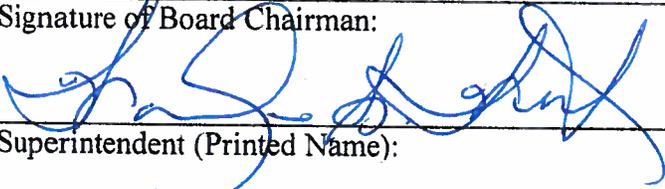
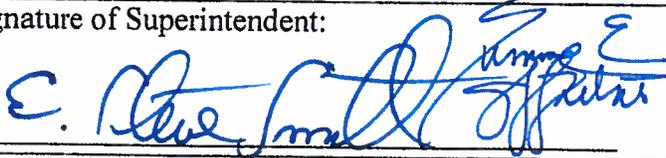


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**Part II: LEA Application 2012
Cover Page**

LEA Name: Bibb County Board of Education	LEA Mailing Address: 484 Mulberry Street Macon, Georgia 31201
<p>LEA Contact for the School Improvement Grant</p> <p>Name: Dr. Sharon Campbell</p> <p>Position and Office: School Improvement Specialist - Office of School Improvement and Redesign</p> <p>Contact's Mailing Address: 484 Mulberry Street Macon, Georgia 31201</p> <p>Telephone: (478) 765-8743</p> <p>Fax: (478) 765-8549</p> <p>Email Address: socampbell@bibb.k12.ga.us</p>	
Board Chairman (Print Name): Dr. Wanda West	Telephone: (478) 471-7807
Signature of Board Chairman: 	Date: 6/12/13
Superintendent (Printed Name): Dr. Steven Smith Mrs. Susanne Griffin-Ziebart	Telephone: (478) 765-8501 (478) 765-8645
Signature of Superintendent: X  Signature of Superintendent	Date: 6/12/13 6/12/13
<p>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.</p>	

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LEA Name: Bibb County Public Schools

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.						
An LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school.						
SCHOOL NAME	NCES ID #	PRIORITY	INTERVENTION			
			turnaround	restart	closure	transformation
Westside High School	N/A	x				x
Note: An LEA that has nine or more priority schools may not implement the transformation model in more than 50 percent of those schools.						

LEA Name: Bibb County Public Schools

School Name: Westside High School

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

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

School Descriptive Information							
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number of days within the school year	179	176	176	180			
Number of minutes within the school day	420	420	420	495			
Number of minutes within the school year	75,180	73,920	73,920	89,100			
Percentage of limited English proficient students who attain English language proficiency				5			
Dropout rate	6.27%	7.29%	8.08%	14.7%			
Student attendance rate	93.58%	92.94%	91.97%	91.36%			
Number of discipline incidents	1569	2089	1102	891			
Number of truants	302	372	467	0			
Teacher attendance rate	94%	94%	95%	95%			
Number of teachers on staff				69			
Number of teachers evaluated				63			
Graduation rate		51.34%	46.11%	Projected 58%			
Percentage of students completing advanced coursework (AP)	11.9%	11.7%	9.2%	12%			
Percentage of students completing advanced coursework (dual enrollment classes)							
				1%			

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Percentage Distribution of Teachers by Performance Level as Designated on LEA's Teacher Evaluation System							
Performance Level	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Percentage rate Satisfactory	100%	100%	100%	90%			
Percentage rated Unsatisfactory	0	0	0	10%			
Percentage Non-renewed	0	0	0	8%			
Percentage of Students in Grade 11 Met or Exceeded AMO in English Language Arts on the GHSGT							
Subgroups	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Percentage of Blacks	79.9	84.15	34.15	25			
Percentage of Whites	88.46	89.29	-	0			
Percentage of Hispanics	85.71	33.3	50	0			
Percentage of Asians	50	75	50	0			
Percentage of American Indians	-	-	-	-			
Percentage of Multiracial	100	-	-	-			
Percentage of Students with Disabilities	30.67	66.7	50	2			
Percentage Economically Disadvantaged	77.44	80.95	30.3	33			
Percentage of Students in Grade 11 Met or Exceeded AMO in Math on the GHSGT							
Subgroups	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Percentage of Blacks	83.9	63.03	41.85	10			
Percentage of Whites	96.15	85.19	75	1			
Percentage of Hispanics	87.5	60	100	0			
Percentage of Asians	100	100	100	0			
Percentage of American Indians	-	-	0	0			
Percentage of Multiracial	0	-	-	0			
Percentage of Students with Disabilities	33.3	44.44	0	0			
Percentage Economically Disadvantaged	82.04	63.95	37.50	11			

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Percentage of student Passing the End of Course Tests (EOCTs)							
Content Area	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Math I	33.9%	33.3	34.5	-			
Math II	24.8	40.1	26.1	31			
Ninth Grade Literature	64.3	66.4	58.6	64			
American Literature	80.8	83.3	77.2	85			

Average Scale Scores							
Content Area	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Math I	390.30	389.03	381.87	-			
Math II	385.94	393.91	389.19	391			
Ninth Grade Literature	412.18	412.14	397.49	408			
American Literature	426.29	420.71	418.15	418			

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

Westside High School makes every effort to create an academic environment that will optimize student achievement. The magnet focus is Pre-engineering; however, students enrolled in the program do not represent 10 percent of the total population. The program has not reached its full potential. There is a need for a complete overhaul in the magnet school's purpose and operational design. The goal is to achieve STEM Program certification and to align school initiatives within this goal. In an effort to accomplish this endeavor, a major emphasis will be placed on increasing leader and teacher capacity in using data to make informed decisions to effectively implement a Continuous School Improvement (CSI) process. To measure the success of adult proficiency in leading and teaching CCGPS and GPS standards, the following summative and formative assessments were used: End-of-Course Tests (EOCT), Georgia High School Graduation Test (GHSGT), Georgia High School Writing Test (GHSWT), and local/state benchmarks.

The principal recognizes that assessment data is an intricate component in the CSI process. The work of the principal is to build the School Transformation Team (STT) capacity in using assessment data to develop strategies, actions, and interventions. The STT analyzed the school's FY13 assessment data to determine goals, measure student gains and the effectiveness of interventions and/or instructional programs, and to determine needs for FY14. Trend data from the EOCT, GHSGT, and GHSWT suggest areas of strengths are 11th grade English Language Arts and writing. FY13 data on the EOCT shows double digit gains in Biology and Economics. Areas of improvement are mathematics, US History/Social Studies, and 9th grade ELA. Additional areas of improvement include the graduation rate, drop-out rate, student attendance, and discipline. The FY12 cohort graduation rate was 46.11% in comparison to a projected cohort rate of 58% in FY13.

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The chart below shows student performance data for FY13 on the EOCT in comparison to FY12 student performance data:

Performance Measure	2011-2012	2012-2013	+/-
GHSWT	82%	91%	+9
American Literature	78%	85%	+7
9 th Grade Literature	58%	64%	+6
Biology	39%	52%	+13
Economics	54%	70%	+16
US History	41%	(42%)	+1
Math I	34%	100% (N=1)	n/a
Math II	26%	31%	+5
Coordinate Algebra	--	5% (baseline)	-

Student achievement data improved in FY13 under the direct leadership of the Principal at the helm. However, this data does not meet expectations in becoming career and college ready.

Student/Teacher Demographics and Discipline

The student population for Westside High School declined from 1150 in FY12 to 1023 in FY13. The majority of these students was eligible for free and reduced lunch. The demographics presently include a population of 1023 students with 512 males and 511 females. Of that population, 895 are African American (446 males, 449 females); 78 are Caucasian (40 males and 38 females); 22 are Hispanic (11 males and 11 female); 15 are Asian (7 males and 8 females); 12 are Multi-racial (7 males and 5 females). The majority of the students (73%) is eligible for free and reduced lunch wherein the majority of these students are African-American.

The teacher population at Westside High School in FY12 based on the GaPSC Equity Report is outlined in the following chart:

Teachers Total: 72; Gifted: 9; ESOL: 3	This School	Avg. for other HS in the District	Avg. for All schools in the District	Avg. for all High Schools statewide
Highly Qualified	100%	98.3%	99.6%	97.7%
% Level 4 Certification	30.6%	30.5%	35.5%	30%
% Level 5 Certification	45.8%	48.2%	46.9%	46.3%
% Level 6 Certification	20.8%	16.2%	15.4%	19%
% Level 7 Certification	1.4%	2.1%	3.3%	4.5%
Avg. Experience	10.4%	10.4%	12.5%	12.2%
Less than 3 years experience	12.5%	18%	10.6%	13.6%

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3-20 years experience	69.4%	66.2%	70.9%	68%
Greater than 20 yrs	18.1%	15.8%	21.6%	20%
Annual Teacher Retention Rate	75.2%	70.9%	75.2%	83.9%

Westside High School will need to build adult capacity to sustain the transformation work outlined in this grant. This is increasingly important in that 42 staff members left the school in FY12; meaning, the experience rate of teachers with less than 3 years increased tremendously. Certification levels were lowered with the exit of experienced teachers with higher level degrees.

The drop-out rate has increased from 5.6% to a projected 14.7% over a four year period. The student attendance rate in FY12 was 92% compared to 91.62% in FY13. Thirty-four percent (N=344) of the student population missed 15 or more days. On the CCRPI, less than 95% of students participated in EOCT assessments as required with the exception of Economics. The cohort rate for 9th grade students being promoted to Grade 10 in 2012 was 53% compared to 78% being promoted in 2013. There are 8 students whose graduating cohort year is 2014, but still remain in Grade 9. Westside High School will need to develop an intensive program to ensure that all students graduate from high school.

Black males were recommended for alternative school at a higher rate than any other race at Westside High School. These alternate placement recommendations (N=23) were based upon student affiliations with gangs and the activities associated with being a part of such a group. Such activities include: fighting, bullying, possession of drugs, theft, terroristic threats, etc. There was a decrease in the number of discipline incidents from 1100 in 2012 to 89 in 2013; however, the school culture is still volatile due to random acts of misbehavior. There is further work to be done with students in developing their character and increasing leadership capacity within these students.

CCRPI FY12 Results

The Westside High School achievement score on the Career and College Readiness Performance Index was 49.7 for FY12. Achievement points earned were 35.8 out of 100. Only 8.3 percent of progress points were earned and achievement gap points earned were 5.6. Results on the CCRPI showed the need to improve performance by Students with Disabilities (SWD) and all other subpopulations. For example, SWD students earned zero percentage points on the indicator for earning 3 or more core Carnegie Units for 1st time Grade 9 students. All SWD students enrolled in ELA and Math EOCT courses did not meet the state or subgroup performance target. Additionally, these students did not meet the state or subgroup performance target for graduation rate. Student academic performances are not meeting state-level benchmarks. Additionally, the school did not achieve any points for exceeding the bar indicators. Thus, transformational actions are essential.

CTAE programs are an intricate piece in our CCRPI school rating. There are many indicators that are not being met at Westside High School, thus additional points are not being earned. FY13 TKES data indicated that CTAE teachers are not challenging students at the level of rigor needed to pass End-of-Pathway Tests. The table below shows FY13 results (16% pass rate) in comparison to FY12 results (33% pass rate). There is a need to transform the current teaching and learning process in CTAE classrooms in order to prepare students to compete in the 21st century global economy. Our goal is to prepare graduates to meet the CCRPI indicator of completing a career related Work Based Learning Program or a career related Capstone Project. Also, it is equally important for our school to exceed the bar by earning STEM program certification.

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	PATHWAY	# TESTING	COMPLETED	# PASS	# FAIL
2011-2012					
1	Admin/Info Support	10	10	0	10
2	Comp Systems & Sup	13	12	0	12
3	Construction	2	2	0	2
4	Early Childhood Ed	16	16	11	5
5	Interactive Media	18	15	0	15
6	Marketing & Mgt.	20	20	9	11
7	Nutrition & Food Science	38	33	8	25
8	Small Business Dev	16	7	1	6
		133	115	29	86
2012-2013					
1	Admin/Info. Support	15	14	0	14
2	Construction	9	8	0	8
3	Early Childhood Ed	21	21	10	11
4	Interactive Media	17	15	0	15
5	Marketing & Mgt.	18	18	6	12
6	Nutrition & Food Science	31	30	1	29
7	Small Business Dev	19	19	0	19
	CTI Coordinator - Starke, Phillip	130	125	17	108

The table below shows a decline in student performance on AP exams since 2008. In FY13, 122 students were enrolled in AP courses which were an increase in comparison to FY12. There is a need to increase rigor in AP classes and prepare students for AP exams. Teachers need more training in teaching AP courses and using PSAT data to identify students who should be in AP. Participation in AP and student performance in the courses are indicators on the CCRPI.

	2008	2009	2010	2011	2012	2013
Total AP Students	318	188	132	132	104	122
# of Exams	455	272	162	189	190	180
3+ Score on Exam	53	16	7	9	5	7
% of 3+ Scores on Exams	16.7	8.5	5.3	6.8	4.8	6

GAPSS January 10-12, 2012

Based upon January 10-12, 2012 GAPSS Analysis the following needs were identified:

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- There is a limited structure and formal expectations for collaborative planning time.
- There is limited utilization of data informing classroom instruction, including the use of formative and summative assessments.
- Instruction should be differentiated based upon student needs.
- Teachers need to incorporate higher-order thinking skills in routine classroom instruction to support academic rigor and to optimize student success.
- Teachers need to prioritize students attending instructional extension programs based upon needs.
- A broadened understanding and implementation of a standards-based classroom and instructional framework is needed.
- There is limited job-embedded, targeted professional learning that supports the implementation of CCGPS and NGA.
- The Leadership Team needs to become the guiding body for systematic school improvement planning, implementation, and monitoring.
- There are limited opportunities for parents to participate in training activities on a variety of areas to enhance students' performance.
- The administration does not monitor instruction as frequently as needed.
- A systematic process is needed to analyze student work to reflect on evidence of student learning.
- A process needs to be created to measure teachers' strengths and weaknesses in DI and rigorous instruction, which would result in the development of a targeted professional development plan.
- To provide training and support to enhance parental communication about their children's academic and social performance.
- Incorporate school governance in the school improvement planning, implementation, and monitoring.

Teacher Keys (TKES) Results

Based upon administrative staff FY13 TKES observations, the following needs were noted:

- Teachers have limited knowledge of CCGPS and NGA expectations and how to implement them effectively in instruction.
- Teachers have limited knowledge and use of effective instructional best practices and techniques (e.g., HOT strategies, differentiated instruction).
- Teachers have limited knowledge and use of effective assessment and data use practices.
- Technology is not integrated into instruction.
- WHS teachers need improvement in TKES Standard 4: Differentiated Instruction and Standard 8: Academically Challenging Environment.

Six teachers (approx. 10 % of the certified teacher population) received a Teacher Effectiveness Measure (TEM) score below 17, meaning these teachers' summative evaluation on the 10 Teacher Performance Standards (TAPS) were less than proficient. Two of these teachers will be returning to WHS. They will begin the FY14 school year with a professional growth plan. The other four teachers were non-renewed by the LEA. Ninety percent of WHS certified teachers were identified as proficient based on their TEM scores; however, collectively, performance on Standard 4: Differentiated Instruction and Standard 8: Academically Challenging Environment was less than proficient. Although WHS showed academic performance growth based on state assessments, TKES data indicates the lack of academic rigor is consistent in classroom instruction. Teachers are limited

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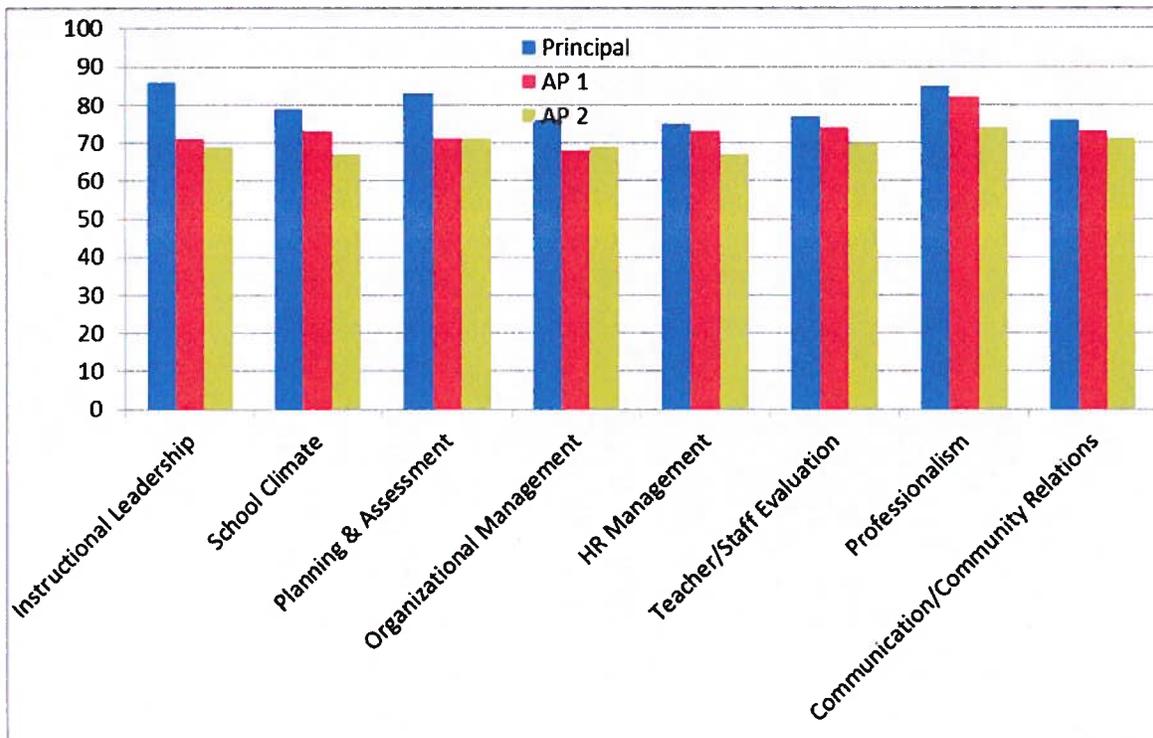
in their understanding of CCGPS standards and Depth of Knowledge (DOK) in assessing “for” and “of” learning.

Leader Keys (LKES) Perception Data Results

Based upon administrative staff FY13 LKES Climate and Culture survey results, the following needs were noted:

- School leaders have limited knowledge in Standard 1: Instructional Leadership.
- School organization management processes are not aligned with school improvement needs.
- An increase in community involvement and partnerships are needed to govern school improvement practices and procedures.

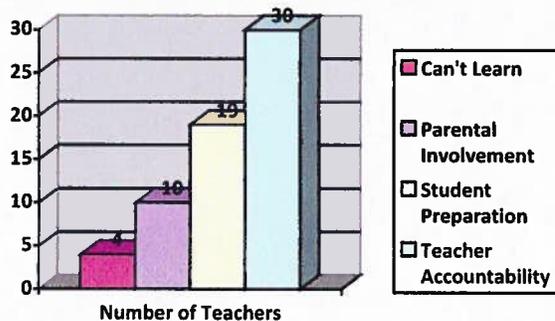
The principal received an exemplary rating in Standard 1: Instructional Leadership and proficient ratings in the other seven LAPS standards from the zone superintendent’s summative evaluation. Assistant principals need to improve in Standard 1: Instructional Leadership and Standard 4: Organizational Management. There is also a need for the administrative staff to improve their interrelated reliability in rating teachers on TAPS standards.



Teacher Perception Data on Accountability

Graph of “Snowball Activity” conducted with teachers in FY13 to examine their beliefs on the following statement: All children can learn, if.....

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Approximately half of WHS teachers believe that students can learn and that it is their job to ensure learning occurs. The principal and other school leaders will need to develop a comprehensive plan to improve the culture and climate of the school.

Summary of Need

In reviewing and analyzing performance, process, perception, and demographic data, as well as targeted improvement areas from the GAPSS Analysis Summary, and Teacher and Leader Keys results, Westside High School must perform the following critical actions:

- Create 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.
- Utilize content academic coaches to develop 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.
- Monitor professional learning and school initiatives by developing a school-wide accountability plan for quality implementation.
- Build leader, teacher, and student capacity to ensure the sustainability of initiatives and programs.
- Utilize PEC teacher leader to build capacity of PEC and general education teachers working within a co-teach model to increase student performance in the classroom and on state/national assessments.
- Build current magnet program by redesigning learning opportunities to foster relevance and high student engagement to attract potential candidates.

The above needs outlined from varied data sources indicate that Westside High School (WHS) must embrace transformational change with a sense of urgency. It is critical to align school practices, procedures, and processes with research-based strategies, actions, and interventions. Although WHS cannot control parental involvement, we can strive to influence it. An intervention model is necessary to ensure that ALL stakeholders' needs are met and to build their capacity to implement programs to reinvent the school with success.

a) Provide rationale for the intervention model selected. (**TRANSFORMATION**)

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Closure: This model requires that there is an alternate high performing school for WHS students to attend in the district. Of the six other high schools in the district, five of them are currently SIG schools. The only available high school is at capacity and cannot enroll additional students. As such, the Closure Model is not an option.

Restart: The Restart Model is not an option because it requires a selection of a charter or management organization to operate the school. The process of selecting a charter or a management organization is extensive and would require time and planning. Because of these time constraints, this model would not be feasible. The grant approval process is set for July 2013 and the start of school is August 1, 2013.

Turnaround: The Turnaround Model is the most radical of the four models. This model requires the replacement of the principal and reviewing the current staff's performance only to rehire no more than 50% of them to continue in the school. At the end of FY12, the administrative staff retired and 47 staff members resigned. The school reconstituted itself at that time. A transformational principal was hired July 19, 2013 to lead the school. Staff members were hired prior to the opening of school; however, quality candidates were limited. The Leadership Team feels that this model would disrupt the work that has been done to transform the school. It was determined that we need to remove underperforming teachers and to build the capacity of current staff members. Lastly, the task of hiring at least 50% of staff would be difficult because of the time constraints and most quality teachers have received contracts in other schools and/or districts.

Transformation: The Leadership Team agreed that this is the model Westside High School needs to use as an intervention model to improve stakeholder capacity (i.e. leaders, teachers, students, and parents). Each component of transformation was reviewed by the team. The team agreed that shared accountability is a critical component in improving our school's performance. The leader began the school year using transformational non-negotiable criteria to organize the school culture. Improvements were made by implementing the identified needs. Thus, this model is more feasible in sustainability beyond the funding. The team had thorough discussions about what was currently being done and the alignment with transformation non-negotiable criteria. The quality levels of implementation were examined to determine next steps. Some of the implemented non-negotiable criteria include: common planning, weekly collaboration (60-min), weekly professional learning (60 min.), increased learning time for targeted students (45-min), a math coach, a half-time literacy coach, a graduation coach, analysis of teacher/student attendance and discipline data, and use of the Georgia DOE frameworks. Funding this model will help us sustain what is working well and build upon and /or reinvent what is not working well based on quantitative and qualitative data. The team has an unfathomable commitment to transform WHS and plans to do whatever it takes to improve struggling students' performance and move proficient students to exemplary levels. Under this selected model, the team understands the importance of building leadership and teacher capacity.

Based on the data previously presented, it is evident that a new leadership model, intense job-embedded professional development, a more effective instructional delivery model, academic pathways, and new support interventions are needed to turnaround WHS. Staff involvement and effectiveness is driving school success. The Transformation Model focuses on professional development that provides teachers with the skills needed for effective pedagogy and the capacity to successfully implement school reform initiatives. The Transformation Model and the funds provided by SIG will allow WHS to adequately implement the initiatives outlined above.

b) For each Priority school that the LEA commits to serve, the LEA must describe how the

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LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Priority school in order to implement, fully and effectively, the required strategies of the school intervention model it has selected.

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

Due to the fact that the LEA has provided support to SIG Cohorts I and II, the LEA recognizes and understands the implementation of the School Improvement Grant (SIG) Transformation Model and will provide support and resources to the Priority schools. The LEA is committed to supporting the schools in implementing the strategies of the grant and is willing to be flexible in removing 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 Intervention Coordinator, district-level School Improvement Specialist, state-level School Improvement Specialist, and directors (Title I, Gifted, Professional Learning, and Special Education) will support the schools in various ways. This includes: conducting Teachers Keys walk-throughs 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.

A district-level school improvement specialist 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 align SIG and district expectations.

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

N/A

3. Complete the appropriate portion of Attachment 1 (1a: Turnaround Model, 1b: School Closure Model, 1c: Restart Model, 1d: Transformation Model) that corresponds to the model selected for each Priority school. Attachment 1 addresses the LEA's actions it has taken, or will take, to:

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- a. Design and implement the interventions consistent with the final requirements of the model selected for each school.
- b. Recruit, screen, and select external providers, if applicable, to ensure their quality.
- c. Align other resources with the interventions.
- d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.
- e. Sustain the reforms after the funding period ends.

4. Complete the appropriate portion of Attachment 1 that delineates the timeline to implement the selected intervention model in each Priority school.

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

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

Board Receives SIG Grant Update

Sylvia Hooker, Deputy Superintendent of the Office of School Turnaround for the Georgia Department of Education, joined District School Improvement Grants (SIG) Coordinator Dr. Sharon Campbell in a presentation updating Board members on the status of the District's SIG grants.

The LEA announced their intention to apply for SIG funds for Priority Schools to the Bibb County Board of Education at the April 2013 board meeting. Stakeholders present at the board meeting were community leaders, parents, all levels of school personnel, and local media outlets. The results of this board meeting were highlighted in the local news and newspaper. The LEA met with principals from the schools that would participate in the SIG application process. The SEA provided technical support for the school leaders in a LEA work session. Re-delivery of this presentation was made to their respective faculties and staff, and parent groups about the SIG process and future implications for their schools. The principal at Westside High School conducted five grant writing work sessions with her school transformation team. The team participated in the development of the needs assessment and conducted thorough research to determine the structure of the school for the continuous school improvement process. The principal led the root-cause analysis process with team members. The *5-Whys* and *What Do You Notice* protocols were utilized to build actions upon findings. Minutes from these work sessions were sent to team members, the faculty, and LEA.

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The principal met with PTSO officers and discussed the SIG grant and the future of WHS at two award ceremonies in May 2013. Question and answer sessions were held after each ceremony. During the last faculty meeting, the teachers provided their input on what should be in the grant on an index card after brainstorming with their colleagues.

Performance Arts Technology collaboration has occurred with the following persons and/or organizations:

- Mark A. Rodin - Florida State University Director of Seminole Productions
- C.A. Griffith - Arizona State University Film Production
- UGA - Theatre and Film Studies
- Douglas O'Grady - Western Connecticut State University Music Technology and Composition
- Glenn Harell - Wesley Audio (would like to conduct a site survey to get a better idea of our needs- located in Gray, GA)
- David Johnson - GCSU Music Technology and Composition

STEM Collaboration was conducted with the following district personnel:

- Jacqueline Bowman (CTAE teacher and STEM Club Advisor at NEHS)
- Dr. Cassandra Washington (CTAE Director)
- WHS STEM advisor (Mr. Mark Paschal)

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

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

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

Five days of pre-implementation planning during the summer of 2013 will be needed for the Westside High School Leadership Team. This School Transformation Team (STT) consists of the Principal, two APs, two Academic Coaches, one Counselor, PEC Lead, one Graduation Coach, three core department chairs released-time academic coaches, and three non-core department chairs.

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

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

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

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

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

The LEA must assure that it will—

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

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

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

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

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Attachment 1d - Transformation Model

LEA Name: Bibb County Public Schools

School Name: Westside High School

The LEA must:

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

Actions:

Westside High School's principal was replaced by Dr. Julia Daniely on July 19, 2012.

Dr. Daniely was directed to open the building in 2012 and transform the school. Dr. Daniely took the challenge of transforming the school and has served as the principal for one year. Without any funding, she was able to build the capacity of existing staff and modified the master schedule to grant department chairs the opportunity to facilitate professional learning for academic coaching. Dr. Daniely led professional learning with her coaching staff and provided opportunities for them to participate in LEA meetings with full-time coaches in the district. In one school year, Dr. Daniely's leadership directly impacted student achievement data. There were improvements in writing scores, all EOCT areas, and student discipline.

As the system's former Race-to-the-Top Coordinator, along with having years of experience as a school administrator, Dr. Daniely possesses the following competencies, which are advantageous to school improvement:

- Knowledge of the standards-based classroom components and implementation experience
- Expansive knowledge base in school improvement grounded in research
- Experience developing and implementing school improvement plans that have resulted in increased student achievement and educators effectiveness
- Experience implementing reform models
- Knowledge of and experience in implementing the Teacher and Leader Keys Evaluation Systems.
- Ability to involve stakeholders both within the school and within the community to strategically plan improvement

Timeline:

Former Principal left June 2012

New Principal assumed position in July 2013

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<p>Sustainability actions:</p> <ul style="list-style-type: none"> • Principal will hire a school-based improvement specialist to assist in guiding the Continuous School Improvement Process. • Principal will work collaboratively with an intermediary service provider to better prepare for leading Common Core and in using formative assessments for PARCCS. • Principal will reflect on FY13 school term and review LKES results to develop a PGP. • Principal will review and apply School Turnaround Leadership competencies consistently. • Principal will meet monthly with LEA transformation leader to discuss teacher and student progress. • Principal will collaborate with exemplary transformation leaders in the State of Georgia. • Principal will join a professional organization and attend state/national conferences to develop collegial relationships with other educational leaders. 	
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A2. Implement the Teacher and Leader Effectiveness Systems (TKES/LKES).

<p>Actions:</p> <p>The Teacher Keys and Leader Keys Evaluation Systems are the evaluation models required by Race-to-the-Top districts as determined by the GaDOE. Thus, these systems will be used to evaluate teachers and administrators respectively.</p> <p>Teachers will sign memorandums of understanding with the school system in regards to expectations for student growth, teacher performance, professional learning, and extended learning time.</p> <p>-Train and orient teachers and leaders with Teacher Keys & Leader Keys evaluation systems.</p> <p>-Provide teachers with a copy of the Teacher Keys standards and companion <i>Teacher Keys Handbook</i>.</p> <p>-Conduct pre-evaluation conferences with teachers to review self-assessments to include a strengths, areas for growth, and action steps.</p> <p>-Conduct TAPS familiarization PLCs to enhance teachers' understanding of the standards and to study the connection between the Teacher Keys and standards-based classrooms and instruction.</p> <p>-Provide continuous monitoring of teachers to include walkthroughs, formative, and summative assessments.</p>	<p>Timeline:</p> <p>July 2013-June 2016 (see LEA timeline)</p> <p><u>Intermediary Service Provider</u></p> <p>Pre-implementation</p> <p>Collaborate with STT to create a TKES observation schedule and PLC plan</p> <p>Year 1</p> <p>Support STT in implementation of TKES observation schedule and PLC plan to include co-observations, inter-rater reliability, and familiarization sessions.</p> <p>Year 2</p> <p>Support STT in facilitating observations, inter-rater reliability sessions, teacher familiarization sessions, and continuing implementation of growth model</p> <p>Year 3</p>
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- Provide teachers with ongoing formative feedback.
- Conduct mid-year formative evaluation conferences with teachers.
- Conduct annual summative evaluation conferences with teachers.
- Provide handheld data collection technology for administrators and academic coaches.

Primary Purposes of the Leader Keys Effectiveness System

- The primary purposes of the LKES are to:
 - Optimize student learning and growth.
 - Contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of Georgia Public Schools.
 - Provide a basis for leadership improvement through productive leader performance appraisal and professional growth.
 - Implement a performance evaluation system that promotes collaboration between the leader and evaluator and promotes self-growth, leadership effectiveness, and improvement of overall job performance.

The following actions will occur under the during the SIG grant cycle beginning in July 2013:

- The principal will conduct an orientation with school leaders.
- Leaders will complete self-assessment task. Self-assessment data will be used to develop professional learning activities for individual leaders.
- Administrator and school leaders will work collaboratively in developing an individualized growth plan of improvement.
- Small group pre-evaluation conferences will be conducted with school leaders to discuss growth plans.
- Principal will conduct interrelated reliability activities with school leaders.
- Teachers will receive a minimum of four 10-minute walk-through observations (school leaders and/or academic coaches) and two formative evaluations within one school term. Ongoing professional learning activities will be held for Needs Development (ND) staff ratings.

Provide technical assistance to STT on continued implementation of TKES providing targeted support in identified areas of need for sustainability.

Provide technical assistance to STT on developing and implementing a New Teacher Induction model based on TKES components and school program expectations.

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- Small group mid-year review conferences will be held with staff members to determine progress. Staff members not making progress will be taken through the LEA “at-risk” process.
- Small group post-conferences will be held with staff to determine progress on individualized growth plans. Any staff member not making progress within Year 1 will not be able to continue at WHS.

Specific actions for Academic Coaches (Sustainability):

Academic coaches will conduct daily walk-throughs using eWalk. Feedback from these observations will be provided to the teachers within three days of the observation. School administrative staff will meet weekly with Academic Coaches for job-embedded professional learning and to receive updates on the teaching and learning process in their departments. Academic Coaches will communicate regularly with administration about teachers’ progress in implementing the Standards-based Classroom using the instructional framework. Formative and summative data are measures that will be used to determine the effectiveness of teacher’s instruction. The Academic Coaches will ensure that their teachers understand and utilize the Self-Directed Improvement System (SDIS) with fidelity in collaboration and in the classroom with students. It is the coaches’ responsibility to support, assist in removing barriers, and provide consistent feedback to teachers in an effort to improve their performance. A weekly log will be submitted to the principal to document practice by these personnel.

Coaching Actions Summarized:

- ✓ Plan with individual teachers
- ✓ Provide demonstration lessons
- ✓ Co-teach with another teacher
- ✓ Examine co-taught lessons
- ✓ Guide new teachers
- ✓ Use data, work with groups of teachers to align instruction and assessment to SOL in language arts and math (curriculum mapping and common assessment)
- ✓ Organize and facilitate team meetings
- ✓ Organize and facilitate study groups, school-based professional development and workshops, and book studies
- ✓ Read and provide valid, reliable research to staff
- ✓ Establish common vocabulary, knowledge, and collaborative relationships

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*Adapted From: *Personal Trainer*, Kate Cress, Journal of Staff Development, National Staff Development Council, Fall 2004

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.

Actions:

Design and implement a growth model to identify and reward teachers who increase student achievement and high school graduation rates; identify and reward support personnel (e.g., graduation coach, academic coaches, and teacher leaders) who have positive impacts on program effectiveness, teacher effectiveness, and student learning outcomes.

Teacher Growth Model will include the following procedures:

- Review and analyze results of multiple observation measures to include school focus walks and TKES walkthroughs, formative assessments, and summative assessments.
- Review and analyze multiple measures of data to include formative and summative classroom/school/system assessments [e.g., District Benchmarks, School-level Common Assessment Benchmarks (CABs), Content-area Unit Assessments, USA Test Prep, etc.), student work, student self-assessments, discipline referrals, and standardized achievement tests (e.g., EOCT, GHSWT, AP, SAT, and ACT).
- Provide needs-based professional learning and improve instructional effectiveness through coaching for struggling teachers.
- Provide teachers who meet/or exceed performance expectations increased opportunities to lead PLCs, coach, facilitate community workshops, serve on school/system/regional/state committees, and attend/present at professional development

Timeline:

Intermediary Service Provider

Year 1

Collaborate with STT to design and implement growth model

Year 2

Support STT in monitoring, adjusting, and continuing implementation of growth model

Year 3

Provide technical assistance to STT on continued implementation of growth model providing targeted support in identified areas of need for sustainability

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sessions/conferences as school representative.

Support Personnel Growth Model will include the following procedures:

- Support personnel will be assigned stakeholder caseloads (e.g., teachers, students, parents)
- Review and analyze results of multiple observation measures to include school focus walks and TKES walkthroughs, formative assessments, and summative assessments
- Provide needs-based professional learning and improve effectiveness of support.
- Provide increased opportunities to lead PLCs, facilitate community workshops, serve on system/regional/state committees, and attend/present at professional development sessions/conferences as school representative.

Reward Structures:

- All certified instructional who meet/or exceed the Growth Model criteria will be eligible to receive incentive pay in the amount of \$ 250 Yr. 1; \$ 250 Yr. 2; and \$ 250 Yr. 3 when the school meets the annual achievement goals for SIG/CCRPI Score: 56 Y1, 66 Y2, and 76 Y3. Increase in graduation rate by 10%, 90% for Reading/English Language Arts on EOCT/AP, 70% for Mathematics on EOCT/AP, 75% Science on EOCT/AP, 75% for Social Studies on EOCT/AP, 95% for Writing on GHSWT, 95% of graduates completing a pathway, or 50% scoring at least 22 out of 36 on ACT or 1150 out of 2400 on SAT.
- Classified employees will be rewarded incentives for additional time and effort spent on supporting reform initiatives, increased school days and responsibilities. Classified employees who meet/or exceed the criteria will be eligible to receive incentive pay in the amount of \$ 150 Yr. 1; \$ 150 Yr. 2; and \$ 150 Yr. 3 when the school meets the annual achievement goals for SIG/overall CCRPI Score: 56 Y1, 66 Y2, and 76 Y3 above, increase by 10% in cohort graduation rate, and increase the student attendance rate by 95%.

Other incentives may include:

--Professional organization memberships will be provided for individual teachers who demonstrate growth in student achievement data (at least 10 percentage points).

--Teachers demonstrating growth in student achievement data (at least 10 percentage points) will be granted the opportunity to attend their state or national conference.

Other funding sources

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Plan for removal, if applicable:

Teachers and school-level leaders who do not demonstrate growth in professional practice will be removed from Westside High School. The Principal is committed in maintaining a highly-trained staff that demonstrates quality services consistently. Leader Keys and Teacher Keys will be implemented with fidelity and will track staff performance. Staff qualitative and quantitative data that proves to be less than proficient will be a part of the LEA "At-risk" process. Staff will be placed on an individualized Professional Development Plan for improvement in deficient areas. The principal will ensure that staff with deficiencies is supported in the following ways: Job-embedded professional learning, coaching sessions, mentoring, and peer observations. The principal and staff will keep documentation and monitor the due process procedures established by the LEA. Any staff not improving his or her practice after being given the time and support, will be terminated, thus not being offered a contract for the next school term.

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Attachment 1d - Transformation Model

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

Actions:

Transformational Initiatives:

In order to address the critical needs of the staff and students at Westside High School, the following initiatives will be implemented over the next 3 year(s). These initiatives will aid in building capacity of school leaders and teachers in Tier 1 of the RTI process so that students are appropriately placed in Tier 2. Currently, the implementation of Tier 1 at Westside High School is fragmented, thus needs of ALL students are not being met.

FOCUS ON STAFF PROGRAM REFORM INITIATIVES

Continuous School Improvement (CSI)/Transformation Team Training/Support – WHS will work collaboratively with an intermediary provider to provide job-embedded professional learning opportunities to the CSI/Transformation Team and collaborative teacher-leader teams that focus on increasing professional knowledge of national/state/local educational policies and initiatives and illuminate effective approaches to plan and lead PLCs, actively monitor curriculum/assessment/instruction (CAI), evaluate teacher performance and provide timely and meaningful feedback as well as coaching to teachers that supports professional growth, implement and monitor programs, and strategies that support teacher and student success. Lastly, the intermediary provider will work with the CSI/Transformation Team and collaborative teacher-leader teams to develop CSI and professional learning goals, a professional learning calendar/plan.

Job-Embedded Professional Learning – WHS will work collaboratively with an intermediary provider to provide job-embedded professional learning to Continuous School Improvement/Transformation Team and collaborative teacher-leader teams, who will plan and facilitate PLCs to build capacity and foster staff support and buy-in to the CSI initiatives.

Timeline:

Intermediary Service Provider

PLC's

Pre-Implementation

Analyze teacher evaluation and student achievement data with WHS School Transformation Team (STT). Collaborate with STT to identify professional learning goals relative to reforming the Curricular, Instructional, and Assessment programs; develop a professional learning calendar, plan, and protocols to include content-area common planning schedule, protocols, and procedures

Year 1-Full Implementation

Phase I PLC Reform: Train and support STT in realizing professional learning goals relative to reforming the Curricular, Instructional, and Assessment programs; leading, monitoring, and evaluating the school's PLC.

Year 2

PLC Reform Evaluation: Support STT in program evaluation and modifications to include integrating inter-disciplinary collaboration, protocols and procedures in common planning schedule and plan (July 2014).

Phase II PLC Reform: Train and support STT in building teacher capacity to plan and facilitate content-area and school PLCs; continue to support monitoring, evaluation, and

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- *Curriculum Alignment Model* – CSI/Transformation Team and Collaborative Teacher-Leader teams will revisit Understanding by Design (UbD) and DOK and receive training on best practices in aligning curriculum, assessment, and instruction for yielding positive student learning outcomes.
- *Data Teams* – CSI/Transformation Team and collaborative teacher-leader data teams will be established and trained to provide in-depth data analysis. The teams will train and support the total faculty in methods of analyzing data and data use. PLCs will meet regularly to review data and make program and instructional modifications based on results by employing steps of the WHS data cycle and Response to Intervention (RTI). Data talks will be regularly scheduled for students and parents.
- *Common Assessments* – CSI/Transformation Team and Collaborative Teacher-Leader teams will be trained on assessment literacy and the development of Next Generation Assessment items and tasks. The team will train and support PLCs in determining desired results for student learning and to develop a more complete, balanced, and consistent approach to assessment that includes a variety of types and tasks (e.g., common formative and summative assessments).
- *Effective Instructional Practices* - CSI/Transformation Team and Collaborative Teacher-Leader teams will be trained on best practices and the most current research-based strategies for Common Core and NGA implementation, project/problem/inquiry-based instruction, and differentiated instruction. Subsequently, the team will train and support PLCs in learning and employing strategies learned.
- *Teacher Evaluation (TAPS)* – The team will be trained on evaluating and supporting teacher performance on the TAPS. The team will establish an evaluation calendar, protocols, and procedures. Training will emphasize effective coaching, PLC, and feedback.

Professional Learning Communities – The WHS Professional Learning Communities (PLCs) will be grounded in strategies emphasized by Learning Forward and will focus on effective assessment and instructional planning, data analysis and use, and collaboration and collegiality. PLCs will include collaborative content and interdisciplinary planning sessions and staff development sessions that are scheduled on a regular and frequent basis, address a shared understanding of student learning expectations, and promoted depth of understanding, rigor, and relevance. PLCs will be CSI/Transformation Team- led and

modification to the school’s PLC.

Year 3

PLC Reform Evaluation: Support STT in PLC and reform programs evaluation, identifying specific areas of need and adjusting based on teacher evaluation, student achievement, and perception data and modifications (July 2015).

Provide technical assistance to STT on continued monitoring, evaluation, and implementation of the professional learning plan providing targeted support in identified areas of need for sustainability.

Continuous School Improvement Program Evaluation: Support STT in program evaluation and modifications to the PLC calendar plans and Curricular, Assessment, and Instructional programs for the 2016-2017 SY (June 2016).

CURRICULUM

Pre-implementation

Collaborate with STT to identify curricula program goals relative to curriculum alignment: curriculum, assessment, and instruction (CAI).

Year 1

Phase Ia Curricular Program Reform: Train and support STT in facilitating CAI Alignment PLCs to effectively implement Common Core (unpacking, determining depth of knowledge and rigor, and repacking to inform lesson planning and assessment).

Year 2

Curricular Program Evaluation: Support STT in program evaluation and modifications to include non-EOCT teachers (July 2014).

Phase Ib Curricular Program Reform: Train and support STT in facilitating

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Teacher-led to build capacity and sustainability.

Data-Driven Decision Making – 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 at WHS. The leadership and instructional staff will use the Self-directed Improvement System to monitor summative and formative assessment data weekly. This process will guide departmental collaboration. Teachers will meet each Monday from 3:15 pm to 5:15 pm. Administrators will monitor collaborative meetings with fidelity and quality. Teachers who are unable to attend Monday sessions will make up their sessions on Saturdays from 8:00 am-10:00 am. Deliverables from collaboration are minutes, completed SDIS template attached to lesson plan, and teacher observations of instructional adjustments based on the feedback from the 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 CSI process 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.

Curriculum, Assessment, & Instruction (CAI) Alignment Model for Increased Effectiveness- The instructional model for WHS will emphasize in alignment between curriculum, assessment, and instruction as based on the frameworks of an intermediary provider, Marzano, and Grant & Wiggins. Teachers will employ CAI alignment strategies to collaboratively plan assessment and instruction that aligns to national/state curriculum, in particular to the rigor of the standards. Teachers will collaborate to determine desired results for student learning and to develop a more complete, balanced, and consistent approach to assessment that includes a variety of types and tasks (e.g., common formative and summative assessments). Teachers will scaffold instruction and assessment to support students’ proficiency on the standards. Teachers will differentiate instruction and assessment and plan to extend and enrich student learning. This framework has been highly effective in building teachers' capacity, enhancing teachers’ shared understanding of student learning expectations, and improving instructional planning and delivery. The school will

CAI Alignment PLCs to effectively implement NGSS, CTE, Fine Arts, and Language curricula ((unpacking, determining depth of knowledge and rigor, and repacking to inform lesson planning and assessment).

Phase IIa Curricular Program Reform (Core Content-area Teachers): Facilitate development of CAI Unit Plans/Lesson Exemplars with Student Work Samples (June 2015).

Year 3

Provide technical assistance to STT on continued monitoring, evaluation, and implementation of Curricular Program Reform providing targeted support in identified areas of need for sustainability.

Phase IIb Curricular Program Reform (CTE/Fine Arts/Language Teachers): Facilitate development of CAI Unit Plans/Lesson Exemplars with Student Work Samples (June 2016).

ASSESSMENT

Pre-implementation

Phase Ia Assessment Program Reform (EOCT Teachers): Facilitate development of Next Generation Assessment (NGA) formative assessment item bank with EOCT teachers/STT; identify critical topics for common assessments.

Collaborate with STT to develop the Assessment Program Reform Plan: common assessment calendar, training, protocols, and procedures.

Phase Ib Assessment Program Reform: Train and support STT in facilitating PLCs to EOCT teachers on assessment literacy, varying assessments, and creating formative Common Assessment Benchmarks (CABs) that include a variety of item types and implementing the CAB plan.

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work collaboratively with the LEA using Scholastic resources and consultation to aid in increasing instructional capacity in mathematics classroom. Georgia DOE Pathway-student study plans will determine the courses and curriculum to be taught at WHS.

Project/Problem/Inquiry-based Instructional Models – Not only will the WHS instructional model emphasize an alignment between curriculum, assessment, and instruction, but it will also be based on project-based, problem-based, or inquiry-based instruction as outlined by the International Center for Leadership in Education’s “Rigor, Relevance, and Relationship” framework. This framework has been highly effective in improving critical thinking, problem-solving, math and communication skills. Additionally, 21st Century demonstration classrooms prepare students to compete in the global environment as spaces are created for collaboration in a rigorous classroom setting. Further, these models have been effective in illuminating for students the real-world connections to classroom learning.

Year 1

Phase IIa Assessment Program Reform: (Non-EOCT Teachers): Facilitate development of NGA formative assessment item bank with non-EOCT teachers/STT creating performance tasks, checklists, and rubrics (June 2014).

Year 2

Assessment Program Evaluation: Support STT in program evaluation and modifications to include non-EOCT teachers (July 2014).

Support STT in facilitating PLCs to EOCT teachers on evaluating and revising Yr. 1 Formative CABs for reliability and validity and continuing enhancement of the NGA Formative Assessment Item Bank. Support continued monitoring and evaluation of implementation.

Phase IIb Assessment Program Reform: Train and support STT in facilitating PLCs to non-EOCT teachers on assessment literacy, varying assessments, and creating formative Common Assessment Benchmarks (CABs) that are performance-based, includes checklists and rubrics.

Year 3

Provide technical assistance to STT on continued monitoring, evaluation, and implementation of the Assessment Program Reform plan to include assessment evaluation and the continued enhancement of the NGA Formative Assessment Item Bank for EOCT and non-EOCT teachers, providing targeted support in identified areas of need for sustainability.

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<p>Positive Learning Environment – PBIS team will re-deliver June 2013 training to all staff members. The LEA provided training for selected school based on discipline data. The team will collaborate to develop a behavior management plan to communicate common school-wide expectations. Throughout FY14, the team will meet monthly to discuss discipline data and determine cultural progress. Data, results, and proposed strategies for continuous improvements will be shared with STT members. Teachers will teach school expectations by developing well-planned instructional lessons to students. These lessons will be taught during Advisement and monitored by the PBIS team. Advisement will be held daily during block 5 for 30 minutes. WHS expectations will be embedded in the school’s culture and will be reinforced through a variety of mediums. Parent training will be conducted on PBIS and how parents can aid the school in implementing this program with quality. Lastly, students who demonstrate strength of character and/or growth in academic performance will benefit from a camp designed to build student capacity and leadership.</p> <p>Response to Intervention (RTI) - The school will ensure that Tier 1 and Tier 2 are done well to ensure that student’s needs are met with proficiency. These tiers are a major focus because appropriate diagnosis for Tier 3 has been difficult. There is a need for teachers to implement Standards-based Classrooms with fidelity and with quality. Tier 2 programs must be data-driven and evidence-based to make a determination if interventions are effectual. The PEC/RTI Coach will work collaboratively with the PBIS team to develop a behavior management plan for RTI students. These students will be monitored closely in Performance Matters to ensure that appropriate interventions are being utilized for students.</p> <p>Additional actions and professional learning:</p> <ul style="list-style-type: none"> *Conduct preliminary STT planning in Year 1. *Conduct preliminary STT planning ins Years 2 and 3. *Sustainability Activities: Academic Coaches will attend Thinking Maps training (GaDOE) in Year 2. This training will provide the staff with a common visual language for learning within and across disciplines that supports eight (8) cognitive thinking processes. On-site follow-up training will occur throughout the school term to monitor implementation. Academic Coaches will re-deliver training to the teachers during common collaboration 	<p align="center"><u>INSTRUCTION</u></p> <p>Pre-implementation</p> <p>Collaborate with STT to identify instructional program goals relative to meeting the needs of diverse learners (Phase I), supporting students’ literacy development across the content areas (Phase II), and increasing rigor and relevance (Phase III).</p> <p>Year 1 Phases I and II: Train and support STT in facilitating Instructional Program Reform Phases I and II PLCs and observing and coaching teacher implementation: Phase I - Differentiating Instruction Phase II - CCR Literacy across the Curriculum</p> <p>Year 2 Instructional Program Evaluation: Support STT in program evaluation and modifications to include Phase III (July 2014). Support STT in continuing implementation of Instructional Program Reform Phases I and II. Phase III: Train and support STT in facilitating Instructional Program Reform Phase III and observing and coaching teacher implementation: Multidisciplinary Project/Problem/Inquiry-based Instructional Models</p> <p>Year 3 Provide technical assistance to STT on continued implementation of the Instructional Program Reform plan to include observations, coaching, and providing targeted support in identified areas of need for sustainability.</p>
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time held on each Monday at 3:15 pm. Also, targeted personnel will be Gifted Endorsed and/or AP Certified based on programmatic need. Teachers will be compensated for off-contract work to achieve the credentials.

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

Actions:

Belief in student’s ability to learn is a vital commitment to the guiding belief that all stakeholders– students, parents and other staff – can learn and achieve at levels higher than their current achievement and circumstances indicate. Achievement is often expressed as an individual competency – the person desires being the best and acts to achieve this alone. In a turnaround teacher, who must persuade others to succeed in spite of previous organizational and academic failure, achievement includes setting high performance goals for students, individually and as a group; prioritizing classroom activities to focus on those that will achieve the highest learning results in the shortest amount of time relative to inputs; using an array of strategies to meet student goals including direct action, others’ efforts (students, parents, other staff) and other available resources; regularly monitoring own and student performance against high standards; and identifying and making needed changes (Public Impact, 2008).

As a requirement of the grant and being employed at Westside High School, certified instructional staff, administrative team, and some classified staff used during extended learning will be required to work extended hours for students, collaborative planning, job-embedded professional learning, and parent/student conferencing. Teachers with proven success will tutor, assist students in recovering lost credits and/or accelerate students twice (Tuesday and Thursday) a week for two hours.

In alignment with district procedures, teachers will receive stipends at a rate of \$20.00 per hour for participating in job-embedded professional learning activities and staff collaboration sessions held on off-contract days. Any staff teaching students during extended learning opportunities will receive their state rate of pay.

Leaders and teachers demonstrating turnaround competencies and behaviors will be provided opportunities to lead initiatives,

Timeline:

Ongoing

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conduct presentations, attend LEA and SEA meetings on behalf of the school, observe and coach peers, attend state and national conferences, and participate in the CSI process during the Summer.

Reward Structures:

- All certified instructional who meet/or exceed the Growth Model criteria will be eligible to receive incentive pay in the amount of \$ 250 Yr. 1; \$ 250 Yr. 2; and \$ 250 Yr. 3 when the school meets the annual achievement goals for SIG/CCRPI Score: 56-Y1, 64-Y2, and 72-Y3. Increase in graduation rate by 10%, 90% for Reading/English Language Arts on EOCT/AP, 70% for Mathematics on EOCT/AP, 75% Science on EOCT/AP, 75% for Social Studies on EOCT/AP, 95% for Writing on GHSWT, 95% of graduates completing a pathway, increase performance on End-of-Pathway Tests, or 50% scoring at least 22 out of 36 on ACT or 1150 out of 2400 on SAT.
- Classified employees will be rewarded incentives for additional time and effort spent on supporting reform initiatives, increased school days and responsibilities. Classified employees who meet/or exceed the criteria will be eligible to receive incentive pay in the amount of \$ 150 Yr. 1; \$ 150 Yr. 2; and \$ 150 Yr. 3 when the school meets the annual achievement goals for SIG/overall CCRPI Score: 56-Y1, 64-Y2, and 72-Y3 and increase cohort graduation rate by 10% points, and increase the student attendance rate by 95%.

Other incentives may include:

--Professional organization memberships will be provided for individual teachers who demonstrate growth in student achievement data (at least 10 percentage points).

--Teachers demonstrating growth in student achievement data (at least 10 percentage points) will be granted the opportunity to attend their state or national conference.

2013-2016 (Other funding source)

Certified Staff	Classified Staff (Instructional)	Classified Staff (Non-instructional)
Principal Asst. Principal	Media Clerk PEC paraprofessional	Nutrition Hall Monitors Custodial

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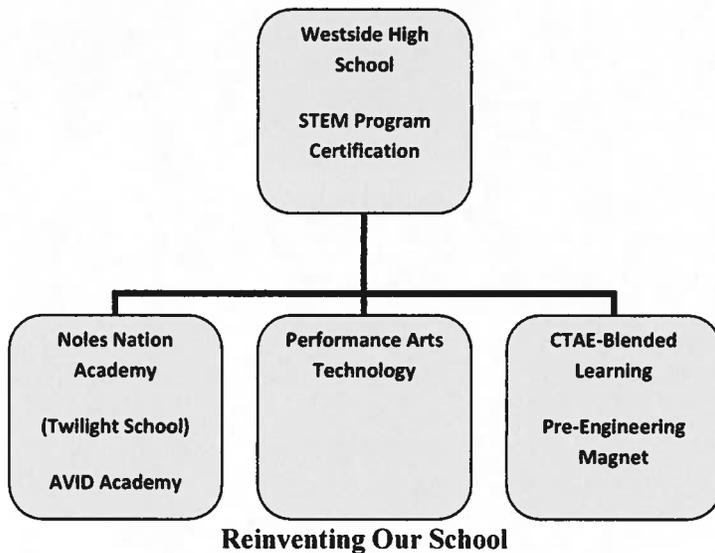
Teachers	Parent Trainer	Nurse	
Counselors	Secretary		
Media Specialist	SIG Data Clerk		
Academic Coaches	Admin. Support Staff		

Teacher's (SCI, MA, Engineering, and Technology) participation in on-going STEM specific professional learning and who provides evidence of STEM specific implementation in classroom instruction will receive \$1000 incentive after Year 3 (May 2016).

A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

Actions:

FOCUS ON STUDENTS PROGRAM REFORM INITIATIVES



AVID Academy (Currently funded under Gear-Up) - The AVID Academy will focus on the implementation of strategies from Advancement Via Individual Determination (AVID) program, designed to increase the number of under-represented students who enroll in four-year colleges. The Academy will include the key components of AVID in the areas of writing, reading, inquiry, collaboration, time management, and note-taking, in addition to problem solving and critical thinking. Finally, the Academy will emphasize a multidisciplinary approach to instruction wherein teachers will work

Timeline:

Preliminary actions:

AVID students were identified at their feeder middle school in August 2012.

AVID team will be trained

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collaboratively within and across the content areas to plan lessons/or units that illuminate learning connections across disciplines.

Year 1

Targeted students will be enrolled in an AVID elective and will receive academic skill support and instruction. Twice a week students will be coached by college tutors from Fort Valley and State University and will work in collaborative learning groups to enhance their learning. The remaining three days will be devoted to a strong reading and writing curriculum; study skills; preparation for college entrance and placement exams; guest speakers; team building; and field trips to colleges or businesses. AVID students will be placed in targeted core classes designed to increase capacity in student leadership with a goal of preparing them for rigorous courses in their pathways.

School of Performance Arts Technology (PAT) – This technology-based fine arts program will optimize student interest through performance. Collaboration and creativity are intricate components of the interdisciplinary study of music, dance, theatre, engineering, art, and video. Connecting arts to the classroom will enhance student learning in core academic courses. Project-based learning will be in all fine arts classrooms. Students in performance arts will conduct two cohesive presentations for stakeholders. Teachers will be evaluated on these presentations. Students in fine arts must attend at least two community performance arts events a year and write a reflection paper that will be a part of their classroom grade. Performance arts students will also participate in two community outreach activities a year.

CTAE Blended-Learning: CTAE will use Blended Learning in courses to aid in increasing rigor and meeting the needs of all students. Georgia Virtual School shared resources will be a part of the teacher’s daily instructional lessons. The school will continue to use Desire 2 Learn as its management system for Blended Learning. The CTAE department will use Georgia Department of Education Pathway-Student Plan of Study to advise their students. Teachers will collaborate weekly for two (2) hours and attend curriculum-based professional development provided by the LEA and/or SEA. Project-based learning will be encompassed in CTAE classrooms to connect learning to core academics. CTAE department chair will provide half-time coaching services to teachers weekly. This can be accomplished by modifying the master schedule and making adjustments in duties and responsibilities. The chair will participate in LEA coaching professional development to build capacity in transformation and instructional coaching. A CTAE/Magnet Coordinator will work collaboratively with the CTAE department and core academics to bridge learning experiences to optimize student achievement. The CTAE/Magnet Coordinator will seek community and higher education partnerships, shadowing

June 30-July 3, 2013.

Schedule AVID students for sections on the master schedule. July 2013

Recruit new students March-April 2014

Year 2

Repeat Y1 actions

Year 3

Repeat Y2 actions

Conduct a program evaluation in May 2016

Year 1

Recruit students during Open House for a Drama Club. August 2013

Recruit students for the Dance ASP (service provider). Teacher will also work with cheerleaders and drill team to enhance their craft. August 2013

Year 2

Incorporate a Drama Class during the instructional day in preparation for future pathway completers. July 2014

Hire a dance and drama instructor.

Incorporate a Dance Class during the instructional day in preparation for future pathway completers. July 2014

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experiences for students, and dual-enrollment opportunities aligned with our school-wide programs. This person will serve as a recruiter for the magnet program and market Connect2Connect to ensure that all students who qualify have computer access and internet capabilities. The STEM facilitator will work collaboratively with the CTAE/Magnet Coordinator to prepare students for competitions and participation in STEM and career readiness learning opportunities in the state of Georgia.

Future Direction in Georgia

CTAE programs will be integrated with STEM Georgia (Science, Technology, Engineering, and Math). STEM education encourages a curriculum driven by problem solving, discovery, exploratory learning, and student-centered development of ideas and solutions. The ultimate goal of the competencies (21st Century Skills) is to prepare students for the careers essential for the 21st Century workplace.

Future LEA Affiliations

District Partnering with Mercer University, Macon-Bibb CVB on FIRST Robotics (LEA Board Brief)

The District will begin a FIRST (For Inspiration and Recognition of Science and Technology) Robotics team this summer thanks to a partnership between Mercer University, the Macon-Bibb County Convention and Visitors Bureau, and the District's Career, Technical and Agricultural Education (CTAE) Department. The FIRST Robotics Competition takes place nationally each year, and thousands of high school students compete as teams to build robots weighing less than 120 pounds.

According to FIRST's website, the nonprofit organization's mission, "is to inspire young people to be science and technology leaders, by engaging them in exciting mentor-based programs that build science, engineering and technology skills, that inspire innovation, and that foster well-rounded life capabilities including self-confidence, communication, and leadership."

There was a robotics program at Howard during the 2010-2011 and 2011-2012 school years, but the program was canceled due to a lack of funding. The new program will be open to students from each of the high schools and students and advisers will receive assistance from Mercer University faculty and students.

The Macon-Bibb County CVB is helping the District to secure funding for the FIRST Robotics team. Eventually, Macon-Bibb County CVB President and CEO Monica Smith said, she hopes this

Year 3 (Sustainability)

Ensure that teachers are a part of the school's general ed. Allotment in order to have a dance and theatre program.

(See STEM 3-year Implementation Plan for program certification.)

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partnership will help bring the state FIRST Robotics tournament to Bibb County.

Meetings and training sessions for students interested in joining the FIRST Robotics team will be held at Mercer University this summer.

To learn more or to join the team, contact CTAE Director Dr.

Cassandra Miller-Washington at cmwashington@bibb.k12.ga.us

Utilize STEM Pathways to Enhance Pre-engineering Magnet

Program– To address the issue of rigor and relevance, WHS will strive to achieve STEM program certification beginning with future demands for careers in STEM-related areas, WHS aims to better prepare its students for post-graduation success. Based on the research conducted by the *School Redesign Network at Stanford University*, students perform better when their education is relevant to the real world and connected to their personal learning interests. This grant will provide the opportunity for WHS to establish these pathways and provide the training and resources required to implement them successfully.

The current STEM sponsor will facilitate the implementation of the STEM program certification process full-time. Students identified for STEM will meet weekly after school for 2 hours. Teachers of STEM students are certified in their area and will participate in STEM specific professional learning. A STEM planning team will be developed to ensure that WHS meets all criteria outlined by Georgia Department of Education. This certification process will take 3 years. Students in STEM will maintain a portfolio throughout their high school career. STEM students will have the opportunity to attend camp each summer to experience college life and participate in rigorous teaching and learning activities. The school leader will hire a Math, Science, and Engineering teacher to assist STEM facilitator in developing our STEM program. These staff members will work with STEM students within our magnet focus.

The following STEM Pathways, but not limited to, will be afforded to WHS students upon completion of this process. While the themes are the catalysts that spark students' interests, the core curriculum will be rigorous and focus on college and career readiness skills in literacy and numeracy. Furthermore, Career and Technical Education (CTE) will be integral to the academic program of study in support of these themes:

Engineering Drafting & Design - Educational programs in drafting and design engineering teach the basics of computer-aided drafting and design. According to the U.S. Bureau of Labor Statistics (BLS), employment opportunities are best for those who possess good drafting and design skills, an understanding of drafting specifications and

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knowledge of technology (www.bls.gov). Math, science, communication and problem-solving skills are also important in the drafting and design engineering field.

Electronics The Electronics Engineering Technology curriculum prepares individuals to become technicians who design, build, install, test, troubleshoot, repair, and modify developmental and production electronic components, equipment, and systems such as industrial/computer controls, manufacturing systems, instrumentation systems, communication systems, and power electronic systems.

A broad-based core of courses, including basic electricity, solid-state fundamentals, digital concepts, and microprocessors, ensures the student will develop the skills necessary to perform entry-level tasks. Emphasis is placed on developing the student's ability to analyze and troubleshoot electronic systems.

Information Technology - This pathway coincides with curriculum in Computer Science and Mathematics with an emphasis on information technology. Each pathway will examine global and local community impacts and focus on strengthening reading and writing skills in the content area.

Robotics

Robotics will be utilized to get students excited about science, technology, engineering, and math (STEM) topics. Studies show that it is highly effective in developing team-work and self-confidence. In year 1, WHS will engage students in Robotics After School. This program will work collaboratively with other high schools in the district and Mercer University as an initial activity in our STEM program certification initiative.

Energy and Sustainable Technology - This pathway coincides with curriculum in the Physical Sciences, Computer Science, and Mathematics with an emphasis on engineering and sustainable technology. Each pathway will examine global and local community impacts and focus on strengthening reading and writing skills in the content area.

STEM Program Criteria (See attached implementation plan)

Criteria	To Meet
Number of STEM	The students in the program must be designated as

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students	the STEM population.	
Non-traditional student participation in STEM (See Appendix)	An active recruitment effort for students in non-traditional career pathways is evident.	
STEM differentiation from non-STEM program	There are definitive differences in the coursework and instruction that occur in the STEM classrooms as opposed to the non-STEM classrooms.	
Teacher certification	100% of STEM teachers are certified in his/her subject area	
Teacher Professional Development	All teachers have attended at least one professional development opportunity related to STEM within the past year.	
Teacher Collaboration	Time is allocated for STEM teachers to collaborate and plan together.	
STEM Pathways	Students can become pathway completers via STEM pathways	
Math and science courses	STEM students are required to take advanced math and science courses that are co-requisites of the CTAE pathways (Math and science courses for elementary and middle school would need to prepare students for the next grade band)	
Business/Industry partners	Evidence of industry/partnership involvement with students including work-based internships.	
STEM competitions	Students are involved with math, science, and CTAE competitions on a regular basis (there must be evidence of all three).	
Performance assessments	Assessments are designed for what students should know and be able to do. Students are assessed in a variety of ways including project/problem-based assessments, authentic assessments, or other student-centered approaches.	
CTAE, Math, Science, Technology, and Engineering Integration	The curriculum is multidisciplinary and lessons that are integrated are the norm.	
STEM Labs	There is/are a dedicated STEM lab(s) in the school.	
Student Rigor & Relevance and Instructional Quality	Students are regularly challenged by complex problems that are related to real world scenarios. Focus is on competence rather than coverage of curriculum.	

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Technology	There is a pervasive use of technology throughout the STEM program as tools to facilitate research, investigation, and design.
Assessment	There is evidence that STEM students are making progress on standardized assessments.

Student Leadership Development

Developing student leaders is not only helpful for the students but also for our school. Developing students as leaders empowers and provides them with opportunities to show their gifts, talents, skills, and interests while also learning to develop a new set of abilities and learn from each other and model adults. At WHS, we want to place and nurture students in leadership roles. By doing this, students will gain hands-on experience and gain opportunities for them to communicate, plan and organize tasks, and be a part of a team to reinvent their school. Granting students a voice to share in the decision-making process and communicate ideas will help them become self-directed learners, thus developing a sense of pride in their school.

Student leadership can certainly reinforce and expand our well-designed programs. Students bring forth a perspective that is innovative and exciting. By fostering students as leaders in our school, they will begin to evolve in to young adults prepared for college and careers.

Specific actions:

- ✓ Student leadership will meet with the STT once a month to examine the culture of the school and to plan school-wide incentives for teachers and students that exhibit behavior above and beyond what is expected.
- ✓ All student leaders will be identified by the STT. These students will be contacted prior to the beginning of school. A student/parent meeting will be conducted with the STT to share the vision of WHS, PBIS management plan, and the SIG grant.
- ✓ Students will be a part of the planning process for Open House.
- ✓ Student leaders will dress for success on each Wednesday. The students will wear blazers with WHS crest, white shirts, and khaki pants or skirt. The guys will wear ties or bow ties. Student leaders are identified as: Envoy students, AVID, athletes/cheerleaders, student council members, club officers, drum major/drill team, ROTC officers, National Honor Society,

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<p>STEM, Mu Alpha Theta, Beta, etc. All other students will be encouraged to dress professionally as well.</p> <ul style="list-style-type: none"> ✓ Student leaders will conduct school announcements. Announcers will meet with speech coach once a week. ✓ Targeted student leaders will serve as mentors to other students. Leaders who effectively show that their leadership directly (contact log outlining activities, reflective essay, and pre/post mentee data) impacted the positive outcomes of their mentee will be granted an opportunity to attend a summer leadership camp and/or workshop for youth. Below are two camps for STEM students: <ol style="list-style-type: none"> 1. Ten student scholarships to local summer STEM enrichment programs. (RAFB Museum of Aviation STEM Camp) 2. Two student scholarships to Emory University Summer programs. (Emory University iD Tech Camp) ✓ Student leaders will maintain the human-sized school calendar and the Seminole Highlight bulletin board. ✓ Student leaders will be present to assist at school function and/or events. 	
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A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Actions:

Teacher Keys, SLDS, and Performance Matters are mediums in which Westside High School leaders and teachers can collect and analyze data for utilization to inform instructional practices and programs as a means for meeting the needs of ALL students. Assessment for Learning strategies will be employed to ensure that teachers are using diagnostic data, formative, and summative assessments to guide instructional practices, interventions, and programs. These assessments will serve as baselines in the SDIS process to foster collaborative discussions within departments. As a part of the LEA collaborative protocol, the teachers will complete the following actions:

Timeline: Ongoing

Pre-implementation

Collaborate with STT to develop a WHS Data AU Cycle that includes and three phases, protocols, procedures, and action plans with an emphasis on RTI and data dialogues

Year 1

Train and support STT in facilitating the literacy training on the new accountability system (CCRPI) and

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- Teachers will participate in Performance Matters training to learn how to create filters.
- Teachers will use FY13 data to establish goals for their PGP.
- STT will align resources with assessment goals.
- Develop an intervention calendar and monitoring process to evaluate effectiveness.
- Use the SDIS protocol in weekly collaboration.
- Develop weekly mini-assessments and provide students with frequent feedback.

The LEA will provide support in using SLDS and Performance Matters to ensure proficiency in usage.

Academic Coaches (Social Studies, Science, Literacy, PEC/RTI, and Math) will ensure that the established system for ongoing analysis of a variety of significant assessment data to measure student progress is proficiently met weekly. Professional learning will be conducted on writing common assessments and how to analyze the results to determine next steps. Other critical actions include the following:

- During STT planning, collaborative meeting norms will be established and the assessment calendar will be finalized as a result of June 2013 training.
- A review of the SDIS process will be conducted by the principal and Academic Coaches will conduct follow-up training during collaboration.
- The principal and math coach will demonstrate analyzing student and teacher data using Performance Matters.
- Academic Coaches will set up virtual standards-based demonstration classrooms that support blended learning.

TKES and GAPSS Needs Addressed:

Teachers in all core departments will meet each Monday to collaborate and complete the following tasks:

- ✓ Analyze student work and write specific feedback using the language of the standard
- ✓ Use Performance Matters to identify the common standards, elements and items missed by the majority of the students on state and local assessments.
- ✓ Identify individual weaknesses and strengths on state and local assessments.
- ✓ Form intentional grouping and provide differentiated instruction
- ✓ Develop re-engagement lesson plans based upon student needs
- ✓ Construct common assessments/rubrics and house them in Performance Matters.

implementation of Phase I of the Data AU Cycle, which includes the following:

School Data Dialogues (content-area /STT)

Data Action Plans

School Data Displays

(external hallway displays include aggregate content-area data)

Year 2

Support STT in continuing CCRPI literacy training and implementation of Phase I and facilitating the implementation of Phase II of the Data AU Cycle, which includes the following:

Classroom Data Dialogues

(teachers/students)

Student Work Analysis

Parent/Community Data Dialogues

Classroom Data Displays (internal)

Data Dialogue newsletters or sections in school newsletter/or website

Year 3

Support STT in continuing CCRPI literacy training and implementation of Phases I /II and facilitating the implementation of Phase III of the Data AU Cycle, which includes the following:

Student-led Data Dialogues

Grade-level data displays (external hallway displays include aggregate classroom teacher data and student work)

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<p>Diagnostic assessments will be used to determine baseline student performance. Formative assessments will be used to monitor student mastery and to determine students' needs for instructional support or enhancement. Teachers will receive job-embedded PL on Assessment for Learning.</p> <p>*Students will benchmark every 4.5 weeks to measure their growth in core academic and CTAE courses using NGA aligned to Common Core National Standards developed in June 2013. Teachers and school leaders will conduct test-talks with students to keep them informed about their strengths and weaknesses. Also, students will receive a study plan of improvement as a result of these conversations. Struggling students will attend extended learning services.</p>	
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<p>A8. Establish schedules and strategies that provide increased learning time for all students (as defined by the SEA).</p>

<p>Actions:</p> <p>FOCUS ON STRUCTURE OF SCHOOL</p> <p>Increased Learning Time (ILT) has proven to be successful when students are intentionally placed based on data and with a transformation teacher. Instruction in ILT will not embrace re-teaching. Re-engagement activities and lessons will be utilized in extended learning services. Teachers who re-engage students help them to revisit their thinking, address conceptual understanding, examine tasks from different perspectives, and use student critiquing approaches. Targeted ILTs will be developed for students to re-engage their learning of critical concepts needed to successfully meet standards for state and national assessments. ILT will be conducted daily for the targeted students for 50-minutes. An additional increased learning time period for all students, "Tribe Time", will be conducted for 30-minutes daily to promote a culture of college and career readiness to prepare for Next Generation Assessments. Additionally, all students will have access to academic services (re-engagement and acceleration) twice a week for 2 hours. The school will offer Saturday School (3 hours per Saturday) and academic services during intercession periods throughout the school term. Summer school (6 weeks) will be held at the school for students who failed courses and are off-cohort. The following services will be provided: Credit repair, credit recovery, credit extension, attendance repair, attendance recovery, acceleration-Move-on-When-Ready, re-engagement activities, computer-assisted instruction, one-on-one tutoring, and direct instruction. Fifteen teachers with proven success will work with students in extended learning programs. Transportation will be provided for all services.</p>	<p>Timeline:</p> <p>Ongoing</p>
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<p><u>Extended Learning Opportunity: Graduation Coach and PEC/RTI Coach</u></p> <p>RTI Tier 2 Interventions will be focused on improving students' performance on CCGPS state assessments, national assessments- ACT/SAT, classroom performance, strength of character, and career/college readiness. It is equally important to close achievement gaps among subpopulations. The ultimate goal of Westside High School's extended learning programs is to increase the cohort graduation rate and decrease the number of drop-outs by at least 10%.</p>	<p>August 2013-May 2014</p>
<p>Noles Nation After School Program (2 days a week at 2 hrs. a day)</p> <p>Selected teachers with proven success will work with students on current coursework to ensure mastery of state standards. A variety of data sources will be used to recommend students for these services. Also, the after school program will work with the top 25% of grade 10 and 11 students on SAT and ACT preparations to ensure that WHS have a STAR student and national recognized students. These students will be provided assistance in preparing for Governor's Honors and Golden Eagle. Performance Arts students will improve upon their craft during this time by preparing for school-level and community events.</p>	<p>August 2013- May 2014</p>
<p>Noles Nation Saturday School (Full-day or half-day depending on the need)</p> <p>Any student can participate in this program. Saturday School is designed for students to work on current courses through direct instruction, computer-assisted, and/or virtual learning. Students can work on courses to help towards graduation. Saturday school is additionally designed for students who miss too many days from school and need to make-up school assignments and time. Saturday school can be used in lieu of suspension depending on the nature of the case.</p>	<p>Ongoing</p> <p>July 2014</p>
<p>Noles Nation Intercession School (breaks & holidays)</p> <p>Students who are failing coursework will be allowed to work on re-engagement activities. Some students may need assistance with Credit Recovery. Students who have been absent can make-up time during in this setting as well. Intercession school is equally designed for our students to prepare for state and national assessments.</p>	
<p>Noles Nation Summer Bridge (transitioning 8th grade students)</p> <p>The purpose of the Summer Bridge Program is to provide a rigorous orientation program for entering freshmen who are not fully prepared to meet the demands of secondary instruction and to prepare them for the transition to high school life. Our goal is to generate in our participants the skills and motivation necessary for success in meeting proficiency on Next Generation Assessments to</p>	<p>August 2013-May 2014</p>

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obtain a high school diploma.

Noles Nation Bridge Saturdays

Students in grade 8 will be allowed to attend some Saturday School sessions to help them adjust to high school with ease. The school will work collaboratively with the middle school to determine what students would benefit from this program. Teachers will work with students in the areas of CCGPS Math and ELA. The students will also have the opportunity to work with the STEM facilitator and Graduation Coach to determine pathways of interest.

Noles Nation Summer School (6 weeks)

WHS will offer Summer School for students who have failed courses. Students can also participate in re-engagement activities in preparation for state and national assessments. A blended learning approach will be utilized to ensure that students master CCGPS and GPS standards. WHS will offer opportunities to accelerate students in preparation for dual-enrollment and meeting NCAA requirements. Teachers with proven success will work in the summer program, a coordinator with leadership certification, one counselor, graduation counselor, clerk, technology specialist, media specialist, and parent liaison.

Noles Nation Academy (Twilight School) - 4 days a week (1:00 pm to 6:00 pm) – This alternate education program will be designed to decrease the WHS drop-out rate. The primary focus will be on students who need extra course work toward graduation. Students enrolled in this program will not have shown success in the traditional classroom. Services will meet the diverse needs of students by providing blended learning, differentiated instruction and flexible learning opportunities. Also, students who desire to be accelerated will have an opportunity to attend this program in order to optimize dual-enrollment placement. Students enrolled in Noles Nation can take advantage of all other extended learning services.

The Twilight School at Westside will be designed to address the individual needs of the student as it pertains to 2 distinct criteria

- Academic
- Behavioral/Social

--Each student will have an individualized plan that details their strengths and weaknesses in academics and behavioral/social needs

--Each student will be assigned an advisor who will monitor that plan and make necessary adjustments on weekly basis.

June-July, 2014

Phase 1

August 2013-December 2013

--Begin with 39 students who can complete coursework by January 2014.

--Conduct home visits to discuss graduation options with the student and parent.

Phase 2

January 2014-May 2014

--Register FY14 off-cohort students for the program.

--Conduct an information session for stakeholders to provide a review of Year 1 and to recruit new candidates for the program.

--Develop a recruitment and communication plan to attract more students outside our zone to help those schools meet cohort graduation rate goals through our program.

--Develop a master schedule that fosters flex time to ensure that Twilight students have effectual teachers.

--Coordinate with transportation so that Twilight students can arrive on campus at 1:00 pm.

Year 2 & Year 3

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	<p>--Collaborate with Parent Educators at the Welcome Center to host GED classes at Westside High School for stakeholders.</p> <p>--Repeat actions from Year 1</p> <p>July 2014-June 2016</p>
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<p>position will be funded for Year 1 and 2 only.</p> <p>Year 1 Parent Training</p> <ul style="list-style-type: none"> ✓ Increasing Rigor in Schools (Common Core) ✓ PBIS at Home and School ✓ Effectively Using Extended Learning Services <p>Year 2 Parent Training</p> <ul style="list-style-type: none"> ✓ Scaffold Increasing Rigor in Schools (Common Core and PARCCS Assessments) ✓ Increasing Parent and Student Capacity in the School Improvement Process ✓ Use LEA Parent Educators to provide GED Classes at the Welcome Center or on WHS campus <p>Year 3</p> <p>Refine parental support services.</p> <p>Sustainability: Utilize the LEA Parent Academy located at the Welcome Center to provide continued services in training parents on critical topics to help their children be successful in school.</p>	<p>*Parent training will be funded under another source.</p>
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<p>A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</p>	
<p>Actions: Specifically, the LEA will grant Westside High School and the transformation principal at the helm flexibility in the following ways:</p> <p>Staffing- The leadership team will be allowed to work collaboratively with HR to ensure the hiring of quality candidates to meet the programmatic needs of the school. Lowest-performing schools will have first draft picks in the centralized hiring process.</p> <p>Schedule and School Calendar- The STT will have flexibility in planning learning environments and non-traditional school schedules to align with reform strategy. The principal will work with faculty and staff to design these 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 45 minutes for all students. During this time,</p>	<p>Timeline: Ongoing</p>

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<p>students will be re-engaged, accelerated, and/or enriched. This time will be fluid and is based on student needs. Students who need an additional class due to change from block to a 7-period day schedule will be serviced in extended learning programs.</p> <p>Curriculum, Assessment, and Instruction- The school will have flexibility in mapping curriculum to align with assessment and instruction to meet academic goals in this reform model and magnet and STEM pathways. The Strategic Plan, CCRPI, STEM, and GaDOE frameworks will be used as guidance in determining to appropriate pathways for students.</p> <p>School Budget- 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>Vendors- The school will use LEA guidance in selecting vendors. WHS is unique in program offerings and staffing tenure. Therefore, vendors for consideration must be able to meet the needs of the school proficiently. We prefer that professional learning services from vendors come with a sense of shared accountability and monitoring.</p>	
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<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>Actions:</p> <p>The LEA employs a SIG coordinator, directors, and coordinators in critical departments to aid in managing the SIG grant. The LEA is also assigned an SEA lead specialist to serve as a liaison for DOE. Each school will have its own SEA school improvement specialist to work alongside with the principal to guide the CSI process and monitor quality implementation of grant activities. WHS will have a technology specialist on-site for 4 days a week.</p>	<p>Timeline:</p> <p>Ongoing</p>

<p>B-1. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.</p>	
<p>Actions:</p> <p>The School Transformation Team will work 5 days (off-contract) during July 2013 to plan grant activities prior to each calendar year.</p> <p>6 hours per day x 5 days = 30 hours; (3 PLUs)</p>	<p>Timeline:</p> <p>July 23-27, 2013 Summer 2014 Summer 2015</p>

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C. Align additional resources with the interventions.

Actions:

Funding from the grant will:

- Purchase materials and resources required for STEM lab.
- Ensure that Performance Arts Technology School has the equipment, technology, and resources needed to teach pathway courses.
- Purchase computers for content credit recovery labs, virtual school lab, and demonstration classrooms.
- Purchase equipment to support cooperative learning in 21st Century demonstration classrooms modeled after MyGaDoe.
- Use current resources in targeted ILT to determine effectiveness of the programs (EOCT practice sites, virtual school, credit recovery)
- Purchase licensures for online courses for accelerated students and to meet DOE pathway needs.
- Support having two AP mock tests in preparing students to make at least a three (3) on the exam.
- Continue online learning community initiative and provide training for new staff members
- Purchase carts for netbooks in order for teachers to have class sets to support blended-learning.
- Contract services for dance instruction for Performance Arts Technology program.
- Develop a dance studio for students enrolled in the Performance Arts Technology School. Year 3

Timeline:

Year 1-2

Year 1

Year 1

Year 1-2

Year 1-3

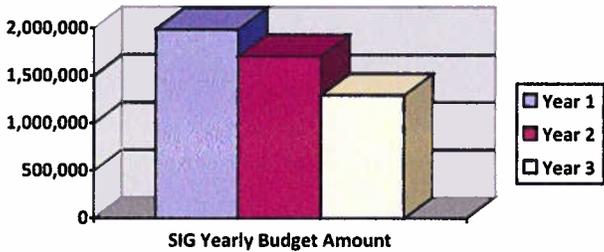
Year 1

Year 3

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Attachment 1d - Transformation Model

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.	
Actions: The LEA will review current policies and practices to determine if there are any barriers to prevent quality implementation of the SIG grant. All key LEA officers will attend a SIG grant draft meeting to discuss principal's proposals for transformation.	Timeline: 2013-2016

E. Sustain the reform after the funding period ends.									
<p>Actions:</p>  <table border="1"> <caption>SIG Yearly Budget Amount</caption> <thead> <tr> <th>Year</th> <th>Budget Amount</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>~1,900,000</td> </tr> <tr> <td>Year 2</td> <td>~1,700,000</td> </tr> <tr> <td>Year 3</td> <td>~1,400,000</td> </tr> </tbody> </table> <p>Westside High School structure was designed as if it was a current SIG school. Non-negotiables were implemented. Current staff attended LEA trainings and workshops that other SIG schools hosted throughout the district. The principal modified the master schedule in order to give teacher leaders release time for the purpose of academic coaching and to implement job-embedded professional learning to build their capacity. Increased and extended learning opportunity was funded through Title funds. The principal was in two prior SIG schools and held a position at the district-level as Race to the Top coordinator. This expertise was proved useful in conducting weekly PL sessions with staff and in working with academic coaches. All of this was done with allocated Title funds, time, and effort. In doing this intentional work, many quick-wins were achieved. The SIG grant will help us fund our plan of transformation. The activities in this grant were strategically designed to promote sustainability by building upon the work already established that has proven to be successful. The SIG funding will grant the school more time, support, and</p>	Year	Budget Amount	Year 1	~1,900,000	Year 2	~1,700,000	Year 3	~1,400,000	<p>Timeline: Ongoing sustainability throughout the grant cycle.</p>
Year	Budget Amount								
Year 1	~1,900,000								
Year 2	~1,700,000								
Year 3	~1,400,000								

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resources to optimize student achievement and staff development.

Some sustainability actions at the school level include:

- In order to maintain the academic coaching model, the master schedule will be modified to provide release time for teacher leaders. Title funds will also be used to provide stipends for academic coaching sessions after school. Other grant funding sources will be explored.
- Some personnel positions will be phased out after Year 2 due to projected increase in student enrollment.
- Continue to use Title funds to support some extended learning services for students.
- Allow current vendor to continue CSI work throughout the grant cycle to ensure cohesive training and close monitoring of implementation of the Strategic Plan.
- Make STEM facilitator full-time to begin the certification process.
- Use current staff in Noles Nation Academy by developing a flex master schedule for teachers and modify one counselor's daily work schedule.
- Use current resources in targeted ILT to determine effectiveness of the programs.
- Continue student management initiative and provide training for new staff members.
- Use netbooks that was purchased in the Blended Learning Grant to make class sets for teachers. Carts are needed to house netbooks.
- Align rewards and incentives to professional learning needs.
- Conduct targeted professional learning based on TKES and GAPSS results (DI and Academic Rigor).
- Continue partnership with local university to coach US History teachers.
- Meet Monday after school for weekly professional learning and/or departmental collaboration. (2 hours) Make-up sessions will be held on Saturday mornings at 8:00 am for athletic coaches.
- Hire dual certified personnel to meet varied needs in our instructional program.

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Attachment 1d - Transformation Model

LEA Name: Bibb County Public Schools

School Name: Westside High School

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

Reading/English Language Arts

2013-2014 School Year

- ✓ Students enrolled in 9th grade Literature in FY14 will increase percentage meet/exceed performance (62%) on the EOCT by 8 percentage points as compared to meet/exceed performance (54%) in FY13.
- ✓ Students enrolled in American Literature in FY14 will increase meet/exceed performance (92%) on the EOCT by 8 percentage points as compared to meet/exceed performance (84%) in FY13.

2014-2015 School Year

- ✓ Students enrolled in 9th grade Literature in FY15 will increase meet/exceed performance (72%) on the EOCT by 10 percentage points as compared to meet/exceed performance (62%) in FY14.
- ✓ Students enrolled in American Literature in FY15 will increase meet/exceed performance (95%) on the EOCT by 3 percentage points as compared to meet/exceed performance in FY14 (92%).

2015-2016 School Year

- ✓ Students enrolled in 9th grade Literature in FY16 will increase meet/exceed performance (82%) on the EOCT by 10 percentage points as compared to meet/exceed performance (72%) in FY15.
- ✓ Students enrolled in American Literature in FY16 will increase meet/exceed performance (98%) on the EOCT by 3 percentage points as compared to meet/exceed performance (95%) in FY15.

Mathematics

2013-2014 School Year

- ✓ Students enrolled in Coordinate Algebra in FY14 will increase meet/exceed performance (13%) on the EOCT by 8 percentage points as compared to meet/exceed performance (5%) in FY13.

2014-2015 School Year

- ✓ Students enrolled in Coordinate Algebra in FY15 will increase meet/exceed performance (23%) on the EOCT by 10 percentage points as compared to meet/exceed performance (13%) in FY14.
- ✓ Students enrolled in Analytic Geometry in FY15 will increase meet/exceed performance (25%)

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on the EOCT by 10 percentage points as compared to meet/exceed performance (15%) in FY14.
<p>2015-2016 School Year</p> <ul style="list-style-type: none"> ✓ Students enrolled in Coordinate Algebra in FY16 will increase meet/exceed performance (33%) on the EOCT by 10 percentage points as compared to meet/exceed performance (23%) in FY15. ✓ Students enrolled in Analytic Geometry in FY16 will increase meet/exceed performance (35%) on the EOCT by 10 percentage points as compared to meet/exceed performance (25%) in FY15.
Cohort Graduation Rate (High Schools Only)
<p>2013-2014 School Year</p> <ul style="list-style-type: none"> ✓ The cohort graduation rate for all students will increase by 8 percentage points from the 54% to 62% in FY14.
<p>2014-2015 School Year</p> <ul style="list-style-type: none"> ✓ The cohort graduation rate for all students will increase by 10 percentage points from 62% to 72% in FY15.
<p>2015-2016 School Year</p> <ul style="list-style-type: none"> ✓ The cohort graduation rate for all students will increase by 10 percentage points from 72% to 82% in FY16.

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Attachment 2 - Budget Detail

LEA Name: Bibb County Public Schools

School Served: Westside High School

Intervention Model: Transformation

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

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

Object Class	Item Description	Costs	
100 Personal Services (Salaries)	Academic Coaches (Social St., Science, PEC/RTI, and Literacy) contracted for 195 days)	\$250,000	Object Total
	1 STEM Program Certification Facilitator contracted for 195 days	\$62,000	
	1 CTAE/Magnet Coordinator contracted for 195 days	\$65,000	
	SIG High School Improvement Specialist contracted for 200 days	\$65,000	
	1STEM Math and 1STEM Science Teacher	\$100,000	
	Parent-Twilight School Liaison (Year 1 & 2 only)	\$25,000	
	15 Certified Tutors with proven success for Extended Learning Services (Credit Recovery/Grade Recovery/Attendance Repair/Tutoring/Acceleration/State & National Assessment Review)		
	• ASP- Tues/Thurs 3:15-6:15		
	• Intercession/Holiday (Fall Break-2 days, Thanksgiving Break- 2 days, Christmas Break-2 days, Winter Break-3 days, Spring Break-2 days)		
	• Saturday School/Bridge Saturday(25 Saturdays at 4.5 hours)	\$83,700	
	• Summer School (4 days at 6 weeks at 5 hrs. a day)	\$23,018	
	• Summer Bridge (5-days at 6 hours a day)	\$52,313	
	• Summer Bridge (5-days at 6 hours a day)	\$55,800	
	• Twilight School (4 days a week)	\$13,950	
Substitutes for Teachers	\$1680		
	\$7560		
	\$3500		
Bus Drivers for Extended Learning Services (ILT)	\$2310		
Bus Drivers for Intercession/ Holiday	\$5040		
Bus Drivers for Summer School	\$700		
Bus Drivers for Summer Bridge	\$16,800		
Bus Drivers for Twilight Program			
Professional Learning: 75 Certified Staff for Job-embedded	\$90,000		

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Professional Learning/Departmental Collaboration (weekly for 2 hours after school)	
Professional Learning: 20 Certified Staff (School Transformation Team) for Pre-implementation Planning (3 days July 22-24, 2013)	\$7,200
Twilight School Staff (4 days a week from 3:15-6:15) 36 weeks(6 staff members and 1 coordinator)	\$2,332
Two Mock AP Exams: 4 teachers @ 5 hrs. for 4 off-contract days	\$1,600
<p>Rewards/Incentives</p> <p>Reward Structures:</p> <ul style="list-style-type: none"> All certified instructional who meet/or exceed the Growth Model criteria will be eligible to receive incentive pay in the amount of \$500 Yr. 1; \$500 Yr. 2; and \$500 Yr. 3 when the school meets the annual achievement goals for SIG/CCRPI Score: 56 Y1, 64 Y2, and 72 Y3. Increase in graduation rate by 10%, 90% for Reading/English Language Arts on EOCT/AP, 70% for Mathematics on EOCT/AP, 75% Science on EOCT/AP, 75% for Social Studies on EOCT/AP, 95% for Writing on GHSWT, 95% of graduates completing a pathway, or 50% scoring at least 22 out of 36 on ACT or 1150 out of 2400 on SAT. Classified employees will be rewarded incentives for additional time and effort spent on supporting reform initiatives, increased school days and responsibilities. Classified employees who meet/or exceed the criteria will be eligible to receive incentive pay in the amount of \$ 250 Yr. 1; \$250 Yr. 2; and \$250 Yr. 3 when the school meets the annual achievement goals for SIG/overall CCRPI Score: 56 Y1, 64 Y2, and 72 Y3 above, increase by 10% in cohort graduation rate, and increase the student attendance rate by 95%. <p>Other incentives may include:</p> <p>--Professional organization memberships will be provided for individual teachers who demonstrate growth in student achievement data (at least 10 percentage points). Year 1-3</p> <p>--Teachers demonstrating growth in student achievement data (at least 10 percentage points) will be granted the opportunity to attend their state or national conference. Year 1-3</p>	<p>\$54,425</p> <p>\$600 per year</p> <p>\$5000 per year</p>
<p>LEA School Improvement Specialist Years 1-3(Salary)</p> <ul style="list-style-type: none"> Continuous School Improvement Coaching for Capacity Building for Principal(Summer 2014, 2015, &2016) 	<p>\$25,000</p> <p>\$10,000</p>
Continuous School Improvement Summer Retreat for Transformation Team (20 members at 3 days) 6 hours a day FY14 & FY15	\$7,200
Targeted Gifted Training (8 core teachers by need)	\$4,800
Targeted AP Summer Institute (4 core teachers by need)	\$2,400
Student Leadership Training/Camp (Envoy, AVID, Student Council, Class and Club Officers, Athletic Team Captains, and Ambassadors) 5 days-Summer 2014	\$25,000

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			\$ 1,068,928
200	Benefits		
210	Personnel Salaries: State Health	\$140,938	
220	Personnel Salaries: Social Security	\$67,543	
221	Personnel Salaries: Medicare	\$15,799	
230	Personnel Salaries: TRS	\$80,546	
250	Personnel Salaries: Unemployment Compensation	\$1857	
260	Personnel Salaries: Workmen's Compensation	\$14162	
290	Personnel Salaries: Life/Dental	\$2002	
			Object Total
			\$ 322,847
			-
	Services		
			Object Total
			\$ -
300	Other		
	Purchased		
	Dance Instruction for Performance Arts Dance Students (ASP) twice a week for 25 weeks- 2 hours at 50.00 per hour & 50 hours for performance preparation for PAT productions	\$5000	
	Intermediary Service Provider for School Leaders, Teacher Leaders, and Academic Coaches (Sustainability)		
	<ul style="list-style-type: none"> • CSI Process • Differentiated Instruction • Academic Rigor 	\$55,000	
	Common Core NGA in preparation for New Georgia Assessments (Scaffold)	Year 2 & 3 \$110,000	
	Services		Object Total
			\$ 60,000
600	Supplies		
	SIG Labels	\$500	
	Technology/Math/Science Lab Materials and Supplies for STEM	\$50,000	
	Poster-maker machine for development and distribution of promotional materials for PBIS, PAT, and STEM and school-wide communications.	\$4995	
	PosterMaker Machine Supplies for PBIS/STEM/PAT/AVID and marketing supplies	\$1,500	
	Performance Arts Technology Bundle-STEM		
	Audio System for Theatre Technology: Handheld microphone wireless system, Amp/mixer/speakers/speaker cables/stage snake	\$75,000	
	Blended Learning Management System	\$20,000	
	Virtual Course Licenses (AP courses and Career/College Readiness courses for Pathways) 10 Courses @ 30 licenses plus 2 days of PL	\$12,070	
	100 Computers for Academic Coaches' demonstration classrooms, Virtual Labs: content credit recovery labs, Georgia Virtual School, Reading 180 classroom, College and Career Center, and STEM Labs.	\$76,000	
	Laptop or tablet for Administrators and academic coaches to conduct TKES observations and ewalks	\$14,000	

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	Netbook Carts for netbooks for classrooms to support Blended Learning (Each classroom will have a class set for students to use for blended-learning.)	\$40,000	
	Equipment to support flexible grouping in 4 GaDOE Innovative classrooms	\$100,000	
	Fuel for Extended Learning Services: Saturday School, Twilight School, Intercession, Summer Bridge, Summer School	\$46,800	Object Total
			\$ 440,865
800	Dues/Fees		
	Summer Enrichment Camp for STEM 12 students/Students Leadership Dues/Fees for State/National Conferences	\$6,000	
	INDIRECT COST 2.85% • SIG Budget Clerk	\$53,941 \$30,000	
			\$89,941
	TOTAL		\$ 1,982,581

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LEA Name: Bibb County Public Schools

School Served: Westside High School

Intervention Model: Transformation

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

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

Object Class		Item Description	Costs	
100	Personal Services (Salaries)	Academic Coaches (Social St., Science, PEC/RTI, and Literacy) contracted for 195 days)	\$250,000	Object Total
		1 STEM Program Certification Facilitator contracted for 195 days	\$62,000	
		1 CTAE/Magnet Coordinator contracted for 195 days	\$65,000	
		SIG High School Improvement Specialist contracted for 205 days	\$65,000	
		1STEM Science Teacher	\$50,000	
		Parent-Twilight School Liaison (Year 1 & 2 only)	\$25,000	
		15 Certified Tutors with proven success for Extended Learning Services (Credit Recovery/Grade Recovery/Attendance Repair/Tutoring/Acceleration/State & National Assessment Review)		
		• ASP- Tues/Thurs 3:15-6:15		
		• Intercession/Holiday (Fall Break-2 days, Thanksgiving Break- 2 days, Christmas Break-2 days, Winter Break-3 days, Spring Break-2 days)		
		• Saturday School/Bridge Saturday(25 Saturdays at 4.5 hours)	\$83,700	
		• Summer School (6 weeks at 5 hrs. a day)	\$23,018	
		• Summer Bridge (5-days at 6 hours a day)	\$52,313	
		• Twilight School (4 days a week)	\$55,800	
Substitutes for Teachers	\$13,950			
Substitutes for STEM PL	\$1680			
	\$1008			
	\$7560			
	\$3500			
Bus Drivers for Extended Learning Services (ILT)	\$2310			
Bus Drivers for Intercession/ Holiday	\$5040			
Bus Drivers for Summer School	\$700			
Bus Drivers for Summer Bridge	\$16,800			
Bus Drivers for Twilight Program				
Professional Learning: 75 Certified Staff for Job-embedded	\$90,000			

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Professional Learning/Departmental Collaboration (weekly for 2 hours after school)	
Professional Learning: 20 Certified Staff (School Transformation Team) for Pre-implementation Planning (3 days July 22-24, 2013)	\$7,200
Twilight School Staff (4 days a week from 3:15-6:15) 36 weeks(6 staff members and 1 coordinator)	\$2,332
Two Mock AP Exams: 4 teachers @ 5 hrs. for 4 off-contract days	N/A
<p>Rewards/Incentives</p> <p>Reward Structures:</p> <ul style="list-style-type: none"> • All certified instructional who meet/or exceed the Growth Model criteria will be eligible to receive incentive pay in the amount of \$250 Yr. 1; \$250 Yr. 2; and \$250 Yr. 3 when the school meets the annual achievement goals for SIG/CCRPI Score: 56 Y1, 64 Y2, and 72 Y3. Increase in graduation rate by 10%, 90% for Reading/English Language Arts on EOCT/AP, 70% for Mathematics on EOCT/AP, 75% Science on EOCT/AP, 75% for Social Studies on EOCT/AP, 95% for Writing on GHSWT, 95% of graduates completing a pathway, or 50% scoring at least 22 out of 36 on ACT or 1150 out of 2400 on SAT. • Classified employees will be rewarded incentives for additional time and effort spent on supporting reform initiatives, increased school days and responsibilities. Classified employees who meet/or exceed the criteria will be eligible to receive incentive pay in the amount of \$ 150 Yr. 1; \$150 Yr. 2; and \$150 Yr. 3 when the school meets the annual achievement goals for SIG/overall CCRPI Score: 56 Y1, 64 Y2, and 72 Y3 above, increase by 10% in cohort graduation rate, and increase the student attendance rate by 95%. <p>Other incentives may include:</p> <p>--Professional organization memberships will be provided for individual teachers who demonstrate growth in student achievement data (at least 10 percentage points). Year 1-3</p> <p>--Teachers demonstrating growth in student achievement data (at least 10 percentage points) will be granted the opportunity to attend their state or national conference. Year 1-3</p>	<p>\$54,425</p> <p>\$600 per year</p> <p>\$5000 per year</p>
LEA School Improvement Specialist Years 1-3(Salary) Continuous School Improvement Coaching for Capacity Building for Principal (Summer 2014, 2015, &2016)	\$25,000 \$10,000
Continuous School Improvement Summer Retreat for Transformation Team (20 members at 3 days) 6 hours a day FY14 & FY15	\$7,200
Targeted Gifted Training (8 core teachers by need)	\$4,800
Targeted AP Summer Institute (4 core teachers by need)	\$2,400
Student Leadership Training/Camp (Envoy, AVID, Student Council, Class and Club Officers, Athletic Team Captains, and Ambassadors) 5 days-Summer 2015	\$20,000

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			\$1,013,336
200	Benefits		
210	Personnel Salaries: State Health	\$140,938	
220	Personnel Salaries: Social Security	\$67,543	
221	Personnel Salaries: Medicare	\$15,799	
230	Personnel Salaries: TRS	\$80,546	
250	Personnel Salaries: Unemployment Compensation	\$1857	
260	Personnel Salaries: Workmen's Compensation	\$14162	
290	Personnel Salaries: Life/Dental	\$2002	
			Object Total
			\$322,847
	Services		Object Total
			\$ -
300	Other		
	Purchased		
	Dance Instruction for Performance Arts Dance Students (ASP) twice a week for 25 weeks- 2 hours at 50.00 per hour and 50 hours for performance preparations for PAT presentations.	\$5000	
	Intermediary Service Provider for School Leaders, Teacher Leaders, and Academic Coaches Professional Learning (Sustainability) <ul style="list-style-type: none"> • CSI Process • Differentiated Instruction • Academic Rigor 	See detailed budget and services. \$55,000	
	Services	Common Core NGA in preparation for New Georgia Assessment (Scaffold)	Year 2 & 3 \$110,000
			Object Total
			\$60,000
600	Supplies		
	SIG Labels	\$500	
	Technology/Math/Science Lab Materials and Supplies for STEM	\$5,000	
	Blended Learning Management System		
	Student Licenses (N=1023) and Support Fees	\$20,000	
	Dance Studio & Theatre Equipment	\$100,000	
	Virtual Course Licenses (AP courses and Career/College Readiness courses for Pathways) 10 Courses @ 30 licenses plus 2 days of PL	\$12,070	
	Fuel for Extended Learning Services: Saturday School, Twilight School, Intercession, Summer Bridge, Summer School	\$46,800	
			Object Total
			\$ 184,370
800	Dues/Fees		
	Summer Enrichment Camp for STEM 12 students/Student Leadership Dues/Fees for State/National Conferences	\$6,000	
	INDIRECT COST 2.85%	\$45,217	

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	• SIG Budget and Data Clerk	\$30,000	Object Total
			\$81,217
	Total SIG Budget		
			\$ 1,661,770
			-

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LEA Name: Bibb County Public Schools

School Served: Westside High School

Intervention Model: Transformation

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

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

Object Class	Item Description	Costs	
100 Personal Services (Salaries)	Academic Coaches (Social St., Science, PEC/RTI, and Literacy) contracted for 195 days)	\$250,000	Object Total
	1 STEM Program Certification Facilitator contracted for 195 days	\$62,000	
	1 CTAE/Magnet Coordinator contracted for 195 days	\$65,000	
	SIG High School Improvement Specialist contracted for 200 days	\$65,000	
	15 Certified Tutors with proven success for Extended Learning Services (Credit Recovery/Grade Recovery/Attendance Repair/Tutoring/Acceleration/State & National Assessment Review)		
	• ASP-Tues/Thurs 3:15-6:15		
	• Intercession/Holiday (Fall Break-2 days, Thanksgiving Break-2 days, Christmas Break-2days, Winter Break-3 days, Spring Break-2 days)		
	• Saturday School/Bridge Saturday (25 Saturdays at 4.5 hours)	\$83,700	
	• Summer School (6 weeks at 5 hrs. a day)	\$23,018	
	• Summer Bridge (5-days at 6 hours a day)	\$52,313	
• Twilight School (4 days a week)	\$55,800		
Substitutes for Teachers	\$13,950		
Substitutes for STEM PL	\$1680		
		\$1008	
		\$7560	
Bus Drivers for Extended Learning Services (ILT)		\$3500	
Bus Drivers for Intercession/Holiday		\$2310	
Bus Drivers for Summer School		\$5040	
Bus Drivers for Summer Bridge		\$700	
Bus Drivers for Twilight Program		\$16,800	
Professional Learning: 75 Certified Staff for Job-embedded Professional Learning/Departmental Collaboration (weekly for 2 hours after school)		\$90,000	

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	Twilight School Staff (4 days a week from 3:15-6:15) 36 weeks(6 staff members and 1 coordinator)	\$2,332	
	Rewards/Incentives Reward Structures: <ul style="list-style-type: none"> • All certified instructional who meet/or exceed the Growth Model criteria will be eligible to receive incentive pay in the amount of \$250 Yr. 1; \$250 Yr. 2; and \$250 Yr. 3 when the school meets the annual achievement goals for SIG/CCRPI Score: 56 Y1, 64 Y2, and 72 Y3. Increase in graduation rate by 10%, 90% for Reading/English Language Arts on EOCT/AP, 70% for Mathematics on EOCT/AP, 75% Science on EOCT/AP, 75% for Social Studies on EOCT/AP, 95% for Writing on GHSWT, 95% of graduates completing a pathway, or 50% scoring at least 22 out of 36 on ACT or 1150 out of 2400 on SAT. • Classified employees will be rewarded incentives for additional time and effort spent on supporting reform initiatives, increased school days and responsibilities. Classified employees who meet/or exceed the criteria will be eligible to receive incentive pay in the amount of \$ 150 Yr. 1; \$150 Yr. 2; and \$150 Yr. 3 when the school meets the annual achievement goals for SIG/overall CCRPI Score: 56 Y1, 64 Y2, and 72 Y3 above, increase by 10% in cohort graduation rate, and increase the student attendance rate by 95%. <p>Other incentives may include:</p> <p>--Professional organization memberships will be provided for individual teachers who demonstrate growth in student achievement data (at least 10 percentage points). Year 1-3</p> <p>--Teachers demonstrating growth in student achievement data (at least 10 percentage points) will be granted the opportunity to attend their state or national conference. Year 1-3</p>	\$54,425	
		\$600 per year	
		\$5000 per year	
	LEA School Improvement Specialist Years 1-3 (Salary) Continuous School Improvement Coaching for Capacity Building for Principal (Summer 2014, 2015, &2016)	\$25,000 \$10,000	
	Continuous School Improvement Summer Retreat for Transformation Team (20 members at 3 days) 6 hours a day FY14 & FY15	\$7,200	
	Targeted Gifted Training (8 core teachers by need)	\$4,800	
	Targeted AP Summer Institute (4 core teachers by need)	\$2,400	
	Student Leadership Training/Camp (Envoy, AVID, Student Council, Class and Club Officers, Athletic Team Captains, and Ambassadors) 5 days-Summer 2014	\$20,000	
			\$931,136
200	Benefits		
210	Personnel Salaries: State Health	\$140,938	

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220		Personnel Salaries: Social Security	\$67,543	
221		Personnel Salaries: Medicare	\$15,799	
230		Personnel Salaries: TRS	\$80,546	
250		Personnel Salaries: Unemployment Compensation	\$1857	
260		Personnel Salaries: Workmen's Compensation	\$14162	
290		Personnel Salaries: Life/Dental	\$2002	
				Object Total
				\$322,847
	Services			Object Total
				\$ -
300	Other			
	Purchased	Dance Instruction for Performance Arts Dance Students (ASP) twice a week for 25 weeks- 2 hours at 50.00 per hour and 50 hours for performance preparations for PAT presentations.	\$5000	
		Intermediary Service Provider for School Leaders, Teacher Leaders, and Academic Coaches Professional Learning(Sustainability)	See detailed budget and services.	
		<ul style="list-style-type: none"> • CSI Process • Differentiated Instruction • Academic Rigor 	\$55,000	
	Services	Common Core NGA in preparation for New Georgia Assessment (Scaffold)	Year 2 & 3 \$110,000	Object Total
				\$ 60,000
				-
600	Supplies	Technology/Math/Science Lab Materials and Supploies for STEM	\$1500	
		Blended Learning Management System		
		Student Licenses (N=1023) and Support Fees	\$20,000	
		Virtual Course Licenses (AP courses and Career/College Readiness courses for Pathways) 10 Courses @ 30 licenses plus 2 days of PL	\$12,070	
		Fuel for Extended Learning Services: Saturday School, Twilight School, Intercession, Summer Bridge, Summer School	\$46,800	Object Total
				\$ 80,370
800	Dues/Fees	Summer Enrichment Camp for STEM 12 students/Student Leadership Dues/Fees for State/National Conferences	\$6,000	
		INDIRECT COST 2.85%	\$40,116	
		<ul style="list-style-type: none"> • SIG Budget and Data Clerk 	\$30,000	Object Total
				\$76,116
		Total SIG Budget		
				\$ 1,470,469
				-

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Attachment 2a - Budget Template

Comprehension LEA Cohort 3 BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Year 1 – Full Implementation			
Westside High School		\$1,982,581	\$1,661,770	\$1,470,469	\$5,114,820
LEA-level Activities				Projected increase in student enrollment will sustain STEM teachers in the general allocation. Develop a flex master schedule to support Twilight program.	
Total Budget		\$1,982,581	\$1,661,770	\$1,470,469	\$5,114,820

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WESTSIDE HIGH SCHOOL

APPENDICES

WHS Incentive Plan

APPENDIX A

STEM Program Certification

APPENDIX B

- **STEM Certification Facilitator Rational and Job Description**

- **STEM Certification 3-Year Plan**

Job Descriptions

APPENDIX C

- **SIG Extended Learning & Budget Clerk Job Description**

- **SIG High School Improvement Specialist Job Description**

- **Home-Twilight School Facilitator Job Description**

- **CTAE Pre-engineering Magnet Coordinator**

WHS Bell Schedule

APPENDIX D

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**Westside High School
2013--2014 Incentive Plan**

Indicator	Who is Eligible?	Criteria	Amount	Total
Teacher Keys	77 Certified Staff	Two Exemplary and no ineffective ratings	\$150 per staff	\$11550
Leader Keys	1 principal and 2 Assistant Principals	One Exemplary and no ineffective ratings	\$250 per administrator	\$750
EOCT Courses	<u>9 Certified Staff-</u> 8-Language Arts Teachers + Academic Coach	Both 9 th and 11 th grade Lit. EOCT will show an 8 percentage point increase from the 2012-2013 EOCT Scores. 9th Lit will increase from 64% to 71%. 11th grade Lit from 85% to 93%.	\$250 per teacher + Coach	\$2250
	<u>9 Certified Staff-</u> 8 Social Studies Teachers+ Academic Coach	Both 12 th grade economics and 11 th grade U.S. History will show a 10 percentage point increase from 2012-2013 EOCT scores. Economics will increase scores from 70% to 78%. U.S. History scores will increase from 42% to 50%	\$250 per teacher + Coach	\$2250
	<u>9 Certified Staff-</u> 8 Science Teachers + Academic Coach	10 th grade Biology will show a 10 percentage point increase from 2012-2013 EOCT scores. Biology will increase scores from 34% to 44%	\$250 per teacher + Coach	\$2250
	<u>11 Certified Staff-</u> Math Teachers + Academic Coach	10 th grade Math II will show a 10 percentage point increase from 2012-2013 EOCT scores. Math II will increase from 31% to 39%	\$250 per teacher + Coach	\$2750
	<u>11.5 Certified Staff-</u> Special Ed.	Special Education teachers who co-taught in EOCT courses. (Note-Will receive only 1 total incentive)	\$250 per teacher	\$2875
CTAE Pathway Completers and EOPT	<u>9 Certified Staff</u> CTAE staff + CTAE/Magnet Coach	Will increase pathway completers from 82.5% to 90% Will increase EOPT pass rate from 16% to	\$250 per teacher	\$2250

		25%.		
Graduation Rate	110 Certified and Classified Staff	Graduation rate will increase 10 percentage points from FY13.	\$250 per total staff member	\$27,500
Total Incentives				\$54,425

DRAFT

STEM Certification Facilitator
Rationale and Requirements for Full-Time Position
(Revised 7-23-13)

Preliminary Efforts: Initial steps have been taken to begin the process of acquiring STEM program certification for Westside High School. A three-year plan has been developed to ensure compliance with the State of Georgia requirements for STEM program certification. An initial assessment of personnel, resources, and currently offered career pathways, including the Pre-Engineering Magnet program, has also been completed.

Need for Expansion of Responsibilities: To continue the process of working towards STEM program certification, there is a need to expand the current responsibilities of a qualified and knowledgeable individual to a full-time position. Creating a dedicated position will provide the time and resources needed to implement and complete the formal three-year plan of action to achieve STEM program certification. Attaining STEM program certification, in conjunction with pursuit of grants and other beneficial resources from appropriate sources including Federal and State government, corporations, foundations, and trusts, should provide for sustainability of this position beyond the initial three-year period (SIG Grant) needed to implement and complete the formal STEM certification process.

General Criteria for Selection of STEM Facilitator: The following are salient requirements for the full-time position of STEM certification facilitator: business background, experience with classroom educational practices, technological expertise, demonstrated collaborative skills among peers and co-workers, creativity, effective communication skills.

STEM-Specific Requirements/Qualifications:

- **Business Experience:** Business experience is essential to the process of developing long-term partnerships with local businesses, community organizations, and other commercial stakeholders. These partnerships are an essential component of the STEM certification requirements.
- **Educational Experience:** Classroom teaching experience is needed to provide proper understanding and context for promotion, screening, selection, and monitoring of students who are candidates for, and participants in, the STEM program.
- **Technology Expertise:** The use of educational technology is a critical requirement for STEM certification, and these skills are needed to ensure that appropriate technology is incorporated into the STEM curriculum in core subject areas.
- **Collaborative Skills:** The STEM facilitator should be able to demonstrate the ability to successfully work with and support both staff and students. These collaboration skills are needed to implement, maintain, and promote the STEM program, and to create the synergy of shared vision and cooperative teamwork during the process of obtaining STEM program certification.
- **Communication Skills:** The facilitator should be able to communicate effectively with local businesses, community organizations, co-workers, students, and other stakeholders using a variety of communication methods and media.

Education, Certifications, and Experience:

- Master's Degree in Education preferred.
- Undergraduate Degree in a STEM field or undergraduate degree in STEM field education required.
- High school teaching certification in a STEM field.
- Minimum 5 years' experience as highly qualified teacher in a STEM field.
- Additional certifications for Middle Grades STEM field(s) are desirable to aid in middle grades recruitment.
- Previous business experience, with evidence of skills in developing business partnerships and/or relationships.

PRIMARY DUTIES and RESPONSIBILITIES

1. Implement, monitor, and facilitate Westside's three-year plan for STEM program certification.
2. Monitor and document progress towards Westside's annual STEM certification goals.
3. Modify three-year plan objectives as needed to improve progress towards meeting Westside's STEM program certification requirements.
4. Modify action plans as needed to improve progress towards meeting Westside's annual STEM certification goals.
5. Serve as Westside High School's contact for STEM program information.
6. Represent Westside High School while developing mutually beneficial partnerships with local businesses, community organizations, post-secondary schools, feeder schools, and other stakeholders essential to a successful STEM program.
7. Establish and maintain a collaborative relationship with the Magnet/CTAE Coordinator to ensure appropriate correlation between curriculum career paths offered to students through the STEM, Magnet, and CTAE programs.
8. Encourage and ensure consistent expectations and requirements for instructional methods, practices, and professional development for courses, curriculum, and pathways that include elements of STEM, Magnet, and CTAE programs.

SPECIFIC DUTIES and RESPONSIBILITIES

(As described in the three-year plan for STEM program certification)

1. STEM Program Students

- 1.1. Identify STEM students in current student population.
- 1.2. Develop a selection process for STEM students in existing student population, potential transfer students for STEM program, and recruitment for incoming freshmen.
- 1.3. Develop methods to communicate with stakeholders and provide information on STEM program, including a persistent and regularly updated online/internet presence.
- 1.4. Develop informational materials (print/audio/video) to promote STEM program and encourage student application, stakeholder participation, and community support.
- 1.5. Monitor and document progress towards annual STEM certification goals for recruitment and increase in STEM student population.

2. Non-Traditional Student Participation in STEM

- 2.1. Develop a plan for outreach, support, and focus on non-traditional student populations.
- 2.2. Monitor and document progress towards annual STEM certification goals for non-traditional student participation in STEM program.

3. Characteristics of the STEM Curriculum

- 3.1. Develop a plan for an explicit and unique curriculum for STEM students.
- 3.2. Monitor and document progress towards annual STEM certification goals for STEM curriculum and sustainability.

4. Teacher Certification

- 4.1. Identify STEM teachers.
- 4.2. Develop a plan to ensure STEM teachers are certified or meet highly qualified status.
- 4.3. Monitor and document progress towards annual STEM certification goals for STEM teacher certification.

5. Teacher Professional Learning

- 5.1. Identify STEM-specific professional learning opportunities for STEM teachers.
- 5.2. Collaborate with STEM teachers to ensure participation in professional learning opportunities.
- 5.3. Develop plan to gather evidence of STEM-specific classroom instruction.
- 5.4. Monitor and document progress towards annual STEM certification goals for teacher professional learning.
- 5.5. Monitor and document progress towards annual STEM certification goals for STEM-specific classroom instruction.

6. Teacher Collaboration

- 6.1. Develop a formal collaboration plan for STEM teachers to coordinate integrated lessons.
- 6.2. Develop a formal collaboration plan for STEM teachers to coordinate learning outcomes.
- 6.3. Establish schedules for STEM teacher collaboration.
- 6.4. Monitor and document progress towards annual STEM certification goals for collaboration.

7. STEM Pathways

- 7.1. Develop STEM pathways and identify course requirements.
- 7.2. Ensure that STEM students have selected a STEM pathway.
- 7.3. Monitor and document progress towards annual STEM certification goals for student pathway selection.

8. Math and Science Instruction

- 8.1. Develop a program to ensure availability of high-level, Advanced Placement, or Dual Enrollment courses in math and science.

- 8.2. Develop a program to provide additional instructional support to assist students in successfully completing high-level, Advanced Placement, or Dual Enrollment course requirements.
- 8.3. Ensure that annual goals for student participation in high-level math and science courses are met.
- 8.4. Monitor and document progress towards annual STEM certification goals for student instructional support.

9. *Business, Community, and Post-Secondary Partnerships*

- 9.1. Identify and develop business, community, and post-secondary partnerships.
- 9.2. Provide students opportunities to meet STEM partners and to participate in STEM learning environments connected to in-class learning.
- 9.3. Monitor and document progress towards annual STEM certification goals for partnerships.

10. *STEM Competitions*

- 10.1. Identify appropriate STEM competitions, exhibits, and forums.
- 10.2. Develop program for online STEM exhibits and forums.
- 10.3. Coordinate with STEM teachers to ensure student participation in STEM competitions, exhibits, and forums.
- 10.4. Monitor and document progress towards annual STEM certification goals for student participation in STEM competitions, exhibits, and forums.

11. *Performance Assessments*

- 11.1. Collaborate with STEM teachers to develop assessments (in addition to state and unit assessments) for multiple indicators in STEM content areas, including knowledge and performance-based assessments.
- 11.2. Collaborate with STEM teachers to implement assessments (in addition to state and unit assessments) for multiple indicators in STEM content areas, including knowledge and performance-based assessments.
- 11.3. Monitor and document progress towards annual STEM certification goals for teacher use of assessments for multiple indicators in STEM content areas.

12. *Science, Technology, Engineering, and Mathematics Integration*

- 12.1. Collaborate with STEM teachers to develop curriculum that provides explicit assimilation of concepts from more than one STEM discipline.
- 12.2. Collaborate with STEM teachers to develop curriculum that incorporates problems/projects that require more than one STEM discipline for solutions.
- 12.3. Monitor and document progress towards annual STEM certification goals for STEM content integration.

13. *STEM Labs*

- 13.1. Identify areas for dedicated STEM lab(s) to include “wet lab” and “technology lab.”
- 13.2. Locate and consolidate available materials and equipment for use in STEM lab(s).
- 13.3. Establish dedicated STEM lab(s) using available resources.

- 13.4. Collaborate with STEM teachers to ensure that curriculum includes use of STEM lab(s).
- 13.5. Identify and acquire materials and equipment needed to expand STEM lab areas.
- 13.6. Monitor and document progress towards annual STEM certification goals for instructional use of STEM “wet” and “technology” labs.

14. Student Rigor and Relevance and Instructional Quality

- 14.1. Collaborate with STEM teachers to develop curriculum that is student centered.
- 14.2. Collaborate with STEM teachers to ensure that curriculum and class instruction includes student work with emphasis on designing solutions to problems centered on a discipline by applying knowledge to new problems/situations.
- 14.3. Monitor and document progress towards annual STEM certification goals for rigor, relevance, and instructional quality.

15. Student Internships and/or Capstone Project

- 15.1. Develop opportunities for student internships with STEM business and community partners.
- 15.2. Collaborate with STEM teachers to plan capstone projects for students who may not have the opportunity for formal internships.
- 15.3. Monitor and document progress towards annual STEM certification goals for internships and capstone projects.

16. Technology Integration

- 16.1. Develop a technology plan to integrate a variety of technology tools supporting STEM teaching and learning.
- 16.2. Survey business partners to determine industry related technology skills that should be incorporated into STEM course curricula.
- 16.3. Collaborate with STEM teachers to develop a curriculum that incorporates computer-based, online, mobile, virtual, or other technology tools as a key component of student learning.
- 16.4. Monitor and document progress towards annual STEM certification goals for technology integration.

17. Accountability

- 17.1. Determine current level of STEM students that meet state accountability measures.
- 17.2. Collaborate with STEM teachers to develop a plan for student improvement in accountability.
- 17.3. Monitor and document progress towards annual STEM certification goals for student accountability.

18. Sustainability of STEM Program

- 18.1. Ensure adequate annual progress during the initial three-year SIG Grant funding period to comply with requirements for continued annual renewal of SIG funding for the STEM certification process.
- 18.2. Determine resources needed to ensure sustainability of STEM program following the initial three-year SIG Grant funding period.

- 18.3. Research and locate sources for monetary grants and other beneficial resources to provide for the continuing needs of the STEM program following the SIG Grant period.
- 18.4. Apply for monetary grants and other beneficial resources from appropriate sources including Federal and State government, corporations, foundations, and trusts.
- 18.5. Ensure that the STEM program complies with anticipated requirements of additional outside sources of funding and other beneficial resources (proactive compliance).
- 18.6. Ensure that the STEM program complies with stipulated accountabilities and requirements of additional outside sources of funding and other beneficial resources that have been awarded.

===== END =====

Timeline, Objectives, and Goals for Westside High School STEM Program Certification

<i>STEM Program Certification Process</i>			
	YEAR 1	YEAR 2	YEAR 3
<i>STEM Program Certification Process</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Contact Georgia DOE to discuss STEM program certification process. <input type="checkbox"/> Meet with Georgia DOE to discuss STEM program certification process. <input type="checkbox"/> Designate and assemble a STEM team including math, science, instructional technology, and CTAE staff. <input type="checkbox"/> Expand STEM team to include feeder schools, post-secondary schools, businesses, and community partners. <input type="checkbox"/> Schedule visits and observations of schools with STEM program certification. 	<ul style="list-style-type: none"> <input type="checkbox"/> Regular meetings of STEM team to evaluate progress towards certification. <input type="checkbox"/> Expansion of stakeholder members of STEM team through continuing development of feeder schools, post-secondary schools, businesses, and community partners. <input type="checkbox"/> Schedule visits and observations of schools with STEM program certification. 	<ul style="list-style-type: none"> <input type="checkbox"/> Contact Georgia DOE to indicate readiness for certification. <input type="checkbox"/> Pre-application visit by Georgia DOE certification personnel. <input type="checkbox"/> Application “submission readiness” evaluation by Georgia DOE. <input type="checkbox"/> Submit formal application for STEM Program certification. <input type="checkbox"/> STEM Visitation Team site visit. <input type="checkbox"/> STEM Visitation Team discussion and review. <input type="checkbox"/> STEM program certification.

<i>STEM Program Students</i>			
	YEAR 1	YEAR 2	YEAR 3
Objectives ►	<ul style="list-style-type: none"> • Identify STEM students in current student population. • Develop a selection process for STEM students in existing student population, potential transfer students for STEM program, and recruitment for incoming freshmen. • Develop methods to communicate with stakeholders and provide information on STEM program, including a persistent and regularly updated online/internet presence. • Develop informational materials (print/audio/video) to promote STEM program and encourage student application, stakeholder participation, and community support. 	<ul style="list-style-type: none"> • STEM students are identified. A program is in place to recruit additional students from existing student population. • A program is in place to identify and recruit transfer students. • A program is in place to identify and recruit incoming freshmen from feeder schools. • The STEM student population is growing. • Communication with stakeholders and information on STEM program, including a persistent and regularly updated online/internet presence is in place. • Informational and promotional materials are available and have been distributed to stakeholders. 	<ul style="list-style-type: none"> • Program for identification and recruitment of STEM students is in place. • Business and community partners participate in the STEM student recruitment and acceptance criterion. • Business and community partners approve of the STEM student recruitment and acceptance criterion. • The STEM student population is growing. • Communication with stakeholders and information on STEM program, including a persistent and regularly updated online/internet presence is in place. • Updated informational and promotional materials are available and have been distributed to stakeholders.
Goals ►	<ul style="list-style-type: none"> <input type="checkbox"/> 100% of students have been evaluated as STEM candidates based on academic achievement, standardized test scores, interest inventories, and parent/guardian inquiries. <input type="checkbox"/> 100% of course options and STEM pathways are developed. <input type="checkbox"/> 100% of feeder schools have been contacted for STEM recruitment. 	<ul style="list-style-type: none"> <input type="checkbox"/> 100% of feeder schools have been contacted for STEM recruitment. <input type="checkbox"/> 100% of feeder schools have been visited for STEM presentation and recruitment. <input type="checkbox"/> 100% increase in STEM student population from the previous year. 	<ul style="list-style-type: none"> <input type="checkbox"/> 100% of feeder schools have been contacted and visited for STEM presentation and recruitment. <input type="checkbox"/> 100% of feeder schools have visited to participate in on-site STEM program demonstrations and tours. <input type="checkbox"/> 100% increase in STEM student population from the previous year.

<i>Non-Traditional Student Participation in STEM</i>			
	YEAR 1	YEAR 2	YEAR 3
Objectives ►	<ul style="list-style-type: none"> • Develop a plan for outreach, support, and focus on non-traditional student populations. 	<ul style="list-style-type: none"> • A plan is in place for outreach, support, and focus on non-traditional student populations. 	<ul style="list-style-type: none"> • The non-traditional student participation reflects the diversity and gender of the school district.
Goals ►	<ul style="list-style-type: none"> <input type="checkbox"/> 100% of students have been evaluated and non-traditional students have been identified. <input type="checkbox"/> 50% of non-traditional students have been contacted to determine interest in the STEM program. 	<ul style="list-style-type: none"> <input type="checkbox"/> 100% of non-traditional students have been contacted to determine interest in the STEM program. <input type="checkbox"/> 100% of non-traditional students expressing an interest in the STEM program have been evaluated. <input type="checkbox"/> 50-75% of non-traditional students expressing an interest have received opportunities for individual counseling, support, and assistance to meet STEM program requirements. 	<ul style="list-style-type: none"> <input type="checkbox"/> 75-100% of non-traditional students expressing an interest have received opportunities for individual counseling, support, and assistance to meet STEM program requirements. <input type="checkbox"/> STEM student population should be within $\pm 25\%$ of the overall student population in the categories of: gender, ethnicity, and FRL.

<i>Characteristics of the STEM Curriculum</i>			
	YEAR 1	YEAR 2	YEAR 3
Objectives ►	<ul style="list-style-type: none"> • Develop a plan for an explicit and unique curriculum for STEM students. 	<ul style="list-style-type: none"> • There is a plan in place to expand an explicit and unique curriculum from grade level to multiple grade levels and to maintain sustainability. 	<ul style="list-style-type: none"> • STEM students are exposed to a unique and explicit curriculum that is different from non-STEM students. • There is evidence of STEM curriculum sustainability.
Goals ►	<ul style="list-style-type: none"> <input type="checkbox"/> 25-50% of STEM pathways have a unique curriculum for STEM students. 	<ul style="list-style-type: none"> <input type="checkbox"/> 50-75% of STEM pathways have a unique curriculum for STEM students. 	<ul style="list-style-type: none"> <input type="checkbox"/> 100% of STEM pathways have a unique curriculum for STEM students.

<i>Teacher Certification</i>			
	YEAR 1	YEAR 2	YEAR 3
Objectives ►	<ul style="list-style-type: none"> Identify STEM teachers. Develop a plan to ensure STEM teachers are certified or meet highly qualified status. 	<ul style="list-style-type: none"> A majority of STEM teachers are certified or meet highly qualified status, or A majority of non-certified STEM teachers are actively working on certification for their STEM subject area. 	<ul style="list-style-type: none"> All STEM teachers are certified or meet highly qualified status. Teacher recruitment includes desirability of prospects with business/industry experience.
Goals ►	<ul style="list-style-type: none"> <input type="checkbox"/> 100% of STEM teachers have been assessed for certification. <input type="checkbox"/> 100% of STEM teachers have been advised of STEM certification requirements. 	<ul style="list-style-type: none"> <input type="checkbox"/> 75% of STEM teachers are certified or meet highly qualified status, or <input type="checkbox"/> 75% of non-certified STEM teachers are actively working on certification for their STEM subject area. 	<ul style="list-style-type: none"> <input type="checkbox"/> 100% of STEM teachers are certified or meet highly qualified status.

<i>Teacher Professional Learning</i>			
	YEAR 1	YEAR 2	YEAR 3
Objectives ►	<ul style="list-style-type: none"> Many STEM teachers have on-going STEM specific professional learning. Develop plan to gather evidence of implementation in classroom instruction. 	<ul style="list-style-type: none"> Most STEM teachers have on-going STEM specific (specific to their STEM focus) professional learning. There is evidence of STEM specific implementation in classroom instruction. 	<ul style="list-style-type: none"> All STEM teachers have on-going STEM specific (specific to their STEM focus) professional learning. There is evidence of STEM specific implementation in classroom instruction.
Goals ►	<ul style="list-style-type: none"> <input type="checkbox"/> 25-74% of STEM teachers have on-going STEM specific professional learning. <input type="checkbox"/> 100% of STEM teachers have received information on available professional learning opportunities. 	<ul style="list-style-type: none"> <input type="checkbox"/> 75% of STEM teachers have on-going STEM specific professional learning. <input type="checkbox"/> 75% of STEM teachers have provided evidence of STEM specific implementation in classroom instruction. 	<ul style="list-style-type: none"> <input type="checkbox"/> 100% of STEM teachers have on-going STEM specific professional learning. <input type="checkbox"/> 100% of STEM teachers have provided evidence of STEM specific implementation in classroom instruction.

Teacher Collaboration			
	YEAR 1	YEAR 2	YEAR 3
Objectives ►	<ul style="list-style-type: none"> • Develop a formal collaboration plan for STEM teachers to coordinate integrated lessons. • Develop a formal collaboration plan for STEM teachers to coordinate learning outcomes. • Establish a schedule for quarterly collaboration. 	<ul style="list-style-type: none"> • Teachers have an established schedule for formal collaboration to plan integrated lessons. • Teachers have an established schedule for formal collaboration to create STEM activities, and plan learning outcomes. • Establish a schedule for monthly collaboration. 	<ul style="list-style-type: none"> • Teachers have an established schedule for formal collaboration to plan integrated lessons. • Teachers have an established schedule for formal collaboration to create STEM activities, and plan learning outcomes. • Establish a schedule for bi-monthly collaboration.
Goals ►	<input type="checkbox"/> 100% of STEM teachers formally collaborate at least quarterly.	<input type="checkbox"/> 100% of STEM teachers formally collaborate at least monthly.	<input type="checkbox"/> 100% of STEM teachers formally collaborate at least bi-monthly.

STEM Pathways			
	YEAR 1	YEAR 2	YEAR 3
Objectives ►	<ul style="list-style-type: none"> • Develop STEM pathways and identify course requirements. • Ensure that most STEM students have selected a STEM pathway. 	<ul style="list-style-type: none"> • All STEM students have selected a STEM pathway. • All STEM students are making progress to complete pathway requirements. 	<ul style="list-style-type: none"> • All STEM students have selected a STEM pathway. • All STEM students are making progress to complete pathway requirements.
Goals ►	<input type="checkbox"/> 75% of STEM students have selected a STEM pathway.	<input type="checkbox"/> 100% of STEM students have selected a STEM pathway. <input type="checkbox"/> 100% of STEM students are making adequate progress to complete pathway requirements.	<input type="checkbox"/> 100% of STEM students have selected a STEM pathway. <input type="checkbox"/> 100% of STEM students have completed, or are making adequate progress to complete, pathway requirements.

Math and Science Instruction			
	YEAR 1	YEAR 2	YEAR 3
Objectives ►	<ul style="list-style-type: none"> • Develop a program to ensure availability of high-level, Advanced Placement, or Dual Enrollment courses in math and science. • Some STEM students are enrolled in high-level, Advanced Placement, or Dual Enrollment courses in math and science. • Develop a program to provide additional instructional support to assist students in successfully completing high-level, Advanced Placement, or Dual Enrollment course requirements. 	<ul style="list-style-type: none"> • Most STEM students are enrolled in high-level, Advanced Placement, or Dual Enrollment courses in math and science. • A program is in place to provide additional instructional support for high-level, Advanced Placement, or Dual Enrollment courses. 	<ul style="list-style-type: none"> • All STEM students are enrolled in high-level, Advanced Placement, or Dual Enrollment courses in math and science. • The school is providing additional instructional support to meet specific needs of STEM students.
Goals ►	<ul style="list-style-type: none"> <input type="checkbox"/> 25-50% of the STEM students are enrolled in high-level, Advanced Placement, or Dual Enrollment courses in math and science. <input type="checkbox"/> 50-75% of STEM students with a "C" average in math or science have the opportunity to receive instructional support. <input type="checkbox"/> 75-100% of STEM students with an "F" average in math or science are required to receive instructional support. 	<ul style="list-style-type: none"> <input type="checkbox"/> 50-75% of the STEM students are enrolled in high-level, Advanced Placement, or Dual Enrollment courses in math and science. <input type="checkbox"/> 75-100% of STEM students with a "C" average in math or science have the opportunity to receive instructional support. <input type="checkbox"/> 100% of STEM students with an "F" average in math or science are required to receive instructional support. 	<ul style="list-style-type: none"> <input type="checkbox"/> 100% of the STEM students are enrolled in high-level, Advanced Placement, or Dual Enrollment courses in math and science. <input type="checkbox"/> 75-100% of STEM students with a "C" average in math or science are required to receive instructional support. <input type="checkbox"/> 100% of STEM students with an "F" average in math or science are required to receive instructional support.

<i>Business, Community, and Post-Secondary Partnerships</i>			
	YEAR 1	YEAR 2	YEAR 3
Objectives ►	<ul style="list-style-type: none"> Identify and develop business, community, and post-secondary partnerships. Provide students opportunities to meet STEM partners and to participate in STEM learning environments connected to in-class learning. 	<ul style="list-style-type: none"> Business, community, and post-secondary partnerships are involved in the STEM instructional program and are directly connected to in-class learning. Class instruction includes participation by business and community partners. 	<ul style="list-style-type: none"> Business, community, and post-secondary partnerships are involved in an on-going relationship with the STEM instructional program and are directly connected to in-class learning. Class instruction includes participation by business and community partners.
Goals ►	<ul style="list-style-type: none"> <input type="checkbox"/> Establish one business partnership for each STEM area. <input type="checkbox"/> Establish one community partnership. <input type="checkbox"/> Establish one post-secondary partnership for each STEM area. 	<ul style="list-style-type: none"> <input type="checkbox"/> Establish three business partnerships for each STEM area. <input type="checkbox"/> Establish three community partnerships. <input type="checkbox"/> Establish three post-secondary partnerships for each STEM area. 	<ul style="list-style-type: none"> <input type="checkbox"/> Establish five business partnerships for each STEM area. <input type="checkbox"/> Establish five community partnerships. <input type="checkbox"/> Establish five post-secondary partnerships for each STEM area.

<i>STEM Competitions</i>			
	YEAR 1	YEAR 2	YEAR 3
Objectives ►	<ul style="list-style-type: none"> Identify appropriate STEM competitions, exhibits, and forums. Develop program for online STEM exhibits and forums. Coordinate with STEM teachers to ensure student participation. Some STEM students participate. 	<ul style="list-style-type: none"> Most STEM students participate in STEM competitions on-site/online STEM exhibits, and/or in state and national STEM forums. 	<ul style="list-style-type: none"> All STEM students participate in STEM competitions on-site/online STEM exhibits, and/or in state and national STEM forums.
Goals ►	<ul style="list-style-type: none"> <input type="checkbox"/> <50% of STEM students participate in some type of STEM competition, exhibit, or forum. 	<ul style="list-style-type: none"> <input type="checkbox"/> 50-75% of STEM students participate in some type of STEM competition, exhibit, or forum. 	<ul style="list-style-type: none"> <input type="checkbox"/> 100% of STEM students participate in some type of STEM competition, exhibit, or forum.

<i>Performance Assessments</i>			
	YEAR 1	YEAR 2	YEAR 3
Objectives ►	<ul style="list-style-type: none"> • Develop and implement assessments (in addition to state and unit assessments) for multiple indicators in STEM content areas, including knowledge and performance-based assessments. • Teachers use multiple indicators of success in at least one STEM content area. 	<ul style="list-style-type: none"> • Teachers use multiple indicators of success in more than one STEM content area, including knowledge and performance-based assessments 	<ul style="list-style-type: none"> • All teachers and students are in a student centered learning environment that supports multiple indicators of success in all STEM content areas, including knowledge and performance-based assessments
Goals ►	<ul style="list-style-type: none"> <input type="checkbox"/> 25% of STEM content areas have multiple indicators. <input type="checkbox"/> 25% of STEM content areas have knowledge and performance-based assessments. 	<ul style="list-style-type: none"> <input type="checkbox"/> 50-75% of STEM content areas have multiple indicators. <input type="checkbox"/> 50-75% of STEM content areas have knowledge and performance-based assessments. 	<ul style="list-style-type: none"> <input type="checkbox"/> 100% of STEM content areas have multiple indicators. <input type="checkbox"/> 100% of STEM content areas have knowledge and performance-based assessments.

<i>Science, Technology, Engineering, and Mathematics Integration</i>			
	YEAR 1	YEAR 2	YEAR 3
Objectives ►	<ul style="list-style-type: none"> • Collaborate with STEM teachers to develop curriculum that provides explicit assimilation of concepts from more than one STEM discipline. • Collaborate with STEM teachers to develop curriculum that incorporates problems/projects that require more than one STEM discipline for solutions. 	<ul style="list-style-type: none"> • A majority of STEM teachers provides explicit assimilation of concepts from more than one STEM discipline. • A majority of STEM teachers incorporates problems/projects that require more than one STEM discipline for solutions. 	<ul style="list-style-type: none"> • Most STEM teachers provide explicit assimilation of concepts from more than one STEM discipline. • Most STEM teachers incorporate problems/projects that require more than one STEM discipline for solutions.
Goals ►	<ul style="list-style-type: none"> <input type="checkbox"/> 25-50% of STEM teachers provide explicit assimilation of concepts from more than one STEM discipline. <input type="checkbox"/> 25-50% of STEM teachers incorporate problems/projects that require more than one STEM discipline for solutions. 	<ul style="list-style-type: none"> <input type="checkbox"/> 50-75% of STEM teachers provide explicit assimilation of concepts from more than one STEM discipline. <input type="checkbox"/> 50-75% of STEM teachers incorporate problems/projects that require more than one STEM discipline for solutions. 	<ul style="list-style-type: none"> <input type="checkbox"/> 75% or more STEM teachers provide explicit assimilation of concepts from more than one STEM discipline. <input type="checkbox"/> 75% or more STEM teachers incorporate problems/projects that require more than one STEM discipline for solutions.

<i>STEM Labs</i>			
	YEAR 1	YEAR 2	YEAR 3
Objectives ►	<ul style="list-style-type: none"> • Identify areas for dedicated STEM labs to include wet labs and technology access. • Locate and consolidate available materials and equipment for use in STEM labs. • Establish dedicated STEM lab using available resources. • Incorporate use for STEM labs into curriculum. • Identify and acquire materials and equipment needed to expand STEM lab areas. 	<ul style="list-style-type: none"> • STEM wet labs and technology labs are established. • Lab space and resources are available for virtual collaboration. • Use of STEM labs is incorporated into the curriculum of most STEM courses. • Most STEM teachers use the labs on a regular basis. 	<ul style="list-style-type: none"> • STEM wet labs and technology labs are established. • Use of STEM labs is incorporated into the curriculum of all STEM courses. • STEM labs are used by multiple teachers for collaboration, project work, and virtual collaboration. • Labs can be used as exhibition space for competition, recruitment, and public relations.
Goals ►	<ul style="list-style-type: none"> <input type="checkbox"/> One dedicated STEM wet lab <i>OR</i> technology lab. <input type="checkbox"/> Each STEM lab is used for at least one STEM course. <input type="checkbox"/> Each STEM lab is used by at least one STEM teacher. 	<ul style="list-style-type: none"> <input type="checkbox"/> One dedicated STEM wet lab. <input type="checkbox"/> One dedicated STEM technology lab. <input type="checkbox"/> Each STEM lab (wet/tech) is used for 50-75% of applicable STEM courses. <input type="checkbox"/> Each STEM lab (wet/tech) is used by 50-75% of STEM teachers. 	<ul style="list-style-type: none"> <input type="checkbox"/> One dedicated STEM wet lab. <input type="checkbox"/> One dedicated STEM technology lab. <input type="checkbox"/> At least one STEM lab is equipped and used for virtual collaboration. <input type="checkbox"/> At least one STEM lab is equipped and used as exhibition space. <input type="checkbox"/> Each STEM lab (wet/tech) is used for >75% of applicable STEM courses. <input type="checkbox"/> Each STEM lab (wet/tech) is used by >75% of STEM teachers.

<i>Student Rigor and Relevance and Instructional Quality</i>			
	YEAR 1	YEAR 2	YEAR 3
Objectives ►	<ul style="list-style-type: none"> Collaborate with STEM teachers to develop curriculum that is student centered. Curriculum and class instruction includes student work with emphasis on designing solutions to problems centered on a discipline by applying knowledge to new problems/situations. 	<ul style="list-style-type: none"> Most of the learning in STEM courses occurs at the assimilation levels. Classroom instruction is predominantly student centered. Students extend and refine their acquired knowledge to routinely analyze and solve problems. Students demonstrate the ability to create unique solutions to new problems/situations. 	<ul style="list-style-type: none"> A majority of learning in STEM courses occurs at the adaptation level. Classroom instruction is predominantly student centered. Students demonstrate competencies including the ability to think in complex ways and apply acquired knowledge and skills. When presented with a new problem/situation, students are able to create unique solutions and take action that further develops their skills and knowledge.
Goals ►	<ul style="list-style-type: none"> <input type="checkbox"/> 25-50% of class instruction is student centered. <input type="checkbox"/> 50-75% of learning occurs at the acquisition and application levels, or higher (<i>using the Rigor/Relevance Framework</i>). 	<ul style="list-style-type: none"> <input type="checkbox"/> 50-75% of class instruction is student centered. <input type="checkbox"/> 50-75% of learning occurs at the assimilation level, or higher (<i>using the Rigor/Relevance Framework</i>). 	<ul style="list-style-type: none"> <input type="checkbox"/> >75% of class instruction is student centered. <input type="checkbox"/> 51-100% of learning occurs at the adaptation level (<i>using the Rigor/Relevance Framework</i>).

<i>Student Internships and/or Capstone Project</i>			
	YEAR 1	YEAR 2	YEAR 3
Objectives ►	<ul style="list-style-type: none"> Develop opportunities for student internships with STEM business and community partners. Plan capstone projects for students who may not have the opportunity for formal internships. 	<ul style="list-style-type: none"> Some students are participating in, or have applied for, student internships with STEM business or community partners. Some students who do not have the opportunity for formal internships are participating in, or planning, capstone projects. 	<ul style="list-style-type: none"> All students are participating in, or have applied for, student internships with STEM business or community partners. <i>OR</i> All students who do not have the opportunity for formal internships are participating in, or planning, capstone projects.
Goals ►	<ul style="list-style-type: none"> <input type="checkbox"/> 25-50% of students are participating in, or have applied for student internships. <i>OR</i> <input type="checkbox"/> 25-50% of students who do not have the opportunity for formal internships are participating in, or planning, capstone projects. 	<ul style="list-style-type: none"> <input type="checkbox"/> 50-75% of students are participating in, or have applied for student internships. <i>OR</i> <input type="checkbox"/> 50-75% of students who do not have the opportunity for formal internships are participating in, or planning, capstone projects. 	<ul style="list-style-type: none"> <input type="checkbox"/> 75-100% of students are participating in, or have applied for student internships. <i>OR</i> <input type="checkbox"/> 75-100% of students who do not have the opportunity for formal internships are participating in, or planning, capstone projects.

<i>Technology Integration</i>			
	YEAR 1	YEAR 2	YEAR 3
Objectives ►	<ul style="list-style-type: none"> • Develop a technology plan to integrate a variety of technology tools supporting STEM teaching and learning. • Survey business partners to determine industry related technology skills that should be incorporated into STEM course curricula. • Collaborate with STEM teachers to develop a curriculum that incorporates computer-based, online, mobile, virtual, or other technology tools as a key component of student learning. 	<ul style="list-style-type: none"> • A technology plan is implemented in STEM classrooms that include a variety of technology tools. • Technology tools are integrated at least weekly into STEM teaching and learning. • Technology resources are used as tools to facilitate research, investigation, design, and data analysis. • Develop a plan with business partners to secure STEM industry related technology for student use. 	<ul style="list-style-type: none"> • A variety of technology is readily available in STEM classrooms. • Use of a variety of technology by students is universal in STEM classrooms. • A variety of technology tools are integrated into STEM teaching and learning. • Technology resources are used as tools to facilitate research, investigation, design, and data analysis. • STEM industry related technology is available for student use.
Goals ►	<p><input type="checkbox"/> 25-50% of STEM classes include computer-based, online, mobile, virtual, or other technology tools used to facilitate research, investigation, design, and data analysis.</p> <p><input type="checkbox"/> 25-50% of STEM classes include the use, or instructional reference to the use, of technology on a weekly basis.</p>	<p><input type="checkbox"/> 50-75% of STEM classes include computer-based, online, mobile, virtual, or other technology tools used to facilitate research, investigation, design, and data analysis</p> <p><input type="checkbox"/> 50-75% of STEM classes include the use, or instructional reference to the use, of technology on a weekly basis.</p>	<p><input type="checkbox"/> 100% of STEM classes include computer-based, online, mobile, virtual, or other technology tools used to facilitate research, investigation, design, and data analysis</p> <p><input type="checkbox"/> 100% of STEM classes include the use, or instructional reference to the use, of technology on a daily basis.</p>

Accountability			
	YEAR 1	YEAR 2	YEAR 3
Objectives ►	<ul style="list-style-type: none"> • Determine current level of STEM students that meet state accountability measures. • Develop a plan for student improvement in accountability. 	<ul style="list-style-type: none"> • Most STEM students meet state accountability measures. • STEM student scores are increasing in at least one STEM area 	<ul style="list-style-type: none"> • Most STEM students meet or exceed state accountability measures. • STEM student scores are increasing in all STEM areas.
Goals ►	<ul style="list-style-type: none"> □ Accountability measures are evaluated for 100% of STEM students to determine areas of greatest need. □ 50-75% of students who do not meet state measures have the opportunity to receive instructional support in their area(s) of greatest need. 	<ul style="list-style-type: none"> □ 50-74% of STEM students meet or exceed state measures. □ STEM student scores are increasing by at least 10% in at least one STEM area. □ 75-100% of students who do not meet state measures have the opportunity to receive instructional support in their area(s) of greatest need. 	<ul style="list-style-type: none"> □ 75-100% of STEM students meet or exceed state measures. □ STEM student scores are increasing by at least 10% in all STEM areas. □ 100% of students who do not meet state measures have the opportunity to receive instructional support in their area(s) of greatest need.

BIBLIOGRAPHY

Georgia Department of Education. (January, 2013). *STEM Program Certification DRAFT Rubric for High School*. Atlanta, GA: Georgia Department of Education.

Georgia Department of Education. (March, 2013). *Protocol for School Districts with Schools Interested in Science, Technology, Engineering, and Mathematics (STEM) Certification*. Atlanta, GA.

Lyon, Gila - Georgia Department of Education. (2013, February 11). *STEM Certification Powerpoint Presentation*. Retrieved May 11, 2013, from STEM Georgia : K-12 Science, Technology, Engineering, and Mathematics: <http://stemgeorgia.org/>

Job Description

Job Title: SIG Extended Learning & Budget Clerk

Department: School Clerical Department

Reports To: Principal and School Secretary

SUMMARY Performs responsible, sometimes confidential duties and routine administrative functions.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

-Types and proofreads SIG reports, correspondence, forms, etc.; may type confidential materials; may use word processing equipment.

-Answers all SIG-related phone calls, takes and relays messages and responds to phone inquiries.

-Assist at counter answering questions and helping the stakeholders with extended learning inquiries.

-Makes and confirms appointments as directed and receives and schedules visitors for services under the grant.

-Organizes and maintains SIG files of records and correspondence of both a routine and confidential nature.

-Receive a variety of SIG documents, computer entry (Indistar), and document filing.

-Serve as a liaison between the school and LEA Accounting Department.

-Utilizes a computer to enter and update SIG data for SEA reporting.

-Interprets routine administrative policies and decisions as necessary; provides information to the stakeholders with regard to these polices.

-Prepare presentations and documents for SEA and LEA meetings.

-Attend SIG-related meetings with the Principal as deemed necessary.

SUPERVISORY RESPONSIBILITIES This job does not exercise supervisory responsibilities.

QUALIFICATIONS To perform this job successfully, an individual must be able to perform each essential duty proficiently. The requirements listed below are representative of the knowledge, skill, and/or ability required.

EDUCATION and/or EXPERIENCE

-High school diploma and/or some college experience in general office procedures, bookkeeping and computer entry and one year of responsible office/clerical experience or equivalent combination of education and experience.

-Skill in operating personal computer, various printers, fax machine and other office equipment are necessary.

-Skill in using Microsoft Suite programs and any equivalents.

LANGUAGE SKILLS

-Ability to read and comprehend simple instructions, short correspondence, memos and to use good English.

-Ability to write simple correspondence.

-Ability to effectively present information to stakeholders.

-Requires skill in the application of office methods and procedures.

MATHEMATICAL SKILLS: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.

REASONING ABILITY:

-Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions.

-Ability to deal with problems involving a few concrete variables in standardized situations.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. While performing the duties of this job, the employee is frequently required to sit; talk; or hear.

SALARY: \$18,000-\$25,000 depending on experience

SIG HIGH SCHOOL IMPROVEMENT SPECIALIST

JOB DESCRIPTION

GENERAL STATEMENT OF RESPONSIBILITIES:

The HS Improvement Specialist provides direct transformational support to the school leadership team in planning and implementing turnaround interventions. The specialist will assist the school in building positive climate that supports student success; will have the skills sets necessary to assist the turnaround school administrators with leveraging research and data to support the initiatives and instruction; and will provide or facilitate appropriate professional development that creates high performing staff and leadership team to achieve the school's vision and goals. The HS Improvement Specialist will collaborate with stakeholders and the LEA Office of School Improvement and Design Coordinator to implement initiatives and accelerate student achievement.

REPORTS TO/SUPERVISION RECEIVED: SIG High School Administrator/LEA School Improvement Coordinator

QUALIFICATIONS:

- Master's Degree required
- Teacher with proven classroom success for at least 5 years
- Certified in Educational Leadership or Administration and Supervision
- Experience working with the School Improvement process and/or SIG High Schools
- Experience in raising student achievement, and improving underperforming student achievement
- Experience building effective teams along with exceptional coaching skills
- Strong curriculum knowledge, including implementing literacy and math strategies
- Such alternatives to the above qualifications that the Principal and School Transformation Team find appropriate and acceptable

PERFORMANCE RESPONSIBILITIES- Acting as a liaison from the LEA

- Supports Westside High School through the Transformation model
- Collaborates with LEA and school administrators to establish and monitor high standards for excellence with students, teachers, staff, and other stakeholders
- Consults with school leadership to prioritize school improvement grant interventions and align resources to achieve maximum results
- Identifies qualitative and quantitative data to assess performance and drive goals and decision-making.
- Engages staff in decision-making that impacts student success
- Collaborates with school leaders to analyze data and create quarterly timelines to reflect grant interventions
- Assist school staff with Indistar including inputting information
- Prepares any necessary documentation needed for monitoring visits from the SEA
- Participates in a team-based process to create positive conditions for learning and student success

- Collaborates with school leadership in the development, implementation, and revision of improvement plans
- Identifies potential issues and obstacles and proactively takes action to create and implement solutions
- Reports along with school leaders to the School Transformation Team including setting agendas and arranging for staff to make presentations.
- Collaborates with school administrator to establish effective school staff teams to address students' behavioral, academic, and social and emotional issues, and facilitates team meetings along with principal;
- Assists in the collecting and reporting of data to evaluate the Transformation intervention
- Performs any additional duties as assigned by the LEA School Improvement Specialist and/or School Administrator

Contract Days: 205

HOME-TWILIGHT SCHOOL FACILITATOR

JOB DESCRIPTION

TITLE: Home-Twilight School Coordinator

QUALIFICATIONS:

- Must have a high school diploma or equivalent.
- Positive interpersonal skills and proven ability to work well with people.
- Knowledge of working with “at-risk” students and their parents.
- Possess a knowledge-base in developing community partnerships to support Twilight students.
- Any alternatives to the above qualifications as determined by the Principal and Transformation Team.

REPORTS TO: Twilight Coordinator and Building Principal

JOB GOAL: To enhance Twilight students’ educational experience by carrying out necessary communication between home and school and carrying out other activities that promote positive home-school relations so the student can benefit fully from his/her experience. Also, personnel will assist in removing barriers preventing students from graduating from high school.

PERFORMANCE RESPONSIBILITIES:

- Arrives to work on time and on a regular basis with minimal absences.
- Adheres to authorized policies and school regulations.
- Assists students to resolve such personal, emotional, and social problems that may interfere with their adjustment to school and their capacity to enjoy the fullest benefits of the education offered to them.
- Arrange parent visitations to school. If the parent cannot come to the school, personnel will conduct a home visit.
- Monitor student participation in extended learning services and communicate progress regularly.
- Provides the Twilight Coordinator and the Building Principal with the names of students with excessive absences.
- Arrange parent conferences on or off campus as requested.
- Contact parent/guardians for Twilight Coordinator when requested.
- Work with Twilight counselor to provide written notifications, various permission requests, and other information needed from the home or with referrals from parents.
- Assist families to better understand the school and its extended learning programs.
- Assist students directly toward adjustment to Twilight school.
- Accesses proper Twilight personnel to resolve conflicts.

- Responds appropriately and cooperates with parent/guardians, students, and staff to resolve matters in the best interests of students.
- Processes written communication appropriately and professionally.
- Speaks clearly and gives clear explicit information.
- Uses discretion in handling confidential information and difficult situations.
- When needed, delivers proper notification letters and information to parent/guardians regarding student attendance in extended learning services.
- Responds positively to students.
- Promotes student self-discipline and responsibility.
- Demonstrates fairness and consistency in handling students.
- Shows awareness and sensitivity to the uniqueness of the community and culture.
- Is readily available to all students and staff.
- Assigns and keeps data regarding student attendance in Twilight School use.
- Assists Twilight students with check-in and check-out processes.

TERMS OF EMPLOYMENT: 2 years (FY14 and FY15)

EVALUATION: Performance will be evaluated in accordance with the provisions of the Board's policy on evaluation classified staff.

SALARY: \$18,000-\$25,000 depending on experience

Career, Technical, and Agriculture Pre-Engineering Magnet Coordinator Job Description	
Official Title: Career & Technical Education Pre-Engineering Magnet Coordinator	
Length of Work Year: 205	Reports To: Principal
Summary Description of Classification: The CTAE Pre-Engineering Magnet Coordinator will provide and coordinate career development services for students participating in the pre-engineering academy at Westside High School. Serves as liaison between the schools, parents, the community, business and industry.	
Minimum Qualifications Standards	
Knowledge, Abilities and Skills: The CTAE Pre-Engineering Magnet Coordinator must work in a professional manner with administrators, faculty, parents and students as well as members of business and industry. The ability to match students with employee mentors in various fields of STEM is essential in this position. Other requirements listed below are representative of the knowledge, ability and skills necessary.	
Education, Training and Experience:	
<ol style="list-style-type: none"> 1. A Bachelor's Degree required (Master's preferred) 2. Minimum of two years of work experience in business or industry is required 3. An endorsement in Work-Based Learning must be required within one year 4. Experience in employment counseling and/or placement is desired 	
Certificate and License Requirements: Must be certified in or eligible for certification in any Career, Technical, and Agricultural Education program area. Must also possess a current and valid Georgia Driver's License.	
Physical Demand:	
Special Requirements:	
Paid Overtime (Y/N): No Salaried position	
Duties and Responsibilities:	
<ol style="list-style-type: none"> 1. The Coordinator will work collaboratively with administrators, student service personnel, and teachers to ensure the delivery of career development services. 2. The Coordinator will facilitate linkages with parent, business/industry, post-secondary institutions and community organization to support students' transition to postsecondary education and employment 3. The Coordinator will develop and maintain business partnership through an active business/industry advisory board. 4. The Coordinator will facilitate 3rd year engineering students' internships. 5. The Coordinator will work with the engineering instructor to assure that all engineering students complete the required coursework. 6. The Coordinator will plan, coordinate and implement connecting activities between the school and the business/industry community. 7. Seek out recruitment opportunities for new students and businesses/industries partnerships. 8. Evaluate business/industry partnerships and establish job placements that serve the goals and objectives of the Pre-engineering program. 9. Track pre-engineering students during the post-secondary training component and document completers of the program at the appropriate time. 10. The ability to work effectively with ethnically and academically diverse populations. 11. The ability to communicate effectively both verbally and written. 12. Access and recommend students for dual enrollment courses (in cooperation with counselors, instructors, and postsecondary administrators if appropriate). 13. Monitor and evaluate the program for improvement. 14. Develop linkages to other STEM programs within the community 15. Analyze community resources and coordinate job placements and rotations 	

16. Assure that placement sites are in compliance with federal, state, and local labor laws and maintain program insurance, liability and industry regulations and standards.
17. Conduct public relations and program promotion activities with students, school administrators and the local business community.
18. Participate in matching students with work-based mentors and provide orientation and training for all program partners.
19. Conduct an annual assessment of the program and develop an on-going program improvement plan as are required.
20. Other duties as assigned by the Principal

WHS 2013-2014 Bell School

PERIOD	TIME	Description
Arrival	7:00 am- 7:20 am	Breakfast and arrival times
1	7:30 am- 8:25 am	5 min for pledge/announcements, 50-min. instructional time
2	8:30 am- 9:20 am	50 min instructional period
3	9:25 am-10:15 am	50 min instructional period
4	10:20 am- 11:10 am	Targeted ILT or instructional period for credit (Based on need)
5	11:15 am- 1:10 pm	Additional ILT (Tribe Time), lunch, 50 min. instructional period
6	1:15 pm- 2:05 pm	50 min instructional period
7	2:10 pm-3:00 pm	50 min instructional period
Break	3:00 pm- 3:15 pm	Snack break for ASP and Twilight Students
8	3:15 pm- 4:45 pm	Twilight instructional block 1
9	4:45 pm- 6:15 pm	Twilight instructional block 2

5th Period:

11:15 – 11:40 Advisement A/1st lunch

11:45 – 12:10 2nd lunch

12:15 – 12:40 3rd lunch

12:45 – 1:10 Advisement B/4th lunch