematics and reading/language arts. Additionally, if the school serves a high school population, the LEA and school must set annual goals for graduation rate and student attendance.
3. The school is making progress on the leading indicators described in the SIG 1003(g) Final Requirements. These include:
 - Number of minutes within the school year;
 - Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
 - Dropout rate (if applicable);
 - Student attendance rate;
 - Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
 - Discipline incidents;
 - Truants/Chronic absenteeism rate;
 - Distribution of teachers by performance level on the Georgia Teacher Keys Evaluation System; and
 - Teacher attendance rate
4. The school is implementing the selected reform model with fidelity.
5. The school is utilizing formative and summative assessments to provide continuous feedback to stakeholders and to identify those practices that are most promising in raising student achievement.

Application Instructions and Application Review

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

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

Due Date: September 5, 2016

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

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

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

Application Review

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

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

LEA Capacity

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

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

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

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

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

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

RESPONSES for LEA Capacity

(1) The leadership team, faculty, staff, and community stakeholders have discussed the current data and reviewed the root cause analyses to determine specific needs and the next steps to improve the school's performance. The components of the Transformation Model were reviewed by the leadership team, faculty, staff, community stakeholders, and it was a general consensus to seek this opportunity.

As a result of the data and the root causes, the needs of the school are delineated below: common planning, weekly collaboration, bi-weekly professional learning, increased learning time for targeted students, math coach, literacy coach, graduation coach, weekly analysis of teacher/student attendance, weekly analyses discipline data, use of the Georgia DOE frameworks, and use of Georgia Online Formative Assessment Resource, GOFAR. The Transformation Model will help the school to sustain what is working well to effectively improve student achievement. Additionally, this model will assist the school with identification of innovative strategies and best practices while focusing on the non-negotiables.

(2) The LEA announced the intention to submit an application for SIG Cohort 5 to principals and other district leaders during the district's monthly Victory in Progress administrator professional learning meeting. It was also shared with parents, students, and community in the Superintendent's blog and in the publication of the district's newsletter. The school leadership discussed the SIG application process and reform models during a school council meeting. In addition, the school along with LEA leaders held a stakeholder meeting in which students, staff, parents, and community members partook in discussing the various SIG models and providing input on the best model for the school.

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(3) In an effort to be consistent with the requirement of the Transformation model, the LEA requires the school to present its Continuous School Improvement Plan on a quarterly manner. This will allow the LEA to monitor the progress of the school in meeting its annual goals. In accordance of Section I.B.1 of the SIG Guidance, the LEA will utilize flexibility in retaining the principal of the school. The current principal was hired June 2014 to replace the former principal as part of a broader reform effort to increase academic achievement and positively change the culture of the school. District leaders, community stakeholders, and the Georgia Department of Education Office of District Effectiveness representatives were in agreement during the hiring process that the current principal had the experience and skills needed to successfully implement a transformation model. Since the 2014-2015 school year, the school has made great strides in achieving academic successes. As a result of the principal's leadership, the school has experienced a double digit graduation rate increase and the school's CCRPI score increased from 55.8 in 2014 to 61.7 in 2015. Additionally, the current principal has presented a school-based collaboratively developed professional learning model - Plan Until Success Happens (P.U.S.H.) at the Designated Schools Conference for the Georgia Department of Education and at the Georgia Preparatory Academies Conference for the Georgia Department of Juvenile Justice.

(4) Due to the fact that the LEA has provided support to SIG Cohorts I, II, III, and IV, 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 insurmountable 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 providing professional learning that will enhance the capacity of Priority schools' leaders, teachers, 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 Invention Coordinator, district-level School Improvement Specialist, State Effectiveness Specialist, and directors (Title I, Gifted, Professional Learning, and Special Education) will support the schools in various ways. This includes: conducting Teachers Keys walk-through's with follow up feedback sessions, facilitating job-embedded professional learning, modeling classrooms 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 highly 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.

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A district-level School Improvement Specialist (SIG Coordinator) will monitor the implementation of the School Improvement Grant with fidelity. The School Improvement Specialist's duties and responsibilities may include, but are 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. Additionally, a district Fiscal Analyst will assist with monitoring SIG purchases and draw downs.

(5) The LEA will conduct an Educational Service Providers Fair in which potential service providers will have the opportunity to share educational products and types of service designed to increase student achievement with district personnel, school administrators and staff, district instructional staff, and the community. Providers will complete a Request for Information form that will be submitted to the district. The Request for Information form will ask providers to identify Types of Programs Served, Types of Services Provided, and Grade levels. The District Effectiveness Department will notify providers of acceptance to participate in the fair. District personnel, school administrators and staff, district instructional staff, and community will be asked to sign in during the fair and complete an evaluation form for each provider visited. Evaluation forms will be collected and based on tallies, some providers will be invited to attend a district meeting.

(6) As part of the LEA's continuous improvement process, the school will continue to conduct an Annual Review, Needs Assessment, and revise its continuous improvement plan to identify initiatives, professional learning, action steps, performance measures, and funding sources needed to improve the academic achievement of the school. Included in this process, the school and district leaders to include the Superintendent, Executive Director of Special and Title Programs, Chief Financial Officer, Legal Counsel, Director of Communication, Chief of Staff, and the Assistant Superintendents of Teaching and Learning, Human Resources, Student Affairs, and Technology Services meet quarterly for performance review sessions. During the sessions, the district and school staff discuss local, state, and federal funding alignment and the school's progress toward its annual goals.

(7) The LEA will support the school in implementing the strategies of the grant and will be flexible in removing barriers that may hinder implementation of the School Improvement Grant Transformation Model. Any barriers that may arise will be discussed and resolved with the Superintendent, Senior Cabinet, and the school's leadership team. If the barrier constitutes a policy change, this information will be addressed with the Board of Education.

During the LEA's meeting with priority schools to discuss the Cohort 5 SIG application, possible barriers were identified. Based on the discussion, the LEA will ensure the school will have the necessary flexibility to operate under the Transformation Model, including, but not limited to: staffing, calendars, time, transportation and budgeting, to fully implement a comprehensive approach to improve

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student achievement and increase high school graduation rates. The LEA will consistently and pervasively modify practices and/or policies that interfere with the Transformation Model of reform.

(8) The LEA will establish a School Improvement Grant Team which will consist of but not limited to a district SIG Coordinator, Senior Cabinet (the Superintendent of Schools, Executive Director of Special and Title Programs, Chief Financial Officer, Legal Counsel, Director of Communication, Chief of Staff, and the Assistant Superintendents of Teaching and Learning, Human Resources, Student Affairs, and Technology Services), content area coordinators, and district coaches. The team will conduct on-site monitoring at Northeast High School three times a year and conduct quarterly performance monitoring sessions as a part of the district's continuous improvement process. Indistar will also be utilized to monitor school improvement. The district SIG Coordinator will be a liaison between the LEA and the school.

(9) The LEA's primary focus for engaging families and the community includes:

- Partnering with students, parents and the community.
- Linking family and community engagement efforts to student learning.
- Developing the capacity of school staff to work with families.
- Focusing efforts to engage families on developing trusting and respectful relationships.

The LEA will provide multiple opportunities throughout the year to engage families and community members in the implementation of the Transformation Model. The use of school improvement parental involvement forums will cultivate trust and meaningful connections between school staff, students and families. The key engagement strategies will include using email and online posts as well as traditional communication methods—mail, flyers, newsletters and advertising to inform communities. They will also offer a rich variety of events—open houses, neighborhood walks, a summer academic and enrichment fair, workshops and activities that not only communicate information, but lead to school staff, families and communities building relationships.

District coordinators/specialists and school leaders will use strategies that make usual outreach methods more effective: providing materials in multiple languages, considering parent literacy and technology training, and holding events in safe and welcoming locations.

The LEA will also provide parents with workshops to support student learning at home and become effective advocates for their children. Workshops will be held several times each year featuring district and community partners addressing participants. Sessions will cover academic topics—such as curriculum, instruction, state and local assessments, homework help at home, and out-of-school issues that affect student achievement—such as student absences. To encourage attendance for workshops, the LEA will provide incentives donated by local businesses and offer the assistance of interpreters for speakers of other languages. The LEA will make the resources available at each school for parents who were unable to attend the sessions.

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The LEA will offer professional development for school-based employees and communities with the assistance of parents in the value and utility of contributions of parents, and in how to, communicate with, and work with parents as equal partners to increase student achievement.

The LEA's Business Education Partnership will coordinate and direct building capacity by improving school and business connections/communications to improve student academic success. The school will also build community engagement into their school-wide school improvement plans.

In addition, the LEA will utilize the district's "Victory in Schools" Parent University program as a mean to engage parents and the community of the Transformation Model interventions. This online and face to face program will serve as a community collaborative led by the LEA to help parents become full partners in their children's education.

(10) After the funding period, the LEA will continue to sustain the reforms outlined in the grant. This will be accomplished by:

- Creating a high-performing learning culture that promotes collaboration through professional learning communities designed to foster quality implementation of Tier 1 of the Response to Intervention process.
- Developing an intense professional learning program based on a variety of data sources to address root-causes in order to ensure that key concepts in executing a Continuous School Improvement Plan are mastered.
- Monitoring professional learning and school initiatives by developing a school-wide accountability plan for quality implementation.
- Building teacher and student capacity to ensure the sustainability of initiatives and programs.

The LEA will continue to support the school's operational flexibility. The school will continue modifying its master schedule to provide release time for department chairs to receive job-embedded professional learning on coaching and to apply professional learning by coaching teachers. District Academic Coaches and District Coordinators for content areas will continue to work with department chairs to build their capacity for coaching teachers. In addition, the administration will continue to meet with department chairs to monitor expectations for coaching.

(11) The LEA will provide professional learning that addresses evidence-based strategies in an effort to guide the modification of instructional delivery in order to meet the academic need of all students. Evidence-based strategies may include, but not limited to, analyzing data (student performance, attendance, and discipline), clear learning goals/targets, questioning to check for understanding, constructive feedback, cooperative learning, peer tutoring, and explicit instruction.

The aforementioned pre-implementation activities will accelerate fidelity in implementing all components of the Transformation Model in a timely manner. Implementation with fidelity will expedite improving student achievement and increasing graduation rate.

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(12) The leadership and instructional staff will use an organized framework to systematically analyze and use data to make decisions relative to academic programs, professional development, instructional planning, and student needs. The results of data analysis will drive all major decisions affecting instruction and academic support. The leadership and instructional team will monitor formative assessment data. Student achievement will be monitored each week to determine the effectiveness of interventions, strategies, and actions. Additionally, the Leadership Team will meet bi-weekly to monitor the school improvement efforts wherein data collection, root-cause analysis, and implications for change are intricate in collaborative conversation amongst team members. Team members will report the progress of their departments and/or initiatives for review and feedback to the LEA. As a part of the LEA collaborative protocol, the teachers will complete the following actions:

- Teachers will participate in School City training.
- Teachers will use FY15-16 data to establish goals for their Professional Growth Plans (PGPs).
- The Leadership Team will align resources with assessment goals.
- Develop an intervention calendar and monitor process to evaluate effectiveness.
- Use the Collaborative Organizer during collaboration.
- Develop weekly mini-assessments and provide students with frequent feedback.

(13) **Not Applicable**

(14) The following are planning and pre-implementation activities that will occur in preparation for full implementation:

Instructional Programs: Planning and Designing

- Saturday School schedule: December 2016
- Intersession schedule: December 2016, February 2017, and March 2017
- Summer School: June 2017
- Develop collaborative planning calendar: February 2017
- Staff Instruction Planning (analysis of student data, development of common assessments (formative and summative), development of unit plans, development of assessment plan and calendar: April-May 2017

Staffing:

- Recruit and hire academic coaches and other instructional staff that will strengthen areas of need based on data: February - March 2017

Professional Learning and Support:

- Analyze Teacher Keys data: January 2017
- Provide professional for transforming school culture: January 2017
- Develop professional learning yearly calendar: January - February 2017
- Train staff on implementation of research-based instructional strategies: March - April 2017
- Train staff on implementation of Transformation Model with fidelity: December 2016

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- Train staff on how to develop assessments aligned to standard: January - March 2017

Family and Community Engagement:

- Conduct family and community nights – Explain essence of Transformation Model: December 2016 – April 2017
- Develop perception surveys for students, parents, and community: March 2017

(15) Not Applicable

(16) Not Applicable

(17) Not Applicable

(18) July-August	School complete the grant application
September 6, 2016	School submit grant application to Department of Education
November 2016-June 2017	Planning/Pre-Implementation Grant Activities
July 2017	Full Implementation of Grant

(19) Not Applicable

(20) Not Applicable

(21) While there may be dozens of identified competencies for turnaround leaders and teachers, the LEA will be selecting candidates based on their competencies in the areas of achievement and impact and influence. Individuals may believe that years of experience and education are important, but in order to positively impact persistently low achieving schools, a turnaround leader and teacher must exhibit underlying characteristics that set challenging goals, reach high performance, and have impact despite noticeable barriers. By evaluating habits of behavior and underlying motivation, the LEA will select staff who are capable of accepting the challenge and creating the high performing culture that the school must employ to turnaround its school. These same competencies will be used to evaluate and select other key faculty needed to improve student achievement. The LEA, along with school improvement staff from the DOE, will participate in interviews and will observe model lessons as the leadership team selects candidates to fill positions in the school.

(22) Northeast High School will be supported and monitored by the LEA School Improvement Grant Team which will consist of but not limited to the LEA’s SIG Coordinator, Senior Cabinet (the Superintendent of Schools, Executive Director of Special and Title Programs, Chief Financial Officer, Legal Counsel, Director of Communication, Chief of Staff, and the Assistant Superintendents of Teaching and Learning, Human Resources, Student Affairs, and Technology Services), content area coordinators, and district coaches. Team members will maintain and exhibit high levels of turnaround

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leader competencies to include high level of competencies in achievement, monitoring and directives, impact and influence as well as the competency of developing others.

It is the responsibility of the LEA School Improvement Grant Team to assist the school in removing barriers which may hinder the school's ability to operate optimally. The team will also play a key role in helping to develop and nurture leadership characteristics in the school's instructional leader. Team members will assist the school leadership in setting clear expectations for stakeholders and will hold these individuals accountable for their performance. This entity will also leverage the school leadership's impact and influence to affect the perceptions, action, and thinking of others within the school and community. This will help secure key individuals to buy in to the initiatives and structures put in place through the transformational process and support Northeast High School to strive to transform the school.

The SIG Coordinator will also serve a vital role at Northeast High School. This person will be the point of contact for all components of the grant. The individual will coordinate the implementation of the grant and will be responsible for insuring that budget items are handled in accordance with federal guidelines. The SIG Coordinator will ensure that professional development is implemented and monitored to directly support the school staff and affect student achievement. This person will meet monthly with the principal and leadership team to evaluate the effectiveness of the structures and processes that the school has put in place.

The Assistant Superintendent of Human Resources will play a pivotal role in assisting the school in hiring competent, highly qualified staff capable of transforming the school environment. This individual will play an active role in recruiting the best and brightest staff to teach the students at Northeast High School.

Northeast will continue to receive assistance from district level coordinators and coaches to examine the quality of the implementation of professional development within the school. They will assist department chairs and instructional coaches in providing job embedded professional development that is content specific and data-driven. These individuals will continue to participate in Instructional Rounds at Northeast to determine and monitor effective instructional practices.

(23) Although the LEA has chosen not to apply for SIG 1003(g) funding for all of its eligible Priority Schools, the LEA does have the capacity to serve all of its eligible schools with SIG 1003(g) funding and support.

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

1. The LEA must provide a five (5) year proposed budget narrative and fill out the corresponding budget templates that are provided in this application. The budget narrative and templates must reflect the amount of school improvement funds the LEA will use each year to:
 - a. Implement the selected model in each SIG school it commits to serve.
 - b. Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Priority school(s).

Note: An LEA's proposed budget should cover all of the years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Priority school the LEA commits to serve through SIG 1003(g). Any funding for activities during the pre-implementation period must be included in the first year of the LEA's budget plan. Additionally, an LEA's proposed budget may include up to one full academic year for planning activities and up to two years to support sustainability activities. An LEA may not receive more than five years of SIG funding to serve a single school. An LEA must include reasonable and necessary expenditures that are in compliance with federal funding requirements.

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

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LEA Proposing a Planning Year for One or More Schools						
LEA PROJECTED BUDGET: Bibb County School District						
List Below the Priority Schools Identified	Year 1 Budget (Planning)	Year 2 Budget (Full implementation)	Year 3 Budget (Full implementation)	Year 4 Budget (Full implementation)	Year 5 Budget (Sustainability Activities)	Five- Year Total
Northeast High School	\$1,288,929	\$1,166,396	\$1,214,299	\$1,182,580	\$1,074,537	\$5,926,741.00
Total Budget:	\$1,288,929	\$1,166,396	\$1,214,299	\$1,182,580	\$1,074,537	\$5,926,741.00

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

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements.
- (2) Establish SMART (specific, measurable, attainable, relevant and time-bound) annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure annual progress on the leading indicators in section III of the final requirements (<http://www2.ed.gov/programs/sif/sigguidance032015.doc>) in order to monitor each Priority school that it serves with school improvement funds.
- (3) Report to the SEA the school-level data required under section III of the final requirements (<http://www2.ed.gov/programs/sif/sigguidance032015.doc>).
- (4) Ensure that each priority school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (5) If it implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the partner, charter management organization, or education management organization accountable for complying with the final requirements.
- (6) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- (7) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.

Georgia Specific Assurances are listed below:

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Georgia Program Specific Assurances
School Improvement Grant 1003(g)

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

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

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

Section E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement. NOT APPLICABLE FOR PRIORITY SCHOOLS

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver. **NOTE:** Only LEAs in SEAs not approved for ESEA flexibility may request the following waivers. (**Not Applicable**)

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

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LEA Name: Bibb County Public School System
 School Name: Northeast Health Science Magnet High School

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

<p>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.</p>	
<p>The current principal, Steven Jones, began his 3rd year at Northeast Health Science Magnet High School for the 2016-2017 school year. The previous principal was removed by the LEA, and Mr. Jones was selected based on the Turnaround Competencies as identified by state criteria. Mr. Jones has a unique story in that he actually looped from the middle school. The current graduating class has been under his leadership for 6 out of 7 years and the junior class would have been under his leadership for seven consecutive years before they graduate in 2018. Instructionally, the principal has implemented Planning Until Success Happens (PUSH).</p> <p>PUSH is designed to monitor teacher performance, provide feedback, and to create differentiated professional learning opportunities for teachers that impact student achievement positively. As a result of PUSH implementation, the school has currently seen growth in student achievement and overall CCRPI ratings. As a state school, Northeast is frequently monitored on overall school effectiveness. The outcomes of the monitoring meetings have resulted in Mr. Jones presenting the PUSH model at the state designated school conferences. The PUSH model has also been shared with other schools as well.</p>	

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In an effort to develop consistent instructional language at Northeast, the school developed the "Northeast Way." Specifically, the current principal focused on creating an Academically Challenging Environment (Standard 8) as measured through the Teacher Keys Evaluation System (TKES). All teachers are expected to understand the following:

1. Deconstruct the standards to create Clear Learning Targets
2. Create Pacing Guides in advance of the Clear Learning Targets
3. Create Assessments by 9 week periods (Backwards Design)
4. Use data from assessments to determine if flexible grouping or whole group instruction is needed (Standard 6: Assessment Uses)
5. Plan for the failures and successes of all students in advance. (Standard 2: Instructional Planning)
6. Include differentiation in all plans to meet the needs of all students which allows failing students to improve and successful students to extend learning. (Standard 4: Differentiation)

The intentional cycling of Standards 6, 2 & 4 will help to ensure an academically challenging environment. Weekly informal PUSH meetings monitor teachers progress towards full implementation, and quarterly formal PUSH meetings provide more in-depth analysis of teacher pedagogy and understanding data driven instruction supported with research based strategies. The current leadership leads the school through PUSH process and the Northeast Way which is consistently monitored by the LEA and SEA.

Data collected in Indistar from LEA and SEA monitoring meetings suggest that improvements have been taking place and that PUSH is an effective process at Northeast High School. The following is a list of ratings from the 2016 KEY Georgia School Performance Standards: SEA Monitoring Form

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Curriculum 1: Uses systematic, collaborative planning processes so that teachers can have a shared understanding of expectations for standards, curriculum, assessment, and instruction.

2015 Rating : **Operational** 2016 Rating: **Exemplary**

Curriculum 3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed.

2015 Rating : **Operational** 2016 Rating: **Operational**

Assessment 2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction

2015 Rating : **Operational** 2016 Rating: **Exemplary**

Assessment 3: Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices

2015 Rating : **Emerging** 2016 Rating: **Operational**

Instruction 4: Uses research-based instructional practices that positively impact student learning

2015 Rating : **Emerging** 2016 Rating: **Operational**

Instruction 8: Establishes a learning environment that empowers students to actively monitor their own progress

2015 Rating : **Emerging** 2016 Rating: **Exemplary**

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<p>Instruction 9: Provides timely, systematic, data-driven interventions 2015 Rating : <u>Emerging</u> 2016 Rating: <u>Exemplary</u></p> <p>Professional Learning 6: Monitors and evaluates the impact of professional learning on staff practices and student learning 2015 Rating : <u>Operational</u> 2016 Rating: <u>Operational</u></p> <p>Leadership 6: Establishes and supports a data-driven school leadership team that is focused on student learning 2015 Rating : <u>Operational</u> 2016 Rating: <u>Exemplary</u></p> <p>Planning and Organization 1: Shares a common vision/mission that defines school culture and guides the continuous improvement process. 2015 Rating : <u>Operational</u> 2016 Rating: <u>Exemplary</u></p> <p>Planning and Organization 2: Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance 2015 Rating : <u>Operational</u> 2016 Rating: <u>Exemplary</u></p> <p>Planning and Organization 3: Monitors implementation of the school improvement plan and makes adjustments, as needed 2015 Rating : <u>Operational</u> 2016 Rating: <u>Exemplary</u></p> <p>In summary, the school has shown growth in the 12 KEY standards as measured through Indistar. Under the current leadership, the school received 8 out of 12 Exemplary ratings with the remaining</p>	
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<p>indicators ranked as Operational. The current data suggest the need to allow the current principal to remain in place.</p>	
<p>A2. Implement the Teacher and Leader Effectiveness Systems (TKES/LKES) as a method to improve teacher and leader effectiveness in the school building.</p>	
<p>Northeast High School uses the Teacher Keys and Leader Keys Evaluation System as the primary tool to evaluate teachers and administrators. Based on the new process, teachers with less than three years of service or teachers scoring an overall summative rating of Needs Development or below during the previous year are given four walkthrough evaluations and two formative evaluations. Teachers with more than three years and have shown adequate progress are given two walkthrough evaluations and one formative evaluation. After all walkthrough observations and formative observations have been completed, each teacher receives a summative rating. The administration leads teachers through consistent professional development to ensure that teacher ratings improve throughout the year.</p> <p>In addition to summative ratings, teachers and administrators' ratings are calculated with overall student growth percentiles to create an overall Teacher Effectiveness Measure (for teachers) and Leader Effectiveness Measure (for principals) to define their overall outcomes. The scores are generated and decisions are made for teachers and principals for the upcoming year as to whether the faculty member is on a professional learning plan or a professional growth plan.</p> <p>As a key factor in transforming Northeast High School, TKES and LKES implementation will play a major role. Frequent focus walks and TKES observations create data to provide differentiated professional development for teachers. The data collected will be used to increase the number of teachers scoring proficient or better under each of the 10 TKES standards. As a school, the major focus</p>	

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<p>of walkthroughs and focus walks are under Standards 2: Instructional Planning, Standard 4: Differentiation, & Standard 6: Assessment Uses. The faculty and staff of Northeast understands that the effective implementation of the aforementioned standards equates to proficiency in Standard 8: Academically Challenging Environment. Five-year trend data for teachers of Northeast High School are not proportionally aligned to student success as measured by Milestones, Student Learning Objectives, and other summative test used to measure student overall proficiency. The majority of teachers received overall ratings of proficient, while student scores did not show typical growth as well as low overall class passing percentages. It is imperative that administrators adequately assess teacher performances throughout the year. The administration must ensure each teacher optimizes his/her instructional and non-instructional time for maximum student achievement. Department Chairs and Instructional Coaches will work to develop and sustain teacher effectiveness throughout the year with job-embedded professional learning and differentiated professional learning based on data from focus walks and walkthrough observations.</p>	
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<p>A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	
<p>Actions:</p> <p>Rewards for teachers and staff at Northeast Health Science Magnet High School will be awarded on a school-wide, departmental, and individual bases. All teachers and staff will have the opportunity to earn incentives as each has a direct impact on student achievement and school improvement. Rewards aligned to school wide achievement will be linked to an increase in the graduation rate, CCRPI points, and an increase in the number of students with a Lexile measure greater than or equal to 1275 on the American Literature EOC. Rewards aligned to departmental achievement will be based on each department meeting its established SMART Goal(s). Finally, individual rewards will be earned based on the</p>	<p>Timeline: Year 1-5</p> <p><u>School-wide Retention Incentives</u> <i>*Awards will only be granted to teachers after they have sign their contract for the upcoming year</i></p> <p><i>Graduation rate-\$500</i> Year 1-5% Year 2-5% Year 3-5%</p>

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<p>teacher with the highest growth rate and the highest percentage of students achieving at the proficient and distinguished levels.</p> <p style="text-align: center;">School-wide Reward/Retention Plan</p> <p>Increased Graduation Rate</p> <ul style="list-style-type: none"> • Non-instructional staff play a pivotal role in helping our students graduate on time. The counselors, graduation coach, social worker, parent engagement coordinator, and hall monitors all help students. For example, they help students get to class on time, communicate with parents regarding their child's academic status in a timely manner, create opportunities for second chances to improve behavior and grades, use data to ensure that we are meeting the social and academic needs of all students, and implement interventions in a timely manner. • In addition to the major role that the support staff play in helping during afternoons to ensure that students are working towards mastering each standard so that they can be successful in earning the course credit. <p>Increase in the CCRPI</p> <ul style="list-style-type: none"> • The CCRPI accounts for all aspects of the school operation. Therefore, all individuals working within the walls of Northeast Health Science Magnet High School play a role whether small or large in helping the school earn points towards the CCRPI. As a result of this collective effort, all faculty and staff will be rewarded if the score increases. <p>Increase in number of students scoring 1275 on the American Literature EOC</p> <ul style="list-style-type: none"> • It is imperative that literacy is a focus throughout the school. As AVID is fully and effectively implement throughout the school, each teacher will adopt the literacy strategies learned during AVID based professional learning. In 2015 only 33% of the 11th grade students had a Lexile score of 1275 or higher. By associating a school-wide reward with this goal, we are 	<p>Year 4-4% Year 5-4%</p> <p><i>CCRPI Point Increase</i> -5 points increase-\$500 -10 points increase-\$1000</p> <p><i>Lexile Scores</i> -7% increase-\$500</p> <p><u>Individual</u> <i>Milestone Teachers</i> -Typical Growth-\$250 -High Growth-\$500 -Highest pass rate-\$500 -Highest Growth Rate-\$1000</p> <p><i>CTAE Teachers</i> -Pathway Completion 75%-\$500 -Accuplacer-\$25/student who passes</p> <p><i>AP Teachers</i> -Score of 3-\$50/student -Score of 4-\$100/student -Score of 5-\$150/student</p>
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<p>projecting that all areas will be positively impacted. In other words, if all teachers are using literacy strategies, then the assumption is that students will be better prepared to read and write on grade level which will result in increased achievement levels in all areas.</p> <p align="center">Individual Rewards</p> <p>While the PLC model is encouraged, it is understood the role that individual efficacy plays in teachers performing at their best. As the school continue to differentiate the professional learning in which teachers participate, teachers are encouraged to take ownership of their own professional growth which will lead to increased student achievement. Teachers who have typical and high growth for any Georgia Milestone courses taught, the highest percentage of students earning a proficient or distinguished, students passing the Advanced Placement tests, students completing CTAE Pathways, and passing the Accueplacer assessment will be rewarded accordingly.</p> <p align="center">Plan for Removal, if applicable</p> <p>The principal of Northeast Health Science Magnet High School is committed to coaching teachers and offering multiple opportunities for teachers to hone their craft and improve. Teachers who do not show improvement after being given multiple opportunities to improve will be referred to the Human Resources At-Risk process for non-renewal.</p>	
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<p>A4. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>	
<p><u>Professional Learning Communities</u></p>	

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<p>Northeast Health Science Magnet High School will, over the course of this 5-year grant, continue to develop effective professional learning communities geared toward providing an academically challenging environment for all students. NEHS will engage teachers and teacher leaders around three questions that will drive the work done within the PLCs:</p> <ol style="list-style-type: none"> 1. What do we want each student to learn? 2. How will we know that each student has learned it? 3. How will we respond when student(s) have difficulty in meeting the desired outcomes? <p>In order to address these questions, NEHS PLCs will engage in activities around the following areas to increase student achievement in all academic areas and to ensure typical and high student growth percentiles.</p> <p><i>Curriculum planning</i></p> <p>The first driving question is addressed through effective curriculum planning. Teachers and teacher leaders will work collaboratively within content specific PLCs to deconstruct standards in order to develop clear learning targets. Development and use of learning targets are vital component of lesson planning and assessment creation and alignment.</p> <p><i>Assessment</i></p> <p>Assessment addresses the second question that drives the work of our PLCs. Teachers will work collaboratively to develop a variety of common assessments (pre-assessments, formative, and summative) to determine what students know, understand, and are able to do as it relates to the Georgia Standards of Excellence and Georgia Performance Standards. Teachers will collaborate to analyze data from common assessments to inform instruction and to plan</p>	<p style="text-align: center;"><u>Timeline</u> Year 1 Purchase of Tablets for teachers- \$60,000</p> <p style="text-align: center;">Professional Learning Technology & Supplies purchase- \$3000</p>
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remediation, enrichment, and accelerated activities for students. Teachers will also be trained on effective strategies for providing feedback to students that are aligned to learning targets specific to the task and actionable.

Instruction

Lastly, the third question will be utilized to address the need of effective instructional strategies to teach the content. Once teachers have examined data, they must think about what they will do to address the information gained from data analysis. Teachers must determine whether instruction must be whole group, small group, or individual. Teachers also need to determine what students require additional instruction or advancement in the forms of enrichment or acceleration. Teachers will be trained in research based instructional strategies to meet the diverse needs identified by data analysis of common assessments. Critical to teacher training is content specific support in differentiation strategies, development/utilization of flexible groups, and development of literacy skills.

Positive Learning Environment

Crucial to improving student achievement is creating a positive learning environment. Every teachers needs to provide an environment that is well-managed, safe, and orderly. NEHS teachers will be trained in Positive Behavior Intervention & Supports (PBIS) to provide a proactive approach to promoting appropriate student behaviors. NEHS will utilize PBIS strategies to design and implement a system of expectations that will decrease absences and tardies, decrease the number and severity of discipline referrals, promote high achievement, and promote college and career readiness by encouraging students to participate in post-secondary preparation activities.

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<p>A5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>	
<p>Actions</p> <p><u>Opportunities for promotion and career growth</u></p> <p>The principal of Northeast Health Science Magnet High School is a strong proponent of individualized learning for all staff members as their needs are all different. To encourage teacher growth in their areas of weakness, teachers will be paid \$20/hour to participate in job-embedded professional learning and collaboration after school hours. Teachers who show strength in certain areas will be paid \$30/hour to provide professional learning to teachers who need the additional support in a particular area. Teachers and leaders who show the potential will be granted opportunities to lead in areas that will help the school meet its goals.</p> <p>In building the efficacy levels of all teachers within the classroom, teachers will receive training for at least two endorsements (Gifted Certificate and Reading endorsement). These two areas of focus were chosen because after analyzing students' Lexile scores we understand that literacy is a school wide weakness that needs to be addressed on a school-wide basis. In addition, we continue to push teachers to have rigorous lessons for our students. With a school-wide focus on giftedness, it is the hope that teachers will have the tools needed to help them differentiate on the highest level on the spectrum.</p> <p><u>Flexible work conditions designed to recruit, place, and retain highly skilled staff</u></p> <p>The principal will use sign on bonuses to attract industry certified staff and highly trained teachers. In effort to keep these teachers once recruited, we will also offer a retention stipend for each teacher in the school.</p>	<p>Timeline</p> <p><u>Year 1-5</u> Signing bonus: \$3000 School wide retention bonus-Please see A3.</p> <p>**In year 1 only, there will be a special retention bonus. Teachers who show high growth will receive \$1500 and teachers who show typical growth will receive \$500. The retention bonuses for typical and high growth will revert to those listed in A3 for years 2-5.</p> <p>Professional Learning/collaborative planning-\$20/hr</p> <p>Paid teacher endorsements in gifted certificate and reading</p>

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<p>A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with Georgia Standards of Excellence (GSE).</p>	
<p><u>PUSH</u></p> <p>The Northeast Way of teaching requires that our teachers Plan Until Success Happens (PUSH). Teachers utilize formative instructional practices to ensure that teachers are addressing the diverse needs of their students. Teachers begin the planning process by deconstructing the standards, creating assessments, and developing differentiated lesson plans based on assessment data. Planning until success happens requires that teachers plan in advance for the successes and failures of every student in their class. Teachers will create flexible groups based on data. Students who have not met proficiency will remediate the learning target while students who have met the learning target will work to enriched or extend the learning. To support PUSH, NEHS will</p> <ul style="list-style-type: none"> • Provide quarterly release time for departments to analyze district benchmark data and to plan the appropriate interventions for students. • Provide opportunities for teachers to deconstruct standards, create assessments and plan lessons collaboratively during the summer in preparation for the new school term. (Summer PUSH Preplanning- School as a Whole) 	<p><u>Timeline</u> July 2017- July 2021 Summer Pre-Planning School as a Whole Years 1-5 \$15,000 stipends/ yr.</p>
<p><u>Advancement Via Individual Determination (AVID) Schoolwide implementation</u></p> <p>The Bibb County School System envisions a school district where students demonstrate strength of character and are college or career</p>	<p style="text-align: center;"><u>Timeline</u> Year 1- 2 AVID Summer Institute training</p> <p style="text-align: center;">Year 1-5 AVID Coordinator/ Teacher- \$55,000</p> <p style="text-align: center;">AVID tutors</p>

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<p>ready. At NEHS the vision is for students to aggressively seek opportunities to become college and career ready. Ensuring college and career readiness for all is a monumental task. AVID is a program based on empirically proven instructional, professional, and organizational methods which encourage transformation amongst both teachers and students. Studies have shown that the successful implementation of AVID can increase student achievement and reduce dropout rates (Guthrie & Guthrie, 2000). The implementation of AVID schoolwide supports comprehensive school reform by changing organizational structure and institutionalizing new practices. NEHS will implement AVID strategies schoolwide to support the transformational reform effort. Northeast will implement AVID schoolwide by</p> <ul style="list-style-type: none"> • Providing professional development on AVID strategies to all core content teachers through training at the AVID Summer Institute. • Ensuring that AVID best practices are modeled with every opportunity to teach and engage faculty. • Adopting AVIDs learning support of WICOR: Writing, Inquiry, Collaboration, Organization, and Reading • Employing an AVID teacher/ coordinator to teach the AVID elective class and coordinate the schoolwide implementation of AVID strategies. • Providing salaries for AVID trained tutors to facilitate AVID tutorials. 	<p>\$5,000 First Year \$10,000- \$15,000 in additional years</p> <p>August 1, 2017- May 21, 2021 AVID system for students \$5000/ Year</p>
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<p>READING</p> <ul style="list-style-type: none"> • Deep Reading Strategies • Note-Taking • Graphic Organizers • Vocabulary Building • Summarizing • Reciprocal Teaching 	<p>WRITING</p> <ul style="list-style-type: none"> • Cornell Note-Taking • Learning Logs • Quickwrites and Reflections • Process Writing • Peer Evaluation • Authentic Writing 	<p>INQUIRY</p> <ul style="list-style-type: none"> • Skilled Questioning Techniques • Costa's Levels of Thinking • Socratic Seminars • Tutorials • Investigations • Questions that Guide Research
<p>ORGANIZATION</p> <ul style="list-style-type: none"> • Binders and organizational tools • Calendars, planners, and agendas • Graphic organizers • A focused note-taking system • Tutorials and study groups • Project planning and SMART goals 		<p>COLLABORATION</p> <ul style="list-style-type: none"> • Socratic Seminars • Tutorials • Philosophical Chairs • Group Activities and Projects • Peer Editing Groups • Service Learning Projects

Guthrie, L., & Guthrie, G. P. (2000). *Longitudinal research on AVID 1999-2000: Final Report*. Burlingame, CA: CREATE.

Northeast Health Science Magnet Program

In the 2016-2017 school year, NEHS revamped its Career Technical pathways in order to increase participation in the Northeast Health Science Magnet program and to increase the opportunities for relevant and rigorous coursework that supports an emphasis on college and career readiness.

The following pathways are offered as a focus for the magnet program:

- Exercise Physiology
- Sports Medicine
- Health Information Technology
- Sports Entertainment Marketing

Timeline

Year 1-5

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<p>Students accepted into the program will complete a rigorous curriculum that incorporates project-based and problem-based learning and will get opportunities for cross-curricular research. Students will also participate in seminars lead by industry certified individuals as well as work-based/ practicum experiences. At the culmination of the pathway students will complete a capstone project which reflects the learning and opportunities provided within the magnet program.</p> <p>As a highlight of the program, NEHS will extend students' learning by creating an environment that allows students to practice the skills taught within the classroom. NEHS will partner with community organizations to establish a wellness center to promote healthy living in East Macon on the school campus. Students will be trained in providing rudimentary health screenings and health education to East Macon residents. Students in the sport medicine pathway will also be trained and will work as health trainers for all East Macon sporting events, working alongside physicians from area hospitals. Students in the marketing pathway will use their marketing skills to promote a positive image of the school within the community. They will also work with our athletes to provide promotional material to market their skills for college athletic scholarship(s).</p> <p>The focus and structure of the NEHS Magnet Program is designed to provide a rigorous, engaging, and relevant experience for students that will help to better prepare them for postsecondary options.</p> <p>Grant funding will support the program by providing</p> <ul style="list-style-type: none"> • Start-up equipment for the Wellness Center/ Sports Medicine & Exercise Physiology pathways • Equipment for the marketing aspect of the program • Professional development for teachers involved in the magnet program • Personnel- Funding for a magnet coordinator to support the needs of the program and to actively recruit community 	<p>Magnet Coordinator Supplement of \$3000 per year</p> <p><u>Year 1</u></p> <p>Professional development Year 1-3/ \$20,000 Year 3- \$10,000</p> <p>Field trips/ Enrichment Activities for Magnet students Year 1-\$23,000 Year 2-\$16,000 Year 3-\$17,500 Year 4-\$10,000 Year 5-\$17,500</p> <p>Supplies/ Equipment for Magnet program & Wellness Center - \$25000/ Year 1-\$35,000</p>
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<p>partners to support the practicum and work-based experiences.,</p> <ul style="list-style-type: none"> • Provide enrichment activities for students participating in the magnet program (field trips, student conference, etc.) 	<p>Year 2-\$20,000</p> <p>Year 3-\$15,000</p> <p>Year 4-\$10,000</p> <p>Year 5-\$8000</p>
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<p>A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of all students and student subgroups.</p>	
<p>Meta-analysis conducted by John Hattie, reported “Student Self-Reported Grading” in the top 5 influences of student achievement. Northeast Health Science Magnet High School has created a paradigm shift to include student collecting and analyzing their own data. At the onset of the year, students receive NEHS Student Proficiency forms. The student proficiency form mirrors the teacher’s 9-week pacing guide and allow students the opportunity to monitor his/her progress towards mastering the standards. In addition to the student proficiency forms, the students should also receive rubrics and checklist for major assignments to monitor their own progress.</p> <p>Using data to guide instructional delivery can be enhanced through efforts embedded in the grant. The use of common assessments provides feedback among teachers as well as among students. Data talks are instrumental in building strong professional learning communities (PLCs) in education. The district now uses common benchmarks among all high schools, which gives opportunities for building level PLCs as well as horizontal professional learning communities (HPLCs).</p> <p>At Northeast, teachers meet every other week in content PLCs to discuss Data on Tuesday, Assessment Planning on Wednesday, and Lesson Planning on Thursday. There are only 50 minute blocks allotted for each day every 2 weeks. The grant will allow additional</p>	<p style="text-align: center;"><u>Timeline</u></p> <p style="text-align: center;">Ongoing</p>

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time during the school day as well as additional funds for teachers after school to work using data to inform instruction. The grant will allow more resources for accurately tracking and/or progress monitoring students along the way. Teachers frequently use day and are expected to justify the instructional lesson, groups created, or the lack thereof, and resources needed. More opportunities for immediate feedback and data are needed for teachers, students and parent. Immediate feedback is possible through the implementation of student response systems, Plickers, Scantron Item Analysis Forms, and many other forms. The grant provides equity among all classrooms which transforms the entire culture and expectations. Although it is a common practice for multiple checks of understanding to be incorporated into each lesson, **immediate** feedback occurs in pockets due to limited resources.

As a result of creating a data drive atmosphere, we expect to see deeper communication between students and parents during student led conferences. Last year (2015-2016) was the first year of student led conferences in the high school and parents were very pleased. With the implementation student proficiency forms, PSAT/SAT/ACT/ASVAB data, benchmark progress, student growth, and Lexile growth, we expect more meaningful conversations and a gateway for more strategic student, parent and teacher engagement.

Monitoring

During quarterly PUSH meetings, teachers collect evidence to categorize student's current levels of success by beginning, developing, proficient and distinguished. The teacher brings in a collection of evidence from the quarter and explains strategies that have been used and how the data supported the methodology. Administrators, coaches and department heads attend the PUSH meetings, ask clarifying questions and listen to the teacher's comments. Teachers are then placed into flexible groups and given professional development needed to help improve weaknesses or used as support for teachers in need if all areas are proficient.

All teachers will understand the Northeast Way and how data is used. Each day teachers are expected to include "multiple checks for

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<p>understanding”. After creating clear learning targets for each day, the teacher is also expected to create a closing that allows students to show mastery, or the lack thereof, of the clear learning target for the day. All teachers are also expected to use the backwards design and give pre and posttest. The teacher then seeks to use the data (Standard 6: Assessment Uses), to inform the instruction of students who passed and failed (Standard 2: Instructional Planning) and to ensure that differentiation to meet the needs of all students (Standard 4: Differentiation) is included. The Northeast Way seeks to execute all 3 of the aforementioned standards to create an engaging environment (Standard 8: Academically Challenging Environment) for all students.</p> <p>In summary, student data will be monitored frequently by stakeholders. Students will consistently use student proficiency forms to monitor their progress for each class. Parents will monitor student performance and discuss the performance during student led conferences each quarter. Teachers will monitor their performance each week and make provisions for failing students and passing students. Last, but not least, administration will monitor student and teacher performance during weekly data meetings and formatively during PUSH meetings each quarter.</p>	
<p>A8. Establish schedules and strategies that provide increased learning time for students (defined as 300 hours of additional time devoted to instruction for all students). Please describe how the school will provide at least 60 hours of instruction (through a longer day, week, or academic year) for all students and how the remaining 240 hours will be offered to all students through additional instructional activities, i.e., enrichment, acceleration, remediation, etc. The 240 hours of ILT required of a SIG school can be provided before school, after school, on Saturdays, and over the summer. These ILT opportunities for students are to be made available to all students, but are not required of all students. Teacher planning and collaboration as well as job embedded professional learning are also necessary but do not serve to satisfy the 300 hours of ILT for all students.</p>	
<p><u>Increase Learning Time Activities</u></p>	<p style="text-align: center;"><u>Timeline</u></p>

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Increase learning time activities are proven to improve both numeracy and literacy when lead by certified teachers. ILT has also proved to be beneficial to student at risk for academic failure. NEHS will utilize ILT to provide a variety of approaches to improving student outcomes.

During School

NEHS will provide 20 minutes of additional instruction daily to all students for a cumulative amount of 60 hours of instruction over the 180-day school year. Teachers will utilize the additional time to implement formative instructional practices daily. Teacher will gather data using formatives assessments and will provide differentiated instruction to provide for the diverse needs of the student population.

In addition to ILT, NEHS will provide opportunities to extend the school day afterschool, on Saturdays, and during school breaks.

Saturday School

NEHS will provide Saturday School twice a month for nine months (18 days) for four hours of data driven remediation or attendance recovery. The school will employ work" teachers in each content area to provide facilitated instruction using Edgenuity, as well as, face to face tutoring. One teacher will facilitate attendance recovery. Saturday school will also be utilized to provide intensive preparatory sessions for advanced placement students and students seeking assistance with preparing for the ACT/ SAT/ ASVAB/ Accuplacer.

Afterschool Tutoring

Timeline

August 2017-May
2022

January 2017 –
August 2022

***Outside of School
Interventions***

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<p>Northeast High School will provide tutoring afterschool twice per week to support students in the mastery of Georgia Standards of Excellence and Georgia Performance Standards.</p>	<p align="right">\$72,000</p>
<p><u>Intercession</u></p> <p>NEHS will provide intercession during the fall and winter breaks to support students in mastering the standards, as well as, preparing for national and state assessments. Students will also be allowed opportunities to recover attendance during this time.</p>	<p align="center"><u>January 2017 – August 2022</u></p> <p align="center">Software/ Hardware Equipment Purchase to support Intervention Programs</p>
<p align="center">Summer Opportunity Programs</p>	<p align="right">\$8000/year</p>
<p><u>Summer Bridge (transitioning 8th Graders)</u></p> <p>Students who successfully transition from 8th to 9th grade are more likely to graduate from high school on time. NEHS will provide a summer bridge program for incoming 9th graders who have not performed at proficient level on the Georgia Milestones in Math and English Language Arts. The students in the summer bridge program will be taught by the most effective NEHS teachers in an effort to provide a seamless transition from 8th to 9th grade.</p>	
<p><u>Summer Bridge for Advanced Placement</u></p> <p>NEHS will host Advanced Placement preparatory classes for students on the AP track. Classes will focus on providing an introduction to the skills required to successfully obtain a three or higher on the AP exam.</p>	
<p><u>Summer Credit Recovery/Credit Repair Program</u></p> <p>Students who have proved to be unsuccessful in obtaining course credit during the school year will be afforded an opportunity to repair their averages or obtain initial course credit.</p>	

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<p>A9. Partner with parents and parent organizations, faith- and community- based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students’ social, emotional, and health needs.</p>	
<p>Focus on Parent and Community Program Reform Initiatives</p> <p>Implement the 360 Degrees of Family Engagement - A comprehensive Family Engagement Process and Plan that embeds family engagement into school improvement goals. This plan is facilitated by the Family Engagement Facilitator and monitored by school administrators and LEA.</p>	<p><u>Timeline</u></p> <p><u>August 2017</u></p> <p>Create a parent engagement plan aligned to the SIP.</p>

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<p><u>Staffing</u></p> <p>The leadership team will be allowed to work collaboratively with Human Resources Department to ensure the hiring of quality candidates to meet the programmatic needs of the school.</p> <p><u>Scheduling and School Calendar</u></p> <p>The principal will have flexibility in planning learning environments and non-traditional school schedules to align with reform strategy. Also, the principal will work with faculty and staff to design schedules to foster extending student services, teacher collaboration, and vertical teaming beyond the traditional contractual day. This may include lengthening the academic year and/or day to meet targeted stakeholder needs. Increased learning time during the Instructional day will be at least 30 minutes for all students. Five minutes will be added to each 7 period day class. During this time, students will be re-engaged, accelerated, and/or enriched.</p> <p><u>School Budget</u></p> <p>The school will work collaboratively with the LEA budget analyst and SIG coordinator to ensure the best way to allocate funds for materials and resources based on data and research.</p>	<p style="text-align: center;"><u>\$44,000/ yr.</u></p> <p style="text-align: center;"><u>PUSH Leadership</u></p> <p style="text-align: center;"><u>3600/ yr.</u></p>
<p>A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>	
<p>The LEA will review the current policies and practices to determine if there are any barriers to prevent the implementation of the SIG grant. All key LEA district leadership will review the application and make necessary recommendations for adjustments that align with the</p>	<p style="text-align: center;"><u>Timeline</u></p> <p style="text-align: center;">Ongoing</p>

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district's vision and mission, as well as, policies and procedures prior to submitting the grant proposal.

Additionally, NEHS will utilize the LEA's district content coordinators and SEA personnel to provide technical assistance throughout the grant implementation to support the various initiatives described in the grant application.

Currently, as a state monitored priority school, Northeast receives three progress monitoring meetings per year. The school is rated using the 12 performance indicators established by the Georgia Department of Education. Monitoring feedback is provided by the Indistar platform. As part of the process, the school is expected to identify needs, set goals and discuss the technical assistance needed by the LEA, SEA and other identified organizations. One of the identified organizations providing technical assistance is Georgia College and State University (GCSU) in which they serve as a Professional Development School (PDS).

The SEA currently provides Northeast with a School Effectiveness Specialist (SES) to assist leadership and to provide on-site guidance. The SES attends leadership team meetings and monthly professional learning meetings. In addition to attending the meetings, the SES provides hands-on instruction to the staff as needed. As a member of the leadership team, the SES assist in analyzing leading data from focus walks, walkthroughs, student assessments and PUSH meetings to create differentiated professional development for teachers. As stated previously, the SEA assist in the delivery of content and professional development with teachers. The SEA also provides proven tools from other schools and districts to improve processes and practices at Northeast.

As a PDS, the GCSU not only places student teachers in Northeast as a main hub to finalize the teacher education program, but the university provides assistance in identified areas. GCSU provides human resources to Northeast to assist with professional learning in

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<p>the building. The instructors from GCSU conducts book studies, attends bi-weekly PLC meetings (Data Day, Assessment Planning Day & Lesson Plan Day), and also connects students with external resources such as “author talks”. Last, but not least, the university sends content area specialist to assist identified needs.</p> <p>The LEA provides at content area specialist from the district’s teaching and learning department to assist. Currently, the teaching and learning team meets for a verbal needs assessment with the Northeast leadership team. Needs were generated and plans were created to assist Northeast to accomplish set goals. The team will frequently monitor teacher’s progress. The teaching and learning department will also provide feedback using the TKES platform as well.</p> <p>The grant will allow for more consistent assistance from GCSU through the intentional planning of professional learning days (during and/or after school) as well as resources for book studies and instructional strategies. Technical assistances include on and off site assistance. Transportation is needed in some instances, as well as, lodging. As a school, AVID strategies are embedded throughout the curriculum and yearly training is expected. Also, as a health science magnet school, assistance and shadowing is needed through visitations and hands-on experiences in program equipped facilities.</p>	
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<p>B. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.</p>	
<p>Beginning the 3rd year under the current principal, the school will continue to follow the Plan Until Success Happens (PUSH) process to monitor teacher effectiveness and its impact on student achievement. The PUSH process incorporates tiered meetings for the year. The Leadership PUSH meeting is held in the 2nd week of July followed by the Summer PUSH pre-planning meeting during the 3rd week. The leadership team focuses on needed changes and the strategies for transformation. During the PUSH pre-planning</p>	<p style="text-align: center;"><u>Timeline</u> Ongoing</p>

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meeting, teachers work collaboratively to finalize the 1st 9-weeks pacing guides, pre/posttest, student proficiency forms and initial lesson plans. Teachers will continue to prepare for each 9-week units in advance. This process ensures that teachers are successful at the beginning of each 9-weeks. As a result of the upfront work, pacing guides are changed to reflect “spiraling lessons” which in some cases are complete retaught lessons for classes with very low passing percentages on the standards, and others are review lessons for classes that have previously shown mastery.

The budget associated with this currently is \$15,000 plus benefits. The grant will allow an opportunity for teacher release time for each of the consecutive 9-weeks (2nd & 3rd) leading up end of the year testing. Appropriate planning and collaboration is vital. The release time not only allows teachers within the building to communicate, but it allows our administration, instructional coaches, department chairs, partners in education (GCSU PDS) and others to participate in the continuous improvement process throughout the year.

To assist the PUSH process, additional planning and training is needed after school and on Saturdays. Stipends are needed to encourage the continuous improvement process. Currently, Northeast is affiliated with Solution Tree for school improvement efforts. More in-depth training for data analysis and creating appropriate assessments are key components needed during the pre-planning stages. Establishing SMART goals in the areas of Culture, Literacy and Mathematics will also be important. Professional learning on creating SMART Goals is needed for all staff as well as processes for implementing and sustaining resources to meet the goals. Training is also needed to train teachers on what proficiency looks like in terms of mastering standards. In other words, more training on assigning the appropriate assessment type to the learning target style.

In an effort to improve the culture and climate at Northeast Health Science Magnet High School, professional development for Capturing Kids Heart is expected to be completed during the summer before the initial grant year. Training will be conducted for the entire

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<p>staff. Capturing Kids Heart focuses on strengthening student connectedness to others by enhancing healthy bonds with teachers. The training is 1 week in the summer and follow-ups are scheduled throughout the year.</p> <p>In addition to the activities described above, NEHS will prepare for the full implementation by conducting the following activities prior to implementation year 1:</p> <p>Instructional Programs: Planning and Designing</p> <ul style="list-style-type: none"> • Saturday School schedule: December 2016 • Intercession schedule: February 2017 • Summer School: June 2017 • Develop collaborative planning calendar: February 2017 • Staff Instruction Planning (analysis of student data, development of common assessments (formative and summative), development of unit plans, development of assessment plan and calendar: April-May 2017 <p>Staffing:</p> <ul style="list-style-type: none"> • Recruit and hire academic coaches and other instructional staff that will strengthen areas of need based on data: February - March 2017 <p>Professional Learning and Support:</p> <ul style="list-style-type: none"> • Analyze Teacher Keys data: January 2017 • Provide professional learning for transforming school culture: January 2017 • Develop professional learning yearly calendar: January - February 2017 • Train staff on implementation of research-based instructional strategies: March - April 2017 • Train staff on implementation of Transformation Model with fidelity: December 2016 	<p style="text-align: center;"><u>Pre-implementation</u></p> <p style="text-align: center;"><u>Capturing Kids Heart</u></p> <p style="text-align: center;">\$48,000</p>
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<p>Read 180</p> <p>School year 2016-2017, Northeast Health Science Magnet High School will purchase a new reading program, through Scholastic, titled Read 180 for students in grades 9-12 reading significantly below grade level. In addition, the school will purchase technical support for teachers using the program to receive job-embedded professional learning. This intense reading intervention-program will continue 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 align="center"><u>Timeline</u></p> <p>Purchase software (Read 180) \$7500 per year</p>
<p>Advancement Via Individual Determination (AVID)</p> <p>AVID is a catalyst for developing a school culture that closes the achievement, expectation, and opportunity gaps many students face, and it prepares all students for success in a global society. AVID focuses on leadership, systems, instruction, and culture to assist schools in helping students be prepared for college and career using WICOR strategies: Writing, Inquiry, Collaboration, Organization, and Rigor</p>	<p>Hire Read 180/ teacher \$55,000</p> <p>Graduation Coach/RTI Coach Year 1-5 \$60,000</p>
<p>Increasing the graduation rate</p> <p>Strategies for increasing the cohort graduation rate-</p> <ul style="list-style-type: none"> • Hire a graduation coach to <ul style="list-style-type: none"> ○ Track cohort data through attendance, academic, and behavior ○ Meet in small groups with at-risk students to get them back on track by <ul style="list-style-type: none"> ▪ Helping student develop goals ▪ Creating interventions, such as Saturday School, Credit Recovery/ Repair opportunities 	<p>Purchase Poster Maker and Supplies to support school wide implementation-\$9000</p>

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<ul style="list-style-type: none"> ○ Increase parent/ student knowledge of post-secondary options ○ Exposure to college and career options through job shadowing and field trips ○ Identify and link area social agencies with youth at risks of not graduating and their parents/ guardians 	
<p>AP and Magnet Programs</p> <ul style="list-style-type: none"> ● Purchase licenses for online courses for accelerated students and to meet DOE pathway needs. ● Support having AP study sessions and mock tests to prepare students to make at least a three (3) on AP exams. ● Ensure that AP teachers have the necessary equipment and supplies to implement the AP curriculum (study books, lab equipment, USAtestprep). ● Ensure that the Health Magnet Department has the equipment, technology and resources needed to teach pathway courses ● Ensure that the Health Magnet Department has the medical facilities for student to simulate practicums for students enrolled in the program. 	<p>Materials/ Supplies for AP classes- \$10,000</p> <p>Ongoing</p>
<p>Positive Behavioral and Intervention Supports</p> <p>Positive Behavior Interventions and Supports (PBIS) school team develop a documented discipline system that is integrated with the district’s Code of Conduct. When problem behavior occurs, students are provided with a full continuum of supports to address the behavior. If students do not respond, the intensity of the support increases. Most problem student behaviors either have an academic</p>	<p>Ongoing</p>

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<p>or social base. Properly addressing the root causes of behavior can prevent student failure later in life.</p> <p>At Northeast, Positive Behavioral Interventions and Supports (PBIS) is implemented school-wide level. Our school matrix is developed on the positive characteristics of: Persevering through Challenges, Respecting All, Investing in our Learning Environment, Demonstrating a Strength of Character, and Epitomizing Excellence across the river (PRIDE).</p> <p>Teachers have implemented a PBIS Focus for each of their class periods to recognize a target behavior observed in their classroom. This behavior is identified according to discipline data within this class. In addition, teachers and staff utilize "High Fives" as a token for positive behavior observed throughout the school, in and outside of the classroom. These High Fives are used for incentives that can be purchased in school PRIDE Breaks, monthly celebrations, admittance to pep rallies, assembly, parties, and games.</p> <p>Our monthly celebrations are based on data from our School Wide Information System (SWIS). These celebrations are the reward for those students who are consistently engaging in positive behavior and meeting monthly goals regarding our target behavior. Data from SWIS also informs our decisions for PBIS Lessons taught during Advisement sessions. This data lets us know what behaviors and areas are the high-priorities and where more practice and information regarding desired positive behavior are needed. Our PBIS Team meets twice a month to discuss our PBIS data, prepare PBIS lessons, and plan monthly celebrations.</p> <p>Parents are also an important part of PBIS implementation. We encourage parents to reinforce the same expectations and rules that the school teaches. This common language creates consistency and a unified support for expected student behavior. Data shows that children thrive when they have consistent, predictable expectations and consequences.</p>	<p>Year 1-\$5000</p> <p>Year 2-\$5000</p> <p>Year 3-\$4500</p> <p>Year 4-\$4000</p> <p>Year 5-\$3500</p>
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RTI Coordinator

NEHS will employ a RtI Coordinator to design and implement specific strategies to promote intellectual, social, and physical growth in all identified intervention students. This person will evaluate and measure the effectiveness of specific RtI strategies and interventions. In addition, the RtI coordinator will support teachers in implementing classroom based interventions and documenting student progress.

In addition, RTI Coordinator is to facilitates/designs/delivers Pyramid of Intervention (POI) Process across system & school levels; Carries out needed research and study to gain full working knowledge of RTI and its benefits to academic achievement of students at risk of academic failure; Oversee and implement Early Intervening Services; Assist with the implementation of Positive Behavior Supports; Develops and leads the school district in progress monitoring for all students; Develops expertise in facilitating effective meetings, providing results-oriented professional development; promoting collaborative team processes; Collaborates directly with the Teaching and Learning, Special Education, and Professional Learning Departments to plan, organize, and facilitate district RTI activities; Arranges and facilitates district RTI leadership meetings; Works with school RTI teams to establish decision-making rules for determining when students need interventions (strategic and targeted); Collaborates with schools in developing appropriate RTI strategies in their school; Works with school RTI teams and administrators to establish data collection, analysis, evaluation and reporting processes; Plans and participates in all district RTI training sessions and state RTI activities and facilitates or coordinates all district RTI professional development to staff in participating schools; Attends RTI team meetings at participating schools as needed; Collects and analyzes school data for district level reporting; Communicates orally and in writing information about RTI implementation and outcomes with internal and external sources, as needed.

Year 1-5

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<p>SAM</p> <p>Responsible for the management and coordination of the School Improvement Grant (SIG) implementation and operation and other school-related non-instructional activities such as planning and implementing daily building operations; coordinating activities such as special events and transportation. The SAM is also responsible for collaboration with the principal, develops and manages the annual school and SIG budget; Conducts meetings with parents and teachers on student discipline issues; Manages use of facilities, field trips, and special events; Manages and assists with SIG school budget and maintains appropriate records for all local school fiscal affairs in accordance with state and system-wide accounting practices; Works in collaboration with various members of the school administrative staff and SIG Coordinator on problems/projects related to the SIG award.</p> <p>Student-led conference</p> <p>When students, special and regular education, are well prepared over an extended period to tell the story of their own success, or lack thereof, they seem to experience a fundamental shift in their internal sense of responsibility for that success. The pride in accomplishment that students feel when they have positive story to tell and tell it well can be immensely motivational. The sense of personal responsibility that they feel when anticipating what it will be like to face the music of having to tell their story of poor achievement can also drive them to productive work.</p> <p>At Northeast Health Science Magnet High School, faith, business and community partners act as surrogate parent when a student's parent cannot attend the student led conference.</p>	<p>Supplements for a School Administrative Manager and a SAM SIG Budget Manager</p> <p>\$7000</p>
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<p>RaiderFest</p> <p>Brings the Eastside together, school and community, connecting all the feeder school with one vision. The goal was to show the impact of elementary (Bernd, Burdell-Hunt and Martin Luther King, Jr.) and middle (Appling) school student achievement on the graduation rate at Northeast Health Science Magnet High School.</p>	<p>Years 1-5 \$51,000</p>
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<p>D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.</p>	
<p>The LEA will review current policies and practices to determine if there are any barriers to prevent quality implementation of the school improvement grant draft meeting to discuss principal's proposals for transformation.</p>	<p><u>Timeline</u></p> <p>Ongoing</p>

<p>E. Sustain the reform after the funding period ends.</p>	
<p>Sustainability of reform efforts after the grant funding period ends is a major concern for NEHS. NEHS previously received a school improvement grant and dealt with sustaining the reform efforts in creative ways. The current principal established the follow efforts to sustain the reform efforts initiated under the previous grant:</p> <ul style="list-style-type: none"> • Compensated for loss of content area academic coaches by manipulating the master schedule to provide additional planning time for department chairs to observe and provide feedback to their colleagues. • Provided common planning for all core content areas and created protocols for effective collaboration. 	<p><u>Timeline</u></p> <p>Ongoing sustainability throughout the grant funding period</p>

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- Created partnerships with Georgia College & State University to support the initiative to provide ongoing job embedded professional development.
- Utilized funding from other grant or school improvement funds to support interventions such as Saturday school, afterschool tutoring, and credit repair.
- Established a data driven Better Seeking Leadership Team that uses data to support instructional decision making.
- Provided opportunities for teachers who exhibit typical to high growth to attend conferences as incentives for hard work.
- Developed teacher leaders within the building by allowing them to model best practices and serve as mentors for other faculty.
- Utilized AVID strategies school wide as a core focus for instituting research based instructional strategies in all classrooms.

In addition to the use of funding to expand the reform efforts already in place, SIG funds will be used to purchase equipment, create products, and deliverables that the school will continue to use after the grant implementation period to support an environment of increased student achievement and high student growth.

Throughout the grant implementation the school will work with the LEA and community partners to develop a sustainable plan to evaluate and maintain practices that are crucial to continued reform. The school will also continue to develop additional partnerships within the community to sustain the reform after funding has subsided.

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Sustainability: The LEA Support

After the grant period, the LEA will make a concerted effort to sustain the programs, practices, and successes at Northeast High School. The LEA will optimize all systems, such as, but not limited to curriculum and instruction, assessment and data utilization, professional development, resources and funding, planning and evaluation, personnel, and communication

The Teaching and Learning Department will ensure that district instructional coaches and content coordinators will continue to provide support to the school in sustaining teaching practices that have successfully impacted student achievement. Support may include providing job-embedded professional learning to maintain strengths as well as enhance weaknesses evident from data sources: Walkthroughs, Teacher Keys Evaluation System and Instructional Rounds. The Teaching and Learning Department will ensure the school continue to collect and analyze data for instructional purposes. The Research, Evaluation, Assessment, and Accountability Department will support the school with maintaining a formative assessment process for screening and progress monitoring students' performance. This department will also support the school's data teams in an effort to assure that instruction is adjusted to enhance academic success. In addition, the Research, Evaluation, Assessment, and Accountability Department will provide consistent data review so the school is abreast of teacher and student academic performance.

The Professional Learning Department will support Northeast High School by providing opportunities for the school to attend external conferences and workshop utilizing Title II-A funds. The Professional Learning Department will assist the school in maintaining instructional programs such as READ180 and System 44. The Professional Learning Department will collaborate with district instructional coaches and content coordinators to provide coaching to teachers who are struggling with delivering effective classroom instruction. In regard to resources and funding, the LEA

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will assess the usage of general funds to assist the school with academic programs and activities that have been successful in transforming the academic culture and improving student performance. The LEA will meet with program directors and coordinators, for example, Title I-A, Title II-A, GEAR UP, to coordinate funds in an effort to support the academic programs and practices that the school has implemented.

The LEA will support the school with sustainability by providing guidance in integrating grant initiatives within the Continuous School Improvement Plan (CSIP). The LEA will assist the school with evaluating effectiveness of instructional programs based on formative and outcome measures. The Human Resources Department will continue to support the school with employment of highly-qualified teachers in all content areas and the removal of teachers who are consistently ineffective in the classroom. For the system of communication, the LEA will continue with the structure of reporting data to district leaders during CSIP monitoring; as well as the structure of reporting data to other stakeholders during school council, PTA meetings, and other Title I parent meetings.

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LEA Name: Bibb County School District School Name: Northeast Health Science Magnet High School Schedule
Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor SIG 1003(g) schools. Write the annual goals below.
Reading/English Language Arts
2016 - 2017 School Year: <ul style="list-style-type: none">• The percent of Ninth Grade Language Arts students scoring at developing and above on the Ninth Grade Language Arts EOC will increase from 43% in the 2015 - 2016 school year to 48% in the 2016 - 2017 school year.• The percent of American Literature students scoring at developing and above on the American Literature EOC will increase from 38% in the 2015 - 2016 school year to 43% during the 2016 - 2017 school year.
2017 - 2018 School Year: <ul style="list-style-type: none">• The percent of Ninth Grade Language Arts students scoring at developing and above on the Ninth Grade Language Arts Milestone EOC will increase from 48% in the 2016 - 2017 school year to 53% in the 2017 - 2018 school year.• The percent of American Literature students scoring at developing and above on the American Literature EOC will increase from 43% to 48% during the 2017 - 2018 school year.
2018 - 2019 School Year: <ul style="list-style-type: none">• The percent of Ninth Grade Language Arts students scoring at developing and above on the Ninth Grade Language Arts EOC will increase from 53% in the 2017 - 2018 school year to 58% in the 2018 - 2019 school year.• The percent of American Literature students scoring at developing and above on the American Literature EOC will increase from 48% to 53% during the 2018 - 2019 school year.
2019 - 2020 School Year:

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- The percent of Ninth Grade Language Arts students scoring at developing and above on the Ninth Grade Language Arts EOC will increase from 58% in the 2018 - 2019 to 63% during the 2019 - 2020 school year.
- The percent of American Literature students scoring at developing and above on the American Literature EOC will increase from 58% to 63% during the 2019 - 2020 school year.

2020 - 2021 School Year:

- The percent of Ninth Grade Language Arts students scoring at developing and above on the Ninth Grade Language Arts EOC will increase from 68% in school year 2019 - 2020 to 73% during the 2020 - 2021 school year.
- The percent of American Literature students scoring at developing and above on the American Literature EOC will increase from 63% to 68% during the 2020 - 2021 school year.

Mathematics

2016 - 2017 School Year:

- The percent of Algebra I students scoring at developing and above on the Algebra I Milestone EOC will increase from 35% in the 2015 - 2016 school year to 40 % during the 2016 - 2017 school year.
- The percent of Analytic Geometry students scoring at developing and above on the Analytic Geometry EOC will increase from 23% to 28% during the 2016 - 2017 school year.

2017 - 2018 School Year:

- The percent of Algebra I students scoring at developing and above on the Algebra I Milestone EOC will increase from 40% in school year 2016 - 2017 to 45% during the 2017 - 2018 school year.
- The percent of Analytic Geometry students scoring at developing and above on the Analytic Geometry EOC will increase from 28% to 33% during the 2017 - 2018 school year.

2018 - 2019 School Year:

- The percent of Algebra I students scoring at developing and above on the Algebra I Milestone EOC will increase from 45% during the 2017 - 2018 school year to 50% during the 2018 - 2019 school year.

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<ul style="list-style-type: none"> The percent of Analytic Geometry students scoring at developing and above on the Analytic Geometry EOC will increase from 33% to 38% during the 2018 - 2019 school year.
<p>2019 - 2020 School Year:</p> <ul style="list-style-type: none"> The percent of Algebra I students scoring at developing and above on the Algebra I Milestone EOC will increase from 50% during the 2018 - 2019 school year to 55% during the 2019 - 2020 school year. The percent of Analytic Geometry students scoring at developing and above on the Analytic Geometry EOC will increase from 43% to 48% during the 2019 - 2020 school year.
<p>2020 - 2021 School Year:</p> <ul style="list-style-type: none"> The percent of Algebra I students scoring at developing and above on the Algebra I Milestone EOC will increase from 55% during the 2019 - 2020 school year to 60% during the 2020 - 2021 school year. The percent of Analytic Geometry students scoring at developing and above on the Analytic Geometry EOC will increase from 53% to 58% during the 2020 - 2021 school year.
<p>Cohort Graduation Rate (High Schools Only)</p>
<p>2016 - 2017 School Year: The percentage of students graduating within cohort will increase from 70.67 % in SY2015 - 2016 to 74% in SY 2016 - 2017.</p>
<p>2017 - 2018 School Year: The percentage of students graduating within cohort will increase from 74 % in SY2016 - 2017 to 78% in SY 2017 - 2018.</p>
<p>2018 - 2019 School Year: The percentage of students graduating within cohort will increase from 78 % in SY2017 - 2018 to 82% in SY 2018 - 2019.</p>
<p>2019 - 2020 School Year: The percentage of students graduating within cohort will increase from 82 % in SY2018 - 2019 to 86% in SY 2019 - 2020.</p>
<p>2020 - 2021 School Year: The percentage of students graduating within cohort will increase from 86 % in SY2019 - 2020 to 90% in SY 2020 - 2021.</p>

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

LEA Name: Bibb County School District

School Name: Northeast Health Science Magnet High School

Intervention Model: Transformation

Budget Template Instructions: Please provide a comprehensive five-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please refer to the FY14 SIG Guidance – (<http://www2.ed.gov/programs/sif/sigguidance032015.doc>) regarding allowable expenditures.

Function Code	Object Class	Item Description and Rationale	Costs
1000	100 Person Services (Salaries) 110.00 110.00 110.00 110.00 113.00 199.00	1 Academic Instructional Coach contracted for 195 days	\$32,000
		Read 180 Teacher	\$27,000
		Avid Teacher	\$27,000
		Social Studies Teacher contracted for 195 days	\$55,000 \$27,000
		Substitute Salaries for allotment for	\$2000
		Increased Learning Time – Saturday School- 5 Teachers, One Program Director and One Administrator will be contracted for 15 Saturdays @ 6 Hours per day=\$26000 Summer School Program- 5 teachers, One Program Director, One Counselor and One Administrator for 12 days =\$25,000 After School Tutorials/Remediation- 5 teachers for 40 days at 1.5 hours each day =\$15000	\$72,000

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2210		Interession Instruction during Fall and Winter Break Salaries for 4 days at 5 hours a day for 5 Teachers, One Director and One Administrator-\$6000	
	191.00	1 Sam Supplement (SAM ADMINISTRATOR MANAGER and a SAM School SIG Budget Manager Supplement)	\$7000
	191.00	RTI Coordinator/Grad Coach	\$30,000
	191.00	Magnet Coordinator Supplement	\$3000
		School as a Whole Professional Learning and extended day collaboration stipend/salary	56,000
	116.00	Professional Learning – Summer Leadership Camp Stipend	\$3500
	199.00	Push School as a Whole Stipend for 3days of summer PL	\$15,000
	113.00	Substitute Salaries for Job Shadowing and Collaborative Planning	\$5000
	199.00	Leadership Collaborative Planning and Data Review extended time for School Leaders	\$2500
		Incentive Salaries- <u>School-wide \$170,000</u> -Graduation Rate Increase-\$500 -CCRPI 5% Increase-\$500 -CCRPI 10% Increase-\$1000 -Lexile Scores 7% Increase-\$500 <u>Individual-\$5500</u> Milestone Teachers -Typical Growth-\$250 -High Growth-\$500 -Highest pass rate-\$500 -Highest Growth Rate-\$1000 CTAE Teachers-\$32500 -Pathway Completion 75%-\$500 Compass \$25.00/per student	\$270,000
	199.00		

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2700	180.00	AP Teachers-\$10,000 -Score of 3-\$50/student -Score of 4-\$100/student -Score of 5-\$150/student Signing Bonus -\$42,000 \$3000 per teacher at an estimated 7 new hire teachers= \$21,000 High Growth Retention Bonus-\$1500 Typical Growth Retention-\$500 \$21000		
		Bus Drivers Salaries- ILT to include bus transportation for after school tutorials, Saturday school and summer program transportation of students-\$25,000 Bus Drivers Salaries for College and Educational Field Trips-\$5,000	\$30,000	Object Total
				\$609,000
1000	200	Employee Benefits		
		(Break out benefit codes)		
		220.00 Social Security	\$11,594	
		221.00 Medicare	\$2,712	
		230.00 Teacher Retirement	\$25,268	
		250.00 Unemployment Compensation	\$318	
		260.00 Worker's Compensation	\$2,431	
		210.00 State Health	\$22,680	
		290.00 Life Insurance	\$86	
2210		220.00 Social Security	\$24,304	
		221.00 Medicare		

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2700			\$5,684	
		230.00 Teacher Retirement	\$5,493	
		220.00 State Health Care	\$5,670	
		250.00 Unemployment Compensation	\$667	
		260.00 Workers Compensation	\$5,096	
		290.00 Life Insurance	\$29	
		220.00 Social Security	\$1,860	
		221.00 Medicare	\$435	
		250.00 Unemployment Compensation	\$12	
		260.00 Worker's Compensation	\$390	Object Total
				\$114,729
	1000	300	Purchased Professional & Technical Services	
		Capturing Kids Hearts	\$48,000	-
		Avid College Tutors	\$5,000	
		Ford Pas	\$20,000	
				Object Total
			\$73,000	
1000	500	Services		
2210		Bus Fuel Expense- <ul style="list-style-type: none"> • Bus fuel expense for ILT programs-\$7000 • Bus Fuel expense for field trips to colleges and educational field trips-\$5000 Charter Buses to Leadership Conference to include the Auburn University Leadership Academy and Nashville Academy-\$8000 Leadership Academy Field Trips-\$10000	\$30,000	
		Professional Development travel and per diem for AVID, AP Training, GAEL, Nashville and DOE Leadership Conferences. \$50,000 National Conferences as outlined in the incentive program for highly effective teachers-\$45,000		
	519.00/595.00			
	580.00			

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			\$95,000	Object Total
				\$125,000
1000	600	Supplies/ Equipment		
		Instructional Supplies:		
		<ul style="list-style-type: none"> • READ 180 Teacher Supplies-\$1000 • Social Studies supplies -\$1000 • Core and Foreign Language Teachers will receive an additional \$1000 per department for materials beyond that provide by the district for remediation and differentiated activities • AP resources including study guides- \$4000 • AVID organizational binder for all students \$3000 • Graphing and Scientific Calculators- \$10,000 • Headphone sets with microphones for labs-\$2000 • SIG labels - \$200 • RTI Coordinator Supplies\$2000 • Science Lab, Anatomy Lab and Stem Lab supplies-\$4000 • PBIS Supplies and Incentives for students - \$5000 • Supplies for ILT Programs-\$3000 • Supplies for SAM-\$500 		
			\$40,700	
2210	616.00/611.00	Surface PROS for administrators and teachers for instructional activities and walkthrough/data collection and Adapters to work with interactive panels with protective cases	\$60,000	
1000	610.00	Wellness Center and Magnet Program Supplies-	\$10,000	
	616.00	Wellness Center and Magnet Program- Medical Equipment, Technology including software	\$25,000	

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2210	611.00	ID Machine Software	\$1,500	
	616.00	ID Machine to assist with proper identification and tracking of all students	\$6,000	
	611.00/616.00	2 Dell Complete Laptop Carts with Surge Protectors for System and Read 180 Labs and Laptops/Desktops for salaried positions listed with cases	\$70,000	
	616.00	Poster Maker with poster maker ink and materials and Instructional Ink Cartridges for SIG Funded Instructional Programs and ILT Programs	\$9,000	
	612.00	Software Remediation Purchases for Remediation and School Programs <ul style="list-style-type: none"> • AVID \$5000 • Read 180 software-\$7500 USA Test Prep/Study Island-\$8,000 	\$20,500	
	611.00	Professional Learning Technology	\$1,000	
	610.00	Professional Learning- PUSH and Collaboration Supplies	\$2,000	Object Total
				\$245,700
	700	Property (Capitalized Equipment)		
				Object Total
1000	800 Other Objects	Student Registration Dues- <ul style="list-style-type: none"> • BODIES EXHIBIT Magnet Conferences. - \$2500 • Summer Leadership dues-\$5000 Magnet and Stem Conference dues-\$5,000 Leadership Registrations (Examples Leadership academies, National Honor Society, BETA)-\$12500 	\$25000	
2210	810.00	Professional Development -Registration <ul style="list-style-type: none"> • GAEL-\$3500 • DOE Leadership Conference-\$3,000 • AVID-\$15,000 	\$70,000	Object Total

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		<ul style="list-style-type: none"> • Model Schools-\$3,000 • Nashville Academy Registration for faculty members -\$8000 • AP training registration for teachers-\$5000 • Regional/National Conference Registration-\$32,500 		
				\$95,000
	900 Other	INDIRECT COST	\$26500	
				Object Total
				\$26500

School Total

\$1,288,929

At Northeast High School, we are attempting revitalize the magnet program and focus. As a health science magnet school, it is imperative that we increase academics as well as opportunities and experiences for our student in the health and science pathways. Additional funding is needed in the area of personnel to achieve these goals. In an effort to increase the administrations impact on student achievement, it is advised that principal be appointed a School Administrative Manager (SAM). The SAM ensures that the administration is able to spend more time instructionally rather than managing. In addition to the SAM, an additional Instructional Coach is needed to assist teachers in a timely manner as well as provide job-embedded professional development. As indicated in our 5-year trend data, it is imperative that a deeper level of instruction is provided for all students (below grade level, on grade level and below grade level). A Sam Supplement for administrative management and a SAM SIG Budget Management Supplement will be added to existing staff's salaries to compensate for the additional job duties and responsibilities.

This teacher will be responsible for progress monitoring students through Kahn Academy as well as creating local tutoring opportunities from college students with our students. As the Gear UP grant is reaching its end, we currently do not have enough resources for our 9th and 10th graders to participate in the elective class. We also need more resources and training for these students. The current person

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serving in the Magnet Coordinator position will receive a stipend each year of the grant. Last, but not least, we are need of great assistance for implementing Response to Intervention (RTI) with fidelity. We need an onsite RTI Coordinator to ensure all students are appropriately served within the correct tier. We need additional laptop carts for students to work on during these aforementioned classes which is also a major budget item.

Student awareness and leadership is a huge factor in high school. We want to ensure that our students are exposed to multiple colleges/universities and facilities in the health care field. We also want to make sure our students receive formal instruction in leadership. We have budgeted for trips and camps for our students to attend from all grade levels.

Capturing Kids Hearts is a great program designed to help transform school culture. Creating optimal school culture is indicative when working as a transformational school. The entire staff needs be trained as well as the 8th grade teachers of the middle school to help prepare students for the high school experience.

Last, but not least, professional learning is a critical to improving teacher impact on student achievement. We have designed a professional learning calendar to assist our teachers. Included in the calendar is onsite training as well as off campus training, local/state/national conferences and school shadowing. As a health science school, we would like to shadow Nashville Schools as they have very similar pathways and expectations for their schools. We would also like to bridge the gap between core content area classes and CTAE classes. Ford Pas is an excellent training for the teachers.

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

LEA Name: Bibb County School District

School Name: Northeast Health Science Magnet High School

Intervention Model: Transformation

Budget Template Instructions: Please provide a comprehensive five-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please refer to the FY14 SIG Guidance – (<http://www2.ed.gov/programs/sif/sigguidance032015.doc>) regarding allowable expenditures.

Function Code	Object Class	Item Description and Rationale	Costs
1000	100 Person	1 Academic Instructional Coach contracted for 195 days	\$65000
	110.00	Read 180 Teacher contracted for 195 days	\$55,000
	110.00	Avid Teacher contracted for 195 days	\$55,000
	110.00	Social Studies Teacher contracted for 195 days	\$55,000
	113.00	Substitute Salaries for allotment for Social Studies	\$2000
	199.00	Increased Learning Time – Saturday School- 5 Teachers, One Program Director and One Administrator will be contracted for 15 Saturdays @ 6 Hours per day=\$26000 Summer School Program- 5 teachers, One Program Director, One Counselor and One Administrator for 12 days =\$25,000 After School Tutorials/Remediation- 5 teachers for 40 days at 1.5 hours each day =\$15000	\$72,000

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2210		Interession Instruction during Fall and Winter Break Salaries for 4 days at 5 hours a day for 5 Teachers, One Director and One Administrator-\$6000	
	191.00	1 Sam contracted Supplement (SAM ADMINISTRATOR MANAGER and a SAM School SIG Budget Manager Supplement)	\$7,000
	191.00	RTI Coordinator/Grad Coach	\$60,000
	191.00	Magnet Coordinator Supplement	\$3000
		School as a Whole PL and extended Collaborations	\$50,000
	116.00	Professional Learning – Summer Leadership Camp Stipend - 3 days	\$3,000
	199.00	PUSH School as whole stipend for a week of summer PL- 3 days	\$15,000
	113.00	Substitute Salaries for Job Shadowing, In house Collaborative Planning, PL Conferences and Leadership Monitoring	\$4,000
	199.00	Leadership Collaborative Planning and Data Review extended time for School Leaders -	\$2,500
		Incentive Salaries- <u>School-wide-\$166,000</u>	
	199.00	<p><i>Graduation rate increase-\$500</i></p> <p>Year 1-5%</p> <p>Year 2-5%</p> <p>Year 3-5%</p> <p>Year 4-4%</p> <p>Year 5-4%</p> <p>-CCRPI 5 point increase-\$500</p> <p>-CCRPI 10 point Increase-\$1000</p> <p>-Lexile Scores 7% Increase-\$500</p>	\$199,750

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		<p><u>Individual-\$5500</u> Milestone Teachers -Typical Growth-\$250 -High Growth-\$500 -Highest pass rate-\$500 -Highest Growth Rate-\$1000</p> <p>CTAE Teachers-\$3250 -Pathway Completion 75%-\$500 -Accuplacer-\$25/student who passes</p> <p>AP Teachers-\$10,000 -Score of 3-\$50/student -Score of 4-\$100/student -Score of 5-\$150/student</p> <p>Signing Bonus of \$3,000 for New Hire Teachers- \$15,000</p>		
	180.00	<p>Bus Drivers Salaries- ILT to include bus transportation for after school tutorials, Saturday school and summer program transportation of students-\$25,000 Bus Drivers Salaries for College and Educational Field Trips-\$5,000</p>	\$30,000	Object Total
2700				\$678,250
1000	200	Employee Benefits (Break out benefit codes)		
		220.00 Social Security	\$18,848	
		221.00 Medicare	\$4,408	
		230.00 Teacher Retirement	\$46,690	
		250.00 Unemployment Compensation	\$516	
		260.00 Worker's Compensation	\$3,952	
		210.00 State Health	\$45,360	

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2210		290.00 Life Insurance	\$116	
		220.00 Social Security	\$21,343	
		221.00 Medicare	\$4992	
		230.00 Teacher Retirement	\$10,986	
		220.00 State Health Care	\$11,340	
		250.00 Unemployment Compensation	\$585	
		260.00 Workers Compensation	\$4,476	
		290.00 Life Insurance	\$87	
			\$1,860	
		220.00 Social Security		
		221.00 Medicare	\$435	
		250.00 Unemployment Compensation	\$12	
		260.00 Worker's Compensation	\$390	Object Total
				\$176,396
1000	300 Purchased Professional & Technical Services	Capturing Kids Hearts	\$48,000	
		College AVID Tutors	\$15,000	
		Ford Pas	\$20,000	
				Object Total
			\$83,000	
1000	500 Services	Bus Fuel Expense- <ul style="list-style-type: none"> • Bus fuel expense for ILT programs-\$7000 • Bus Fuel expense for field trips to colleges and educational field trips-\$5000 Charter Buses to Leadership Conference to include the Auburn University Leadership Academy and Nashville Academy Leadership Academy Field Trips-\$8,000	\$20,000	
		519.00/595.00		

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2210		580.00	Professional Development Travel and Pier Diem for GAEL, DOE Leaderships and PL State/National Conferences-\$60,000	\$60,000	Object Total
					\$80,000
1000 2210	600	Supplies/ Equipment	Instructional Supplies: <ul style="list-style-type: none"> • READ 180 Teacher Supplies-\$1000 • Social Studies supplies \$1000 • Core and Foreign Language Teachers will receive an additional \$1000 for materials beyond that provide by the district for remediation and differentiated activities • AP resources including study guides- \$3,000 • AVID organizational binder for all students \$3000 • RTI Coordinator Supplies-\$1000 • Science Lab, Anatomy Lab and Stem Lab supplies-\$3000 • PBIS Supplies and Incentives for students - \$5000 • Supplies for ILT Programs-\$3000 • SAM Supplies-\$250 • Magnet Supplies (Postage, Paper, Letterhead, Envelopes, general supplies)-\$500 	\$18,750	
	610.00		Wellness Center and Magnet Program Supplies-	\$5,000	
	616.00		Wellness Center and Magnet Program-Medical Equipment, Technology including software	\$15,000	
	612.00		ID Machine Software and Materials	\$3,000	
	616.00		Poster Maker Ink and Materials and Instructional Ink Cartridges for SIG Funded Instructional Programs and ILT Programs	\$2,000	
	612.00		Software Remediation Purchases for Remediation and School Programs	\$20,500	

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2210		<ul style="list-style-type: none"> • AVID SOFTWARE-\$5000 • READ 180 SOFTWARE AND MATERIALS-\$7500 • USA Test Prep/Study Island \$8000 		
	611.00	Professional Learning Technology	\$1,000	
	610.00/642.00	Professional Learning- PUSH and Collaboration Supplies	\$2,500	Object Total
				\$67,750
	700 Property (Capitalized Equipment)			Object Total
1000	800 Other Objects	Student Registration Dues- <ul style="list-style-type: none"> • BODIES EXHIBIT Magnet Conferences - \$2500 • Summer Leadership dues-\$5000 Magnet and Stem Conference dues-\$4,500 Leader Registration due for conferences and leadership programs- \$4000	\$16,000	
	810.00			
2210	810.00	Professional Development Conference Registration for GAEL, DOE and State/National Conferences-\$40,000	\$40,000	Object Total
				\$56,000
	900 Other	Indirect Cost	\$25,000	Object Total
				\$25,000

School Total

\$1,166,396

Summary for Year 2

The 2nd year of the grant will be a continuation of the first year. The school will continue to use the human and financial resources provided by the school improvement grant to implement a transformational plan focused on improving student achievement. In the second year of the grant, the

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school will focus on the fidelity of utilization of effective teaching practices. Teacher support will primarily be provided through job-embedded professional development and the utilization of collaborative structures and protocols. Additionally, the school will place emphasis on developing and retaining the right people to provide rigorous instruction. The school will look to administrative and district staff to implement a coaching cycle focused on providing feedback to improve teaching and learning. The school will also utilize resources to continue the focus on interventions to close the achievement gap and to increase school climate as measured on the CCRPI.

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

LEA Name: Bibb County School District

School Name: Northeast Health Science Magnet High School

Intervention Model: Transformation

Budget Template Instructions: Please provide a comprehensive five-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please refer to the FY14 SIG Guidance – (<http://www2.ed.gov/programs/sif/sigguidance032015.doc>) regarding allowable expenditures.

Function Code	Object Class	Item Description and Rationale	Costs
1000	100 Person	1 Academic Instructional Coach contracted for 195 days	\$65,000
	110.00	Read 180 Teacher contracted for 195 days	\$55,000
	110.00	Avid Teacher contracted for 195 days	\$55,000
	110.00	Social Studies Teacher contracted for 195 days	\$55,000
	113.00	Substitute Salaries for allotment for Avid, Social Studies	\$2,500
	199.00	Increased Learning Time – Saturday School- 5 Teachers, One Program Director and One Administrator will be contracted for 15 Saturdays @ 6 Hours per day=\$26000 Summer School Program- 5 teachers, One Program Director, One Counselor and One Administrator for 12 days =\$25,000 After School Tutorials/Remediation- 5 teachers for 40 days at 1.5 hours each day =\$15000	\$72,000

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2210		Interession Instruction during Fall and Winter Break Salaries for 4 days at 5 hours a day for 5 Teachers, One Director and One Administrator-\$6000	
	191.00	1 Sam contracted-Supplement (SAM ADMINISTRATOR MANAGER and a SAM School SIG Budget Manager Supplement)	\$7,000
	191.00	RTI Coordinator/Grad Coach	\$60,000
	191.00	Magnet Coordinator Supplement	\$3,000
		School as a whole PL and Extended Collaboration paid at \$20 per hour	\$45,000
	116.00	Professional Learning – Summer Leadership Camp Stipend	\$2,500
	199.00	PUSH School as whole stipend for a week of summer PL	\$15,000
	113.00	Substitute Salaries for Job Shadowing, In house Collaborative Planning, PL Conferences and Leadership Monitoring	\$4,000
	199.00	Leadership Collaborative Planning and Data Review extended time for School Leaders -	\$2,500
		Incentive Salaries- <u>School-wide-\$170,000</u> -Graduation rate 5% Increase-\$500 -CCRPI 5% Increase-\$500 -CCRPI 10% Increase-\$1000 -Lexile Scores 7% Increase-\$500 <u>Individual-\$5500</u> Milestone Teachers -Typical Growth-\$250 -High Growth-\$500 -Highest pass rate-\$500 -Highest Growth Rate-\$1000 CTAE Teachers-\$2,500 \$3250-Pathway Completion 75%-\$500 Pass the Compass \$25/ Per Student AP Teachers-\$10,000 -Score of 3-\$50/student -Score of 4-\$100/student	\$196,750
	199.00		

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2700	180.00	-Score of 5-\$150/student Sign On Bonus-\$12000 New Hire Sign on Bonus-\$3000(4 Teachers)			
		Bus Drivers Salaries- ILT to include bus transportation for after school tutorials, Saturday school and summer program transportation of students-\$25,000 Bus Drivers Salaries for College and Educational Field Trips-\$5,000	\$30,000	Object Total	
				\$670,250	
1000	200	Employee Benefits (Break out benefit codes)	220.00 Social Security	\$18,848	
			221.00 Medicare	\$44,058	
			230.00 Teacher Retirement	\$46,690	
			250.00 Unemployment Compensation	\$516	
			260.00 Worker's Compensation	\$3,952	
			210.00 State Health	\$45,360	
			290.00 Life Insurance	\$116	
2210			220.00 Social Security	\$20,817	
			221.00 Medicare	\$4,868	
			230.00 Teacher Retirement	\$10,986	
			220.00 State Health Care	\$11,340	
			250.00 Unemployment Compensation	\$571	
			260.00 Workers Compensation	\$4,365	

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2700			290.00 Life Insurance	\$115	
			220.00 Social Security	\$1860	
			221.00 Medicare	\$435	
			250.00 Unemployment Compensation	\$12	
			260.00 Worker's Compensation	\$390	
					\$215,299
1000	300	Purchased Professional & Technical Services	CAPTURING KIDS HEARTS	\$40,000	-
			College Tutors	\$10,000	
			Ford Pas	\$20,000	
					\$78,000
1000	500	Services	Bus Fuel Expense- <ul style="list-style-type: none"> • Bus fuel expense for ILT programs-\$7000 • Bus Fuel expense for field trips to colleges and educational field trips-\$5000 Charter Buses to Leadership Conference to include the Auburn University Leadership Academy and Nashville Academy\$7500 Leadership Academy Field Trips-\$5000	\$24500	
2210			519.00/595.00 Professional Development travel and per diem for AVID, AP Training, GAEL, Nashville and DOE Leadership Conferences- \$35,000 National Conferences as outlined in the incentive program for highly effective teachers- \$30,000		
			580.00		

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			\$65,000	Object Total	
				\$89,500	
1000	600	Equipment			
		Instructional Supplies: <ul style="list-style-type: none"> • READ 180 Teacher Supplies-\$1000 • Social Studies supplies \$1000 • AVID Teacher Supplies-\$1000 • Core and Foreign Language Teachers will receive an additional \$1000 per department for materials beyond that provide by the district for remediation and differentiated activities • AP resources including study guides- \$3000 • AVID organizational binder for students-\$3,000 • Headphone sets with microphones for labs-\$250 • RTI Coordinator Supplies-\$1000 • Science Lab, Anatomy Lab and Stem Lab supplies-\$2500 • PBIS Supplies and Incentives for students-\$4500 • Supplies for ILT Programs-\$3000 • Magnet Supplies-\$500 • Sam Supplies-\$250 			
			\$26,000		
		610.00	Wellness Center and Magnet Program Supplies-	\$5,000	
		616.00	Wellness Center and Magnet Program-Medical Equipment, Technology including software	\$10,000	
		611.00	ID Machine Software and supplies	\$3,000	
		616.00	Poster Maker Ink and Materials for SIG Funded Instructional Programs and ILT Programs	\$2,000	
			Software Remediation Purchases for Remediation and School Programs <ul style="list-style-type: none"> • AVID -\$5000 Read 180 software-\$7500 • USA Test Prep/Study Island-\$8,000 	\$20,500	
		612.00			
		611.00	Professional Learning Technology	\$1,200	
2210					

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	610.00	Professional Learning- PUSH and Collaboration Supplies	\$1,500	Object Total
				\$69,250
	700	Property (Capitalized Equipment)		Object Total
				\$ 0
1000	800	Other Objects		
	810.00	Student Registration Dues- <ul style="list-style-type: none"> • BODIES EXHIBIT Magnet Conferences - \$2500 • Summer Leadership dues-\$5000 Magnet and Stem Conference dues-\$4,500 Leadership Registrations for Field Trips and Dues- \$5000 	\$17,000	
2210	810.00	<ul style="list-style-type: none"> • Professional Development Conference Registration for GAEL, DOE, AVID and State/National Conferences \$50,000 	\$50,000	Object Total
				\$67,000
	900	Other		
		Indirect Costs	\$25,000	Object Total
				\$25,000
School Total				\$1,214,299

3rd Year Summary

The 3rd year of the grant is a very pivotal year. New processes should be in place and major change should be prevalent throughout the school. The incentives to recruit and retain the right people should begin to shift to more retaining of the right staff. During year 3, professional learning shifts to sustaining research based instructional strategies as well as sustaining efforts of the newly established culture. It will be the responsibility of the school to ensure that designated contractors and/or LEA professional learning shifts

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from implementation stages to sustaining stages. The development of teachers as leaders should also begin to be established. The professional learning practiced in years 1 and 2 of the grant should be manifested and as a result, the culture and climate of the building should adjust to quality instruction impacting student achievement positively as measured through growth on the CCRPI.

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

LEA Name: Bibb County School District

School Name: Northeast Health Science Magnet High School

Intervention Model: Transformation

Budget Template Instructions: Please provide a comprehensive five-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please refer to the FY14 SIG Guidance – (<http://www2.ed.gov/programs/sif/sigguidance032015.doc>) regarding allowable expenditures.

Function Code	Object Class	Item Description and Rationale	Costs
1000	100 Person	1 Academic Instructional Coach contracted for 195 days	\$65,000
	110.00	Read 180 Teacher contracted for 195 days	\$55,000
	110.00	Avid Teacher contracted for 195 days	\$55,000
	110.00	Social Studies Teacher contracted for 195 days	\$55,000
	113.00	Substitute Salaries for allotment for-Avid, Social Studies	\$2,500
		Increased Learning Time – Saturday School- 5 Teachers, One Program Director and One Administrator will be contracted for 15 Saturdays @ 6 Hours per day=\$26000 Summer School Program- 5 teachers, One Program Director, One Counselor and One Administrator for 12 days =\$25,000 After School Tutorials/Remediation- 5 teachers for 40 days at 1.5 hours each day =\$15000 Intersession Instruction during Fall and Winter Break Salaries for 4 days at 5 hours a day for 5 Teachers, One Director and One Administrator-\$6000	\$72,000
	199.00		
2210	191.00	1 Sam contracted Supplement	\$7,000

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	(SAM ADMINISTRATOR MANAGER and a SAM School SIG Budget Manager Supplement)	
191.00	RTI Coordinator	\$60,000
191.00	Magnet Coordinator Supplement	\$3,000
	School as a whole professional learning and extended day collaboration at \$60,000	\$45,000
116.00	Professional Learning – Summer Leadership Camp Stipend	\$2,500
199.00	PUSH School as whole stipend for a week of summer PL	\$15,000
113.00	Substitute Salaries for Job Shadowing, In house Collaborative Planning, PL Conferences and Leadership Monitoring	\$4,000
199.00	Leadership Collaborative Planning and Data Review extended time for School Leaders -	\$2,500
199.00	<p>Incentive Salaries-</p> <p><u>School-wide-\$166,000</u></p> <p>-Graduation rate 5% Increase-\$500</p> <p>-CCRPI 5% Increase-\$500</p> <p>-CCRPI 10% Increase-\$1000</p> <p>-Lexile Scores 7% Increase-\$500</p> <p><u>Individual \$5500</u></p> <p>Milestone Teachers</p> <p>-Typical Growth-\$250</p> <p>-High Growth-\$500</p> <p>-Highest pass rate-\$500</p> <p>-Highest Growth Rate-\$1000</p> <p>CTAE Teachers-\$2,500 \$3250</p> <p>-Pathway Completion 75%-\$500</p> <p>Pass the Compass \$25/Per Student</p> <p>AP Teachers-\$10,000</p> <p>-Score of 3-\$50/student</p> <p>-Score of 4-\$100/student</p> <p>-Score of 5-\$150/student</p>	\$196,750

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2700	180.00		New Hire Sign On Bonus- \$3000 (For UP to 4 Teachers)=\$12000		
			Bus Drivers Salaries- ILT to include bus transportation for after school tutorials, Saturday school and summer program transportation of students-\$25,000 Bus Drivers Salaries for College and Educational Field Trips-\$5,000	\$30,000	Object Total
					\$670,250
1000	200	Employee Benefits (Break out benefit codes)	220.00 Social Security	\$18,879	
			221.00 Medicare	\$4,416	
			230.00 Teacher Retirement	\$46,691	
			250.00 Unemployment Compensation	\$518	
			260.00 Worker's Compensation	\$3,959	
			210.00 State Health	\$45,360	
			290.00 Life Insurance	\$116	
2210			220.00 Social Security	\$20,817	
			221.00 Medicare	\$4,869	
			230.00 Teacher Retirement	\$10,986	
				\$11,340	
			220.00 State Health Care		
			250.00 Unemployment	\$571	
			260.00 Workers Compensation	\$4,365	
			290.00 Life Insurance	\$29	
2700			220.00 Social Security	\$1,860	

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		221.00 Medicare	\$435	
		250.00 Unemployment Compensation	\$12	
		260.00 Worker's Compensation	\$390	Object Total
				\$175,613
1000	300 Purchased Professional & Technical Services	CAPTURING KIDS HEARTS	\$30,000	-
		College Avid Tutors Service Agreement	\$15,000	
		-Ford Pas	\$10,000	
				Object Total
				\$55,000
1000 2210	500 Services 519.00/595.00 580.00	Bus Fuel Expense- <ul style="list-style-type: none"> • Bus fuel expense for ILT programs-\$7000 • Bus Fuel expense for field trips to colleges and educational field trips-\$5000 Charter Buses to Leadership Conference to include the Auburn University Leadership Academy and Nashville Academy Leadership Field Trips-\$5000	\$25,000	
		Professional Development travel and per diem for AVID, AP Training, GAEL, Nashville and DOE Leadership Conferences-\$50,000 National Conferences as outlined in the incentive program for highly effective teachers-\$20,000		
			\$90,000	Object Total
				\$115,000
1000	600 Supplies/			

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2210	Equipment	Instructional Supplies: <ul style="list-style-type: none"> • READ 180 Teacher Supplies-\$1000 • Social Studies supplies-\$1000 • Core and Foreign Language Teachers will receive an additional \$1000 per department for materials beyond that provide by the district for remediation and differentiated activities • AVID Teacher Supplies-\$1000 • AP resources including study guides-\$3000 • AVID organizational binder for all students-\$3000 • Headphone sets with microphones for labs-\$250 • RTI Coordinator Supplies-\$1000 • Science Lab, Anatomy Lab and Stem Lab supplies-\$2500 • PBIS Supplies and Incentives for students - \$4000 • Supplies for ILT Programs-\$3000 • Magnet Coordinator Supplies-\$500 • Sam Supplies-\$200 		
	610.00	Wellness Center and Magnet Program Supplies-	\$25,450	
	616.00	Wellness Center and Magnet Program-Medical Equipment, Technology including software	\$5,000	
	611.00	ID Machine Software and supplies	\$5,000	
	611.00	ID Machine Software and supplies	\$3,000	
	616.00	Poster Maker Ink and Materials and Instructional Ink Cartridges for SIG Funded Instructional Programs and ILT Programs	\$2,000	
	612.00	Software Remediation Purchases for Remediation and School Programs <ul style="list-style-type: none"> • AVID-\$5000 • Read 180 software-\$7500 • USA Test Prep/Study Island-\$8,000 	\$20,500	
	611.00	Professional Learning Technology	\$500	
	610.00	Professional Learning- PUSH and Collaboration Supplies	\$1,500	Object Total

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				\$62,950
	700	Property (Capitalized Equipment)		
				Object Total
				\$ 0
1000	800	Other Objects		
		Student Registration Dues- <ul style="list-style-type: none"> • BODIES EXHIBIT Magnet Conferences - \$2500 • Summer Leadership dues-\$5000 Magnet and Stem Conference dues-\$4,500 Student Leadership Registrations to leadership academies- \$5500 		
	810.00		\$17,500	
2210		Professional Development -Registration <ul style="list-style-type: none"> • GAEL-\$2500 • DOE Leadership Conference-\$3,000 • AVID-\$15,000 • Model Schools-\$3,000 • Nashville Academy Registration for faculty members -\$8000 • AP training registration for teachers-\$5000 • Regional/National Conference Registration-\$25,000 		
	810.00		\$61,500	Object Total
				\$79,000
	900	Other		
		Indirect Costs	\$24,767	
				Object Total
				\$24,767

School Total

\$1,182,580

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The 4th year of the grant is designed to prepare for the sustainability. The 4th and 5th year prepare key positions to be possibly diminished while increasing capacity in remaining school based personnel. Preparation for sustainability will also be embedded within the 4th year of planning. During this year, teachers will ensure that processes are not only implemented effectively in the high school, but that other schools in the feeder zone begin to have an opportunity to participate in professional learning to ensure rising 9th graders are prepared for the rigor. The fifth year will be used to ensure capacity has been built in faculty, staff and students. The fifth year will be used to update professional learning as well as equipment and supplies for the core classes, AP curriculum and magnet program. The RTI coordinator will continue to ensure that teacher capacity is high for identifying student's tiers and ensuring the appropriate interventions available. The SAM will ensure other staff have been identified to support the administration and have the capacity to fulfill SAM responsibilities. The 4th year will also be used to make any necessary technology updates and or purchases for effectively sustaining the success.

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

LEA Name: Bibb County School District

School Name: Northeast Health Science Magnet High School

Intervention Model: Transformation

Budget Template Instructions: Please provide a comprehensive five-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please refer to the FY14 SIG Guidance – (<http://www2.ed.gov/programs/sif/sigguidance032015.doc>) regarding allowable expenditures.

Function Code	Object Class	Item Description and Rationale	Costs
1000	100 Person	1 Academic Instructional Coach contracted for 195 days	\$65,000
		Read 180 Teacher contracted for 195 days	\$55,000
		Avid Teacher contracted for 195 days	\$55,000
		Social Studies Teacher contracted for 195 days	\$55,000
		Substitute Salaries for-Avid, Social Studies	\$2,500
		Increased Learning Time – Saturday School- 5 Teachers, One Program Director and One Administrator will be contracted for 15 Saturdays @ 6 Hours per day=\$26000 Summer School Program- 5 teachers, One Program Director, One Counselor and One Administrator for 12 days =\$25,000 After School Tutorials/Remediation- 5 teachers for 40 days at 1.5 hours each day =\$15000 Intersession Instruction during Fall and Winter Break Salaries for 4 days at 5 hours a day for 5 Teachers, One Director and One Administrator-\$6000	\$72,000
		1 Sam contracted Supplement	\$7,000
2210	191.00		

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	(SAM ADMINISTRATOR MANAGER and a SAM School SIG Budget Manager Supplement)	
191.00	RTI Coordinator/Grad Coach	\$60,000
191.00	Magnet Coordinator Supplement	\$3,000
	School As a Whole Collaboration and extended day collaboration -\$60,000	\$45,000
116.00	Professional Learning – Summer Leadership Camp Stipend	\$2,500
199.00	PUSH School as whole stipend for a week of summer PL- 3 Days	\$15,000
113.00	Substitute Salaries for Job Shadowing, In house Collaborative Planning, PL Conferences and Leadership Monitoring	\$4,000
199.00	Leadership Collaborative Planning and Data Review extended time for School Leaders -	\$2,500
	Incentive Salaries- <u>School-wide-\$170,000</u> -Graduation rate 5% Increase-\$500 -CCRPI 5% Increase-\$500 -CCRPI 10% Increase-\$1000 -Lexile Scores 7% Increase-\$500 <u>Individual-\$5500</u> Milestone Teachers -Typical Growth-\$250 -High Growth-\$500 -Highest pass rate-\$500 Highest Growth Rate-\$1000 CTAE Teachers-\$3250 -Pathway Completion 75%-\$500 Compass Pass Stipend- \$25.00/per student AP Teachers-\$10,000 -Score of 3-\$50/student -Score of 4-\$100/student -Score of 5-\$150/student	
199.00		\$19,6750

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2700	180.00		New Hire Teacher Signing Bonus-\$12,000 \$3000 per teacher (Estimated 4 teachers)		
			Bus Drivers Salaries- ILT to include bus transportation for after school tutorials, Saturday school and summer program transportation of students-\$25,000 Bus Drivers Salaries for College and Educational Field Trips-\$5,000	\$30,000	Object Total
					\$67,0250
1000	200	Employee Benefits (Break out benefit codes)	220.00 Social Security	\$1,8879	
			221.00 Medicare	\$4,416	
			230.00 Teacher Retirement	\$46,691	
			250.00 Unemployment Compensation	\$518	
			260.00 Worker's Compensation	\$3,959	
			210.00 State Health	\$45,360	
			290.00 Life Insurance	\$116	
2210			220.00 Social Security	\$20,817	
			221.00 Medicare	\$4,869	
			230.00 Teacher Retirement	\$10,986	
			220.00 State Health Care	\$11,340	
			250.00 Unemployment Compensation	\$571	
			260.00 Workers Compensation	\$4,365	
			290.00 Life Insurance	\$29	
2700			220.00 Social Security	\$1,860	
			221.00 Medicare	\$435	
			250.00 Unemployment Compensation	\$12	
			260.00 Worker's Compensation	\$390	Object Total

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				\$175,613
1000	Purchased Professional & Technical Services	Avid College Tutors	\$15,000	
				Object Total
				\$15,000
1000	500 Services	Bus Fuel Expense- <ul style="list-style-type: none"> • Bus fuel expense for ILT programs-\$7000 • Bus Fuel expense for field trips to colleges and educational field trips-\$5000 Charter Buses to Leadership Conference to include the Auburn University Leadership Academy and Nashville Academy \$12,500	\$24,500	
2210	519.00/595.00			
	580.00	Professional Development Travel and Pier Diem for GAEL, DOE Leaderships and PL State/National Conferences \$42,750.00		
			\$42,750	Object Total
				\$67,250
1000 2210	600 Supplies/ Equipment	Instructional Supplies: <ul style="list-style-type: none"> • READ 180 Teacher Supplies-\$1000 • Social Studies supplies-\$1000 • AVID Teacher Supplies-\$1000 • Core and Foreign Language Teachers will receive an additional \$1000 per department for materials beyond that provide by the district for remediation and differentiated activities • AP resources including study guides-\$3000 	\$24,000	
	610			
	611			

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2210			<ul style="list-style-type: none"> • AVID organizational binder for all students-\$3000 • Headphone sets with microphones for labs-\$250 • RTI Coordinator Supplies-\$1000 • Science Lab, Anatomy Lab and Stem Lab supplies-\$2500 • PBIS Supplies and Incentives for students - \$3500 • Supplies for ILT Programs-\$3000 • SAM Supplies-\$250 • Magnet Coordinator-\$500 		
	610.00		Wellness Center and Magnet Program Supplies-	\$3,000	
	616.00		Wellness Center and Magnet Program-Medical Equipment, Technology including software	\$5,000	
	611.00		ID Machine Software and supplies	\$3000	
	616.00		Poster Maker Ink and Materials and Instructional Ink Cartridges for SIG Funded Instructional Programs and ILT Programs	\$2,000	
	612.00		<ul style="list-style-type: none"> • AVID SOFTWARE-\$5000 • READ 180 SOFTWARE AND MATERIALS-\$8000 • USA TEST PREP/ STUDY ISLAND-\$8000 	\$21,000	
	611.00		Professional Learning Technology	\$1000	
	610.00		Professional Learning- PUSH and Collaboration Supplies	\$1500	Object Total
					\$61,000
		700	Property (Capitalized Equipment)		
				\$ 0	
1000	800	Other Objects	Student Registration Dues- <ul style="list-style-type: none"> • BODIES EXHIBIT Magnet Conferences- \$2500 • Summer Leadership dues-\$5000 		
	810.00		Magnet and Stem Conference dues-\$4,500	\$20,000	

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		Student Registrations for Leadership Academy- \$8,000		
2210	810.00		\$43,500	Object Total
				\$63,500
	900 Other	Indirect Costs	\$21,924	
				Object Total
				\$21,924
School Total				\$1,074,537

5th Year Summary

During the 5th year of the grant, it is imperative the process for sustaining the grant has been implemented effectively. During this year, teachers will ensure that processes are not only implemented effectively in the high school, but that other schools in the feeder zone have an opportunity to participate in professional learning with us to ensure rising 9th graders are prepared for the rigor. The fifth year will be used to ensure capacity has been built in faculty, staff and students. The fifth year will be used to update professional learning as well as equipment and supplies for the core classes, AP curriculum and magnet program. Time will also be provided for the administrative team and leadership team to work on future sustainability grants. The RTI coordinator will continue to ensure that teacher capacity is high for identifying student's tiers and ensuring the appropriate interventions available. The SAM will ensure other staff have been identified to support the administration and have the capacity to fulfill SAM responsibilities. The 5th year will also be used to make any necessary technology updates and or purchases for effectively sustaining the success.

APPENDICES

School Level Descriptive Information

School Comprehensive Needs Analysis:

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

School Name: Northeast Health Science Magnet School			Selected Intervention Model: Transformation
Provide a minimum of two years of data where indicated.			Provide a summary and conclusion of the analysis of each area.
1. Student Profile Data	2014-15	2015-16	<p>Northeast enrollment has been showing a steady increase over the last 3 years. Although ending enrollment showed 679 in the school year of 2015 – 2016, Northeast is a very transient school as enrollment topped 746 students at one time. Enrollment has been in the 700s for the 2 years and the current school year as well. The majority of students enrolled represent the Afro-American race at 96%. Data reveals a high level of discipline referrals and a low level of high level courses offered for students. Only 9% of the student population received high level course offerings. In addition to high discipline referrals, attendance was poor with only 59% of the students missing 6 or fewer days which impacts CCRPI negatively. The graduation rate increased 13% from the 2013-14 SY to the 2014-15 SY. The graduation rate was sustained last year.</p>
Total student enrollment	601	679	
Grade level enrollment	9 th - 235	9 th - 242	
Number of students in each subgroup (List applicable subgroups below.)	Black- 574 White- 14	Black- 651 White- 12	
Attendance %	41% fewer	40% few	
Disciplinary Incidents	1500	2000	
AP, IB, and Dual Enrollment (#)	AP-38	AP-59	
Graduation Rate	70.0	70.65	
2. Staff Profile Data	Provide a summary and conclusion of the analysis of each area.		
Current Principal Length of time in position	<p>The current principal, Steven Jones, recently completed two full years and just completed the 1st month of his third year as principal of Northeast High School. Although this is his 3rd year in the high school, he had the unique opportunity to loop from the feeder middle school. Thus, he has been the majority of the students' principal in middle school and in high school. Mr. Jones would have been the current graduating class principal 6 out of the last 7 years. The first year of the grant implementation, Mr. Jones would be serving his 7th consecutive year as principal for 90% of the students.</p>		

Teaching Staff Number of years' experience in profession		
1 to 3 years	29	As indicated in the data, there are very few teachers with more than 10 years' experience. In an at-risk school, this creates another barrier for quality instruction and climate. Teachers new to the profession have very few veterans to seek for support within the building. Job-embedded professional development and hands-on training are 2 effective techniques; however, with the lack of "seasoned" expertise, teachers are not afforded the consistent opportunity of shadowing, modeling and collaborating.
4-10 years	40	
11-20 years	17	
21+ years	14	
Teaching Staff Percentage (%) of experience in the		
1 to 3	55	As indicated in the data a majority of the faculty have 1-3 years' experience working at NEHS. The high level of inexperience working at NEHS affects the school's ability to develop a cohesive vision for the school, as well as, develop a consistent level of expectation for teaching and learning.
4-10 years	28	
11-20 years	10	
21+ years	7	

Teacher attendance rate	2014-2015	2015-2016	Teachers attend school regularly at Northeast Health Science High School. With the exception of professional leave and teachers on disability leave, the teachers serve their students more than 90% of the year. This data shows the level of commitment the teachers have for the students of Northeast. Working in an at-risk school to create change is intense process. The dedication rendered by the teachers over the last few years shows their willingness to follow through. Not only has Northeast had a good retention rate over the past 2 years, the teachers come to work consistently. As an incentive, Northeast would like to reward teachers that maintain a 90% attendance rate and above.
	84%	91%	
Teacher evaluation data by levels (Level 1 is equivalent to Ineffective and Level 4 is equivalent to Exemplary on TKES)	2015-2016		The majority of the teachers received Level 3 ratings during the Summative Overall Evaluation in TKES. Several of the teachers who scored in Level 2 were teachers of Milestone tested subjects. Training is need to ensure that teachers,
	Level 1	0%	
	Level 2	19%	
	Level 3	81%	

		Level 4	0%	specifically in Milestones courses are proficient. During this initial year of the grant, 14 new teachers were hired. There is a major need for more professional learning and development for the teachers at Northeast.
Student Achievement Data	2014-2015	2015-2016		
Reading/Language Arts				
All Students category	9 th Grade Lit-26% American Lit-33%	9 th Grade Lit- 43% American Lit-38%		After having years of success on state tests in the ELA department with pass rates above 80% in some areas, we saw a significant decline in our scores once we adopted the Georgia Milestone Assessment. After getting over the first year decline that is typical when a new test is adopted, we saw gains in the pass rate once again. In addition to looking at the percentage of students achieving at the proficient and distinguished levels, we are placing a lot of focus on how well our students are growing from year to year. During the 2015-2016, we saw typical growth in both ELA subjects.
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity				Economically disadvantaged students represent the only subgroup. The economically disadvantaged students represent 95% of the school enrollment; thus, the overall scores represent the same proficiency level.

Mathematics			
All Students category	Coordinate Algebra- 21% Analytic Geometry- 14%	Algebra I-35% Analytic Geometry- 23%	As a district and school we have struggled with recruiting strong math teachers. In addition, the math curriculum has changed numerous times over the past few years. This has caused a disconnect between the professional learning that had been delivered to math teachers and the new curriculum that they have to teach. Needless to say, student achievement in this area had suffered. During the 2015-2016 school year, we saw low growth in the area of Analytic Geometry and typical growth in Coordinate Algebra.
Subgroups: Economically disadvantaged students, Special education students English Language Learners			Economically disadvantaged students represent the only subgroup. The economically disadvantaged students represent 95% of the school enrollment; thus, the overall scores represent the same proficiency level.
Graduation rate (if applicable)	70.00	70.65	Our graduation rate was sustained with a slight increase of 0.65%. After analyzing our practices for addressing student achievement over the years, we noticed that we have been reactive rather than proactive, especially when it comes to the graduation rate. As a result, we have placed emphasis on the work that the counselors and GEAR Up coach does with tracking cohorts of students. We have now begun to look at all cohorts rather than only focusing on the senior class with regards to the graduation rate. More can be done in this area if we had a designated graduation coach to work with all grade levels in identifying at risk students and begin working with them early to ensure that they complete high school in 4 years or less. In addition, an RTI Coordinator is needed to help teachers work with students in terms of identifying and utilizing the most effective interventions for each student's needs. With these two elements of support, our graduation rate will see significant gains.
	2014	2015	

CCRPI Score:	55.8	61.7	NEHS's CCRPI score increased by six points from 2014 to 2015. The school's focus on student growth, by using the Northeast Way, is evident in the areas where NEHS received gains on the CCRPI. NEHS received 85% of the available points for progress points which are related to student growth. All EOC tested subjects with the exception of Analytic Geometry showed typical/ high growth. While the school showed progress in this area, there are still significant gains to be made in the area of achievement. We need to work in all EOC tested areas to improve the achievement of our beginning and developing learners.
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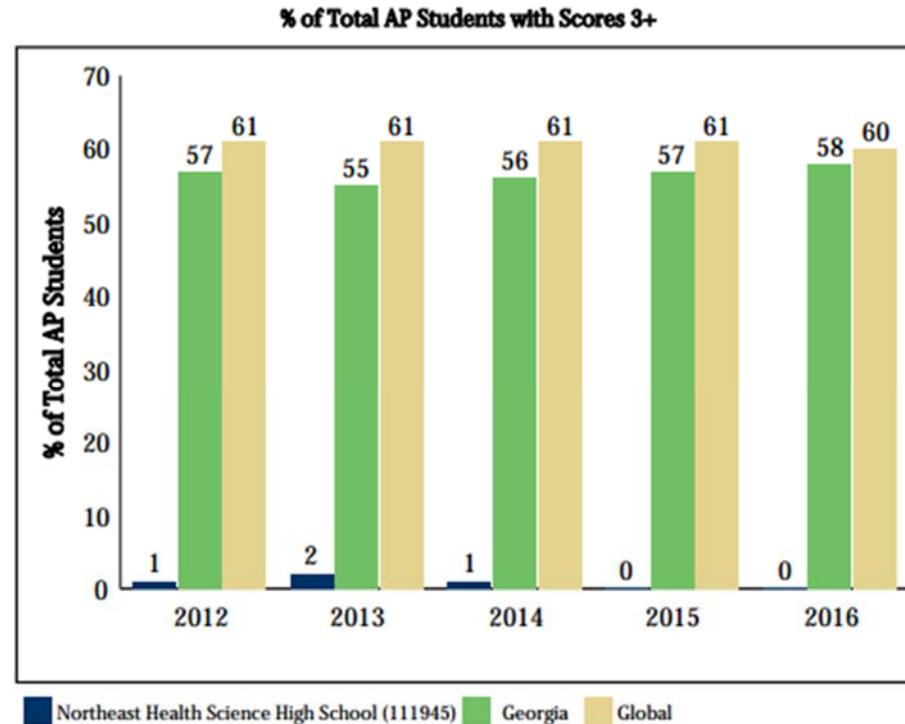
<p>School Culture and Climate</p> <p>School Safety</p> <p>Student Health Services</p> <p>Attendance Support</p> <p>Social and Community Support</p> <p>Parental Support</p>	<p>Provide a summary of existing status and current needs.</p> <p>Northeast High School received one star on the CCRPI school climate rating. Areas of need, as indicated on the report include:</p> <ul style="list-style-type: none"> • Bullying and Harassment (58) • Suspension rate (24) • Student attendance (73) <p>To address school culture and climate, NEHS Social Services meets regularly to plan interventions and services for students. The Social Services Team consist of the counselors, Gear Up graduation coach, school social worker, parent facilitator, Community In Schools representative, and administrators. The team is charged with triangulating data concerning attendance, student achievement, and behavior. Some of the services and interventions provided by the social services team include:</p> <ul style="list-style-type: none"> • Behavior contracts • Check in/ Check out • RTI • Parent Engagement • Graduation Cohort Tracking • Post-Secondary Planning Support <p>NEHS PBIS program focuses on school-wide tier 1 practices which include teaching expectations, acknowledging appropriate behavior, and responding to inappropriate behavior. Northeast utilizes the acronym P.R.I.D.E. to set expectations for student behavior in the classrooms, hallways, cafeteria, and restrooms. To show P.R.I.D.E. students must:</p> <ul style="list-style-type: none"> • Persevere through challenges • Respect all • Invest in the learning environment • Demonstrate strength of character • Epitomize excellence <p>NEHS promotes PBIS by providing incentives for using appropriate behavior, being on time to class, and coming to school.</p>
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Rigorous Curriculum- Alignment of curriculum with state standards across grade levels	Providing a rigorous curriculum is important in improving student achievement. Teachers at NEHS work collaboratively to deconstruct standards, create aligned assessments, and plan differentiated instruction to meet the diverse needs of all students. Although processes and procedures are in place to support a rigorous curriculum. As evidenced by our EOC achievement, providing a rigorous curriculum continues to be an area of need for the school.
Curriculum Intervention Programs	<p>Due to our priority school status, NEHS offers a flexible learning program sponsored by Title I. NEHS FLP is focused on providing supplemental math academic assistance to a targeted population of students. In the 2016 - 2017 SY the school will service approximately 10% of the student population. The program provides this intervention during the school day as a part of a student's regular schedule.</p> <p>NEHS also provides math support as an intervention. The school offers math support for Algebra I and Analytic Geometry. Currently, 104 students are served in Math support classes.</p> <p>Considering the student achievement data received from the Milestone EOC, the school is in need of further interventions to support the development of student literacy and numeracy skills.</p>
Enrichment Programs	NEHS has several clubs and organizations that provide enrichment activities for all students. NEHS's Career Technical Student Organization thrives on campus, allowing students an opportunity to gain leadership skills while applying content in a real world setting. Additionally, NEHS has an active STEM club run in cooperation with Georgia College & State University.
Dual enrollment (if applicable)	<p>NEHS participates in Move On When Ready (MOWR). With these program students are afforded opportunities to earn college credit while still enrolled in high school. The school has an extremely low participation. Some of the barriers to participation include:</p> <ul style="list-style-type: none"> • Test Scores- A large majority of students who express interest in MOWR do not score high enough on the SAT/ ACT or placement test to be eligible for MOWR. • Recruitment- Lack of recruitment and communication about the benefits of the program. • GPA- Students fear that college course grades will negatively impact their high school GPA.

Advanced Placement (if applicable)

Currently NEHS offers Advanced Placement classes in all core content areas. This year the school is offering courses in the following areas AP US History, AP Macroeconomics, AP Statistics, AP Calculus, AP Biology, AP Language & Composition, and AP Literature & Composition. The school has increased the number of course offerings by 40%.

Providing rigorous instruction has been a challenge for the AP program at NEHS. Our 5-yr trend data shows that students are not demonstrating proficiency on the exams.



In the 2015 - 2016 school year, the school experience a increase in the number of students receiving a 2 on the exam but providing a challenging curriculum to meet the demands of the AP objectives has proven to be a significant issue for NEHS teachers.

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Instructional Program	Provide a summary of existing status and current needs. Thompson
Planning and implementation of research based instructional strategies	Essential to the school's planning and implementation of research-based instructional strategies is our collaborative planning structures. All content area teachers and the majority of the remaining faculty share common planning times. The teachers meet biweekly for structured collaborative planning meetings centered on effective lesson planning, alignment of assessment to targets/ standards, and analysis/ use of data to drive instruction.
Use of instructional technology (by students and teachers)	Currently, we use the following learning management systems and web applications for instructional delivery: Schoolwires, Edmodo, Schoology, Google DOCS, Kahoot, Livebinder, Glogster, Wordle, Prezi, Youtube
Use of data analysis to inform and differentiate instruction	This was an area of weakness for many teachers as many, in spite of numerous professional learning, were confused as to how and when differentiation should take place. We noticed that teachers were not clear on the Universal Design for Learning (UDL) which advocates for all aspects of the learning process being differentiated. Through Focus Walks, we collected data indicating that teachers were differentiating the presentation; however, we collected little data to indicate that the process and product were being differentiated. As we continue to help teachers become proficient in this area, we realize that the training has to be subject specific. For example, our math teachers voiced their concerns for not understanding how this should look in their lessons. With the help of this grant, we can bring in subject experts to work closely with teachers in planning effective lessons that include research based instructional strategies (including differentiation) and tailored specifically for the population served at Northeast Health Science Magnet High School.
Number of minutes scheduled for core academic subjects	Currently, students in grades 10 th through 12 th receive a minimum of 200 minutes per day in core area classes. Due to the fact that freshman are only required to receive 3 social science classes, they only receive 150 minutes per day in core classes. The grant will provide additional instruction for all students. The grant requires an additional 60 hours per week which allows an extra 5 minutes to our 50 minute classes on a 7 period day. Also, the grant will allow us to hire an additional teacher that will be eligible to teach a social science class for 9 th graders. The new course offering for social science classes in 9th grade will also increase our CCRPI scores. (Additional points are given for first time freshman that complete 4 core classes.)

Assessments	Teachers are expected to create assessment immediately after deconstructing standards and establishing pacing guides as stated in the Northeast Way. Northeast practices the Backwards Design and believes that setting expectations for student learning first, and then creating an instructional environment to meet expectations is key. Most importantly now, Northeast teachers are practicing to align learning target styles (knowledge, reasoning, skills, & products) with the appropriate and best assessment types. Teachers engaged in Formatives of Instructional Practice (FIP) modules 3 and 4 which focused on the alignment of target styles to assessment types. Continuous professional learning is expected in this area for Northeast teachers.
Use of formative, interim, and summative assessments to measure student progress	As stated in the "Northeast Way", teachers are expected to use data continuously to inform instruction. Teachers are expected to embed multiple checks of understanding in daily lesson plans. The "checks for understanding" are conducted using formative assessments. Standard 6: Assessment Uses implies that the teacher is expected to use data appropriately. The data should be used to create flexible groups and inform instruction. Teachers give pretest and posttest and measure students' growth from the beginning of the quarter until the end of the quarter. The district now provides common benchmark assessments for all teachers in the district. The data from the benchmark not only provides data for flexible groups but helps to identify strengths and weaknesses of teachers. Additionally, teachers are expected to plan in advance for students that are unsuccessful on assessments as well as those that show proficient mastery of standards.
Timeline for reporting student progress to parents	Parents are encouraged to use Parent Portal, Bibb County BOE Information System, allows them to see grades at any given time. In addition, students' progress is reported to parents every 4 ½ weeks via progress report. A report card is issued every 9 weeks. Parents may request to see grades and conference with a teacher or team of teachers by appointment.
Parent and Community Support	Provide a summary of existing status and current needs.

<p>Social, health, and community services to students and families</p>	<p>Parent 360 Engagement and Plan Implement the 360 Degrees of Family Engagement – A comprehensive Family Engagement Process and Plan that embeds family engagement into school improvement goals.</p> <p>As of school year 2016-2017, Northeast Health Science Magnet High School staff consist of two (2) counselors, one that serves 9th and 10th graders and one that serves 11th and 12th graders. A graduation coach that is funded through the LEA Gear Up Grant. This grant will end school year 2017-2018; eliminating the position of Graduation Coach.</p> <p>To truly provide the services that we need at Northeast Health Science Magnet High School, the following personnel, services and resources are needed.</p> <p><u>Extended Counselor/Support Services:</u></p> <ul style="list-style-type: none"> • Four (4) Guidance Career Counselors, one per grade level • Move On When Ready (MOWR) Counselor – This person will concentrate solely on increasing the number of students taking college classes) • Flexible working hours to help students/parents who need evening assistance with college/career planning • Regular bus transportation for students who need evening transportation for after school and college/career planning <p><u>Clinical/Medical Support Personnel / Programs:</u></p> <ul style="list-style-type: none"> • Mental Health Counselors – Full Time • Social Worker – Full Time • Family Counseling – Handles Truancy Cases, etc. • Medical Nurse – Full Time • Community Health Center (similar to Ingram Pye Health Center) • Social Services Secretary – Full Time <p><u>Service Delivery Program Coordinator(s):</u></p> <ul style="list-style-type: none"> • 504 Coordinator • RTI Coordinator
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Additional needs identified by families and community partners	Additionally, Northeast strives to become the premier high school health care hub in the Middle Georgia area. Trend data indicates a need to increase the magnet focus of Northeast High School. There were no students identified in the magnet program who lived out of the school zone or district. There was also very low enrollment from students within the zone. Efforts have gone forth this year to create a new magnet focus embedding a sports theme to our health care emphasis. Northeast currently has 44 students that have enrolled in our magnet program since re-organizing the program. The school is looking to providing the magnet students with more intense exposure in the health care field as well as practicum experiences. The school is currently in communication with several technical schools outside of Macon, GA as well as Middle Georgia State University for partnerships and collaboration. The grant will help to purchase equipment, resources, and body gear necessary for the field and pathway.
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Appendix B - Scoring Rubric

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

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

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District:	Not addressed or ineffectively addressed (0-1 point)	Limited (2 points)	Moderate (3 points)	Strong (4 points)
Item 6: Sustainability Plan Score: _____	There is no evidence in the application that indicates actions will be taken to maintain implementation of the processes and strategies that positively impact student achievement.	An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies required for the intervention model selected; however, the plan does not describe the specific actions the LEA will take after the funding period ends.	An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies required for the intervention model selected. The plan includes general steps with no or limited resources identified to support efforts to ensure sustainability.	A comprehensive plan describes actions the LEA will take to maintain implementation of the processes and strategies required for the intervention model selected. The plan includes specific steps on how the LEA will align other resources with the selected intervention to ensure progress toward goals and sustainability.
Written Application Total Score _____				

Scoring of the Interview

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

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Appendix C- Turnaround Leader

Turnaround Leader Competencies: Four Clusters of Competence

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

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

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

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

- Impact and Influence
- Team Leadership
- Developing Others

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

- Analytical Thinking
- Conceptual Thinking

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

- Self-Confidence

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

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Appendix D – Reform Models

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

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



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SIG 1003(g) State Developed Model:

Community-Based Vertical Approach Model to School Improvement

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

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

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

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

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School Leadership

The district will address school leadership by either:

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

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

Teaching and Learning

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

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

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

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

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

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

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

Student Non-academic Support

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

- Attendance
- Discipline
- Engagement in classes and school events

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

Family & Community Engagement

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

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

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Vertical Feeder School Elements

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

- There must be a clear feeder pattern between the schools.
- All schools in the feeder pattern must be represented within the grant application which clearly reflects a coordinated vertical approach within the feeder pattern.
- Each qualifying SIG school will be funded separately. Non-SIG schools would not be eligible for an individual award as a SIG grantee.
- Elementary schools are required to incorporate the Early Learning model requirements
- All schools in the cluster must be designated as Title I or Title I eligible schools.
- All schools in the cluster may share in the SIG grantee award in the following areas:
 - Professional learning opportunities designed to meet cluster needs may be provided to all schools in the cluster with funds from the SIG grantee award.
 - Cluster coordinated identification and purchase of behavioral intervention systems, instructional programs and materials may be provided with SIG grantee award funds.
 - Staff involved in collaborative and/or vertical planning times that are off contract hours may be compensated with a stipend or wage with funds awarded to the SIG grantee.
 - Instructional Coaches, Graduation Coaches, Social Workers, and Family and Community Coordinators may be paid with funds from the SIG grantee award and have flexibility to serve all schools in the cluster.
 - Rewards and Incentives Plans may be designed to include cluster goals and achievements and may be paid with SIG grantee award funds.
 - Other coordinated cluster elements may be considered for SIG grantee award funding with SEA approval based on allowability and reasonableness.
- All schools in the cluster must designate at least 90 minutes per week for collaborative planning and at least 120 minutes per month of collaborative, vertical planning.
- Rewards and Incentives Plans must be collaborative in nature and aligned throughout the cluster.
- All SIG schools in the cluster must adhere to the SIG 1003(g) Guidance and Requirements.¹
- The LEA must assure sufficient operational flexibility, e.g., staffing, calendars/time, budgeting, curriculum implementation, transportation, and programming.
- The LEA must adhere to the Assurances and Guidelines for SIG 1003(g)

Eligibility and Sustainability Criteria

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