

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

**Part II: LEA Application FY 2013-Cohort 4  
Jordan Vocational High School**

LEA Name: Muscogee County School District	LEA Mailing Address: 2960 Macon Road Columbus, GA 31906
School Name: Jordan Vocational High School	
LEA Contact and Coordinator (person responsible) for the School Improvement Grant:  Name: Kim Jones  Position and Office: Title I Director—MCSO Title I Department  Contact's Mailing Address: 2960 Macon Road, Columbus, GA 31906  Telephone: 706-748-2102  Fax: 706-748-2101  Email Address: Jones.Kimberly.P@muscogee.k12.ga.us	
Board Chairman (Print Name):  Robert P. Varner	Telephone: 706-649-5509
Signature of Board Chairman:  	Date:  Apr. 17, 2014
Superintendent (Printed Name):  David F. Lewis	Telephone:  706-748-2019
Signature of Superintendent:  X 	Date:  4/17/14
The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.	

**LEA Name:** Muscogee County School District

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

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

SCHOOL NAME	NCES ID #	PRIORITY	INTERVENTION			
			turnaround	restart	closure	transformation
Jordan Vocational High School	130387001430	x				x

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

**Funding Priority and Schools to be Served**

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

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

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

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

With the exception of the schools implementing the closure model, grants are renewable for the two subsequent years contingent upon federal SIG funding and progress in implementing and meeting student achievement goals established by the LEA and approved by the Georgia Department of Education and progress on SIG leading indicators. Each LEA/school will be required to submit an annual report via the Indistar system in order to receive the grant renewal.

### **Reporting and Evaluation Requirements**

Applicants awarded SIG funds must satisfy periodic reporting and accountability requirements throughout the term of the grant. These requirements address (a) fiscal accountability, (b) program accountability, (c) fiscal and program reporting, (d) site visits, and (e) internal evaluation.

#### **Fiscal Accountability**

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

#### **Program Accountability**

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

#### **Fiscal and Program Reporting Requirements**

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

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

1. The school is led by a principal capable of leading the reform efforts
2. The school is meeting ambitious annual goals, established by the LEA and school, for student academic achievement on Georgia assessments in both mathematics and reading/language arts. Additionally, if the school serves a high school population, the LEA and school must set annual goals for graduation rate and student attendance.
3. The school is making progress on the leading indicators described in the SIG 1003(g) Final Requirements. These include:
  - Number of minutes within the school year;
  - Student participation rate on State assessments in reading/language arts
  - Dropout rate (if applicable)
  - Student attendance
  - Teacher attendance
  - Number and percentage of students completing advanced coursework
  - Discipline incidents
  - Truants
  - Distribution of teachers by performance level on the Georgia Teacher Keys Evaluation

System

- Teacher attendance rate
4. The school is implementing the selected reform model with fidelity.
  5. The school is utilizing formative and summative assessments to provide continuous feedback to stakeholders and to identify those practices that are most promising in raising student achievement.

### **Application Instructions and Application Review**

The LEA must complete a separate application for each of the eligible schools for which the LEA is applying.

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

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

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

### **Application Review**

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

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

**LEA Capacity**

- i. For each Priority school that the LEA commits to serve, the LEA must complete a comprehensive needs assessment and analysis (Appendix A), resulting in the selection of an appropriate intervention for each school. Utilizing the summary and conclusion of the analysis of each of the areas detailed in Appendix A, provide a narrative that discusses how the needs assessment aligns with the selection of the specific SIG 1003(g) intervention model selected by the LEA for each Priority school.
- ii. How does the process for support and response to the SIG school(s) differ from the support and response to other, higher-achieving, schools? (e.g.: Principals' direct access on a regular basis to the Superintendent; District organizational structure reorganized to provide direct and differentiated support including district SIG staff and areas of curriculum to SIG school(s), etc.) Describe the LEA School Improvement Grant team that will support and oversee the implementation of selected models and strategies in the SIG school(s). Include descriptions of competencies and responsibilities of any new or existing district staff who will serve SIG schools. Two members of the team must be the district's Director of Federal Programs and the Director of Human Resources.
- iii. What methods did the LEA use to consult with relevant stakeholders including principals, teachers, staff, parents, school board members and students on the LEA's application and selection of intervention models in its Priority school(s) prior to submitting an application to the Georgia Department of Education?
- iv. What is the LEA's strategy for recruitment and selection of effective Turnaround school leaders, teachers, and staff to work in its lowest performing schools? How does the LEA anticipate utilizing the Turnaround Leader competencies to staff the SIG school(s)?
- v. How will the LEA monitor and evaluate progress toward annual goals for student achievement, SIG leading indicators and implementation of interventions?
- vi. How will the LEA sustain the reforms in its SIG 1003(g) schools after the funding period has concluded?
- vii. How will the LEA ensure that the SIG 1003(g) school has sufficient flexibility from barriers that may inhibit the reform efforts? How has the LEA assessed what possible barriers may arise? How will the LEA work with the Local Board of Education to address potential barriers?
- viii. How will the LEA select School Improvement vendors (external partners/provider) to work with the SIG school(s)? The LEA must demonstrate how they will recruit, screen, and select any vendor that may receive \$75,000 or more, throughout the term of the grant. The LEA must demonstrate a rigorous recruiting, screening, and selection process that includes the following:
  - A process for identification of potential providers;
  - A protocol for analysis of the connection between the provider's experience and the district and each school's comprehensive needs assessment;

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- A description of the provider's responsibilities and alignment with each school's needs, as well as the LEA and provider's shared accountability for the full and effective implementation of the intervention model and student achievement in the selected school
- ix. How will the LEA gather and share effective practices from the schools receiving SIG funds with other schools within the LEA?
- x. If the LEA has chosen not to apply for SIG 1003(g) funding for all of its eligible Priority Schools, the LEA must include a narrative discussing why the LEA does not have the capacity to serve all of its eligible schools with SIG 1003(g) funding and support.

i.

Data for Jordan is contained in Appendix A. The Transformational Model was chosen for this school due to the large turnover in faculty since the current principal arrived two years ago. Forty percent of the current staff was not at Jordan when SIG cohort 1 began. In essence, JVHS has already rehired half of its faculty; the new faculty is making gains based on the data. The application for cohort is to continue and expand the work from SIG cohort 1.

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ii.

The Muscogee County School District (MCSD) has the capacity to support and respond to SIG schools. The district has been involved in two prior SIG cohorts and has supported three SIG schools for the last four years. The SIG journey was a process in 2010 for the district office and many lessons were learned. The implementation of Cohort 2 was begun utilizing the experiences and was found to be a much smoother and faster transition than Cohort 1. With the Cohort 2 grant period coming to an end, the district has continued to use the lessons of Cohort 1 as preparations are made to close the Cohort 2 grant. Kendrick High School's program definitely reaped the rewards of a more seasoned district team. In those same years, the district implemented another significant grant, Race to the Top (RT3) and has used both experiences and additional resources to provide support to all of the SIG and Priority schools in our district.

The SIG and RT3 experiences have also been a significant growth and learning opportunity for the MCSD school board and its members. Through the first SIG cohorts, the board had to begin to allow for additional flexibility for the schools and recognize that fair and equal are not synonymous terms. However, the benefits and achievement gains that the schools gleaned convinced, and further committed, all stakeholders of the urgency needed in school turnaround efforts for failing schools. The district is particularly committed to the improvement efforts needed at the elementary level, most especially for the feeder schools to our Priority high schools. Over the last three years, SIG and RT3 schools have begun to meet regularly with their feeder schools to give dual feedback, visit each other's campuses, and discuss learning issues and concerns. This type of communication was previously unheard of in MCSD; feeder school interaction has been nurtured at all levels.

In the last two years school years, MCSD has instituted several district level systemic changes that are yielding positive results. The Division of Teaching and Learning (DTL) began working in a much more collaborative and purposeful fashion beginning in the fall of 2012, as a separate entity, and as a

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division within a district. DTL directors' meetings, led by the Chief Academic Officer, were opened to representatives from the Division of Student Services, which encompasses the Program for Exceptional Students and Guidance, the Division of Human Resources, the Division of Information Services (technology) and the Division of Finance, along with the various department directors in the DTL (Elementary Ed, Secondary Ed, Professional Learning, CTAE, Title I, Arts and Humanities, RT3, and SIG). These bi-monthly meetings have continued over the last two years and have proved invaluable in strengthening communication between and among DTL departments and other divisions in the MCSD. Another positive result of this collaboration has been a greater understanding of SIG initiatives and requirements for all divisions. The Georgia Department of Education (GaDOE) Specialist for RT3 began attending these meetings on a monthly basis in 2013-2014 which served to strengthen communication between MCSD and the GaDOE. With all district level departments represented in bi-monthly meetings, issues specific to schools can be addressed and proactive solutions have been more easily reached. This meeting has served as a district level "leadership team."

The Chief Academic Officer built a District Design Team of twenty (20) members that included teachers, academic coaches, principals, and directors from all the representative areas of MCSD in November of 2012. Team members worked to review all programs used across the district for fidelity and effectiveness. Using school based feedback and various forms of data for each initiative, the team was able to remove fifteen (15) programs/initiatives from the district agenda and streamline all reform efforts into five overarching areas of focus: data driven decision making, curriculum mapping, progress monitoring, differentiated instruction and instructional software. The common goal of all district led initiatives was to improve student achievement and to support schools in those efforts. A process was put into place for reviewing new programs at the district level and the team presented the findings, results and plans to the MCSD School Board, school principals and academic coaches in January 2013. The MCSD motto became "Good is the enemy of great."

Between January 2013 and August 2013, the DTL and various other MCSD divisions planned training to support the renewed focus of the district. The DTL directors and instructional specialists were certified as data trainers by the Leadership and Learning Center in April and principals and academic coaches were trained at the MCSD Summer Teacher and Leader Academy in June. This data team training included the following steps: collect and analyze data, determine root causes and prioritize needs, develop SMART goals, formulate strategies, determine results indicators, monitor implementation, and gather artifacts and evidence. Out of that training a new School Improvement Plan format was adopted by the MCSD in order to align school data and school improvement goals with action plans, Response to Intervention (RTI) plans, professional learning plans, parent engagement plans and the funding sources that propel those plans. This allowed schools to align their improvement efforts to three or four overarching themes for the school year, thereby increasing the practicality of results.

During summer 2013, district math and ELA CCGPS curriculum maps were revised and district benchmark assessments were developed by district instructional specialists, academic coaches and teams of teachers. The elementary math maps and assessments were developed by a team of academic coaches that worked with an outside consultant who provided professional learning around

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selecting test items and tasks that are aligned to the curriculum maps, the CCGPS Progression Document, and to the rigor of the standards. The district purchased an item bank from the Silicon Valley Math Initiative (SVMI) and the team used released items from NAEP, Engage New York, PARCC, and Smarter Balance to build the assessments and maps. The first nine weeks of elementary math maps and the quarterly assessments are currently under the review of Phil Daro who was a co-writer for CCSS math. The elementary ELA maps and assessments were developed by a team of district instructional specialists and academic coaches and benchmark assessments were built from the Classworks item bank. The Secondary (6-12) maps and assessments were developed by the Secondary Education Instructional Specialists and teams of teachers that worked during the summer of 2013. Teachers used various CCSS resources for developing maps such as the Literacy Design Collaborative, the Math Design Collaborative, and the Gates Foundation. CUAs were developed using released test items from various CCSS resources (listed above) and Classworks.

In summer 2013, the DTL developed and distributed data team manuals in preparation for the implementation of data teams in the fall. All schools were assigned a district instructional specialist to support data teams in using the district assessment results to drive the RTI process of each school. The DTL and the Program for Exceptional students worked collaboratively with GaDOE to produce a district RTI manual. In August 2013, district-wide RTI training was held in conjunction with data certification training for academic coaches and content specific literacy training for all middle and high school co-teaching teams. All of this training has been monitored by DTL instructional specialists through weekly participation in school data team meetings throughout the 2013-2014 school year and “all in day” visits by teams of DTL directors. A district Professional Learning specialist was also assigned to monitor and report results for all co-teaching teams that were trained.

The Chief Academic Officer has held monthly meetings for academic coaches during the 2013-2014 school year in order to review progress with data teams, review district benchmark results, and offer a venue for problem solving and training. Academic Coaches have also been trained on Formative Instructional Practices (FIP) and completed the modules provided by the GaDOE. These meetings were scheduled separately for elementary, middle and high school coaches in order to focus on relevant needs for teachers and students at each level; there are plans for a vertical alignment meeting with all coaches before the 2013-2014 school year is over. Teams of coaches will meet, across grade levels and by feeder patterns, to discuss improving teaching and learning across the district.

During the 2013-2014 school year, the instructional specialists in the Elementary and Secondary Education Departments gathered, analyzed, and reported common benchmark results submitted by school data teams. The specialists, along with the MCSD Department of Research and Accountability worked collaboratively during the year to calculate the p-values of the district CUAs. During summer 2014, the CUA results will be compared to the spring test results to determine if the district CUAs were reliable predictors of student performance on the CRCT and EOCTs in each content area. Revisions will utilize the data gathered throughout the year, along with CRCT and EOCT results, domain data, and teacher feedback to inform the editing of test items and the assessments. The goal of the summer revisions will be to ensure that CUAs are closely aligned to the rigor of the standards and are valid indicators of standards mastery. The LEA is currently looking to purchase an item bank to facilitate the refinement of district CUAs.

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The DTL worked in the spring and summer of 2013 to tier all the MCDS schools by the level of intervention needed to support improved student achievement in each building. Schools were moved “up the tiers” based on student test data, the competencies of the building administrators, and the accountability status of the school. All Priority, Alert, Focus and RT3 schools were placed in Tier IV to allow them the highest amount of support from each department in the district. In the fall of 2013, the DTL met with principals at each tier level and reviewed the support structures for their schools. Since that time, the directors of Elementary Education and Secondary Education have held quarterly meetings for Tier III and Tier IV schools to allow principals the time to discuss issues pertinent to their schools, share ideas for improvement, and report results. The feedback from principals has been positive and plans are in place to continue these efforts using the new 2014-2015 organizational structure.

Support for all Priority, Focus, Alert, and RT3 schools has included all of the efforts afforded the other schools plus an enhanced structure specific to their needs. The RT3 and SIG Administrators meet monthly with SIG and RT3 schools to monitor progress and non-negotiables and to increase communication between the schools and the LEA. The grant administrators attend all GaDOE quarterly monitorings for each school with additional DTL directors and instructional specialists attending, as available. The Kendrick SIG administrator is housed at Kendrick High School and supports the school daily on all SIG initiatives including instruction, Leadership Team function and Indistar. RT3 funds provide a district science coach that has worked with teachers and coaches at each of the schools in an effort to improve science instruction.

Each school has a Title I instructional specialist and/or the RT3 science coach assigned to the school to attend all Leadership Team meetings, to monitor and support Indistar, and to provide instructional support to the academic coaches and administrators, as needed. The assigned specialist also works with the Title I director and RT3 administrator to monitor accountability status non-negotiables, School Improvement Plans, parenting programs, Title I/RT3 paid employees, and Increased Learning Time/Flexible Learning Programs. The DTL directors and instructional specialists also participate in group focus walks organized by the Elementary and Secondary Education Departments. The Professional Learning department provides a district mentor for teachers in years one to three of service and/or teachers in need of additional assistance. The school administrators, the RT3 administrator, the SIG administrator, and the Title I director work cooperatively to resolve issues, as they occur, and facilitate communication with Elementary and Secondary Education, Research and Accountability, CTAE, Human Resources, Finance, Student Support Services, The Program for Exceptional Students and the Division of Information Services.

In the last two years, the acting MCSD superintendents, board members and the Division of Human Resources have demonstrated a strong commitment to turn around leader competencies and school improvement in all schools. Between June 2012 and April 2014, eight principals have been asked to take assistant principal positions or return to the classroom; half of those principals were at accountability status schools. The majority of assistant principals at the elementary and middle school levels have been moved to different locations in an effort to expand their experience, initiate improved performance, or provide a different mentor. MCSD is committed to the education of

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children.

For the 2014-2015 school year, the MCSD will be reorganizing to provide even more specific and direct services to schools. The district will be divided into three area specific regions: west, central, and east. Each region will have a Region Chief that will be responsible for direct supervision of each school's improvement efforts within that area. Title I schools will share teams of content specific academic coaches in order to stretch a proposed reduction in Title I funding. Title II A specialists will work with schools based on school needs and will continue the district mentoring program for new teachers. At the central office level, elementary and secondary instructional specialists will be replaced with K-12 content specialists to include: math, science, social studies, literacy, world languages, and acceleration. These specialists will be responsible for working with content area coaches and schools to improve curriculum, write and administer district assessments, progress monitor school data, and support region chiefs and school administrators.

The LEA SIG team is comprised of members from all areas of MCSD. The grant team is chaired by the LEA grant director and includes: the Assistant Superintendent, the Chief Academic Officer, a Human Resources director, the SPED director, the Title I director, the Professional Learning director, a representative from the Division of Information Services, the Elementary Education director, the Secondary Education director, the RT3 administrator, the CTAE director, a Finance director, and a representative from School Nutrition. This team meets regularly to review proposed grants and review school progress. The Title I director is the SIG contact person. There will be two Title I program specialists at the district level for accountability that will be responsible for monitoring and supporting accountability status schools on non-negotiables, Indistar, Flexible Learning Programs, Increased Learning Time. A district Title I parenting program specialist to support the parenting engagement portion of the grants. Additionally, the schools will have a region based Title I program specialist available to each of them. (a SIG support chart is included at the end of this section)

As stated earlier, SIG funds, if awarded, will be used to hire a school based SIG administrator for each building to support implementation of the grant and sustain school improvement efforts in the building. These administrators will each work closely with the academic coaches and school principals on instructional leadership responsibilities including: implementation of SIG initiatives, compliance with SIG non-negotiables, coordination of professional learning, supervision of external providers, implementation of TKES, utilization Indistar, and communication between the school and the LEA. The SIG administrator will also be responsible for overseeing the budget (including PR and payroll submission, and inventory control) and writing amendments for the grant. This position will report to the SIG principal and the Title I director.

The SIG administrator will be responsible for organizing weekly monitoring of ILT. The monitoring team will include the building administrators and the SIG and Title I content coaches. This focus walk will specifically monitor ILT for quality factors to include: utilization of research based instruction, differentiation, rigor, student engagement, teacher feedback and evidence of student led progress monitoring. A quarterly monitoring of ILT will be organized by the Title I department and will evaluate the same areas. The monitoring team will consist of the building principal, the SIG administrator, the SIG and Title I content coaches, the Title I director, the region Title I program

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specialist, and the Title I accountability specialists. Additionally, a student feedback survey will be conducted each semester and test data will be analyzed to correlate student achievement data to ILT course placements.

The individual competencies needed for the school based SIG administrator positions are demonstrated instructional leadership abilities, strong organizational and written/verbal communication skills, proven collaboration proficiencies, extensive data analysis experience, successful experience with Title I and/or SIG fiscal management, knowledge of the MCS D budgeting process; SIG and Indistar experience are preferable.

SIG is currently housed within the Title I department as all purchases and payrolls go through the Title I director. The Title I director will act as the district SIG coordinator and will monitor budgets and spending, conduct monthly LEA meetings, collaborate with Finance, initiate board items, and act as the liaison to the GaDOE. The SIG funded grant administrators and the Title I director will attend LEA monitoring meetings, GaDOE quarterly monitorings and grant committee meetings on SIG to report progress and issues.

iii.

Meetings with stakeholders were held at each school in March and April 2014 to gather input and relay information. Digital and/or paper surveys were distributed to faculty and staff, parents, community members, alumni associations, and students at each school. The results of the surveys were tabulated in order to inform the writing of the grant team. The Title I director and/or school principals met with the Local School Councils to discuss the grant applications and answer questions and concerns.

The superintendent met with school board members prior to application and the Chief Academic Officer reviewed SIG requirements and the application process with the school board at the April 2014 board work session. The Chief Academic Officer reviewed the grant components with the superintendent and board chairman in preparation for grant submission.

iv.

The LEA is going to recruit and select SIG school staff with utmost diligence. Each grant has recruitment and retention incentives to attract and keep the most qualified applicants and staff. Recruitment bonuses are listed in the advertisements and applicants are informed of rewards at the interview. Bonuses are awarded in two disbursements; one in December and one in May.

The Human Resources Division of MCS D works diligently to recruit the most highly qualified applicants for the SIG schools. HR has a recruiting staff that travels during the year to job fairs and college campuses in an effort to recruit teachers for hard-to-fill positions. They also hold an annual job fair in the spring where teacher candidates can meet school administrators and distribute resumes. HR continues their support by providing professional learning and executive coaching to new administrators and is readily available to administrators as needed.

HR recognizes the importance of allowing SIG schools to hire early and has allowed SIG/Priority

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schools to interview first so they could offer jobs as soon as positions could be offered. The MCSD is fortunate to have a Human Resources Chief that is very committed to schools and children. It is not unusual for the Chief of Human Resources to contact a SIG principal upon receiving a promising application for hard to fill positions (for example, a Hi-Q Special Education teacher). HR makes it a practice each spring to contact the Title I director if school staff members apply for an in-district transfer to determine if the applicant has completed the three years of service that they are asked to commit when hired in a SIG school. The MCSD Human Resources Division is to be commended for their efforts on behalf of SIG schools in the last four years.

SIG principal positions were advertised separately in 2014 to ensure that candidates realize the additional responsibility and accountability required of SIG principals. Principal candidates will be selected using the Turnaround Leaders competencies checklist and a panel interview process. The panel will be comprised of various members of the grant committee. The superintendent and the committee understand the importance of placing the right leader in schools that need the most interventions.

MCSD also has a new teacher and leader induction program that is exemplary. Teachers new to the district are assigned a district mentor for the first three years with the district and a TSS endorsed mentor at the school level. Teachers and principals can call on these mentors when they need resources or reinforcement in the early years of service with the district. SIG schools have the added bonus of offering job-embedded professional learning that can prove invaluable to new teachers. Teachers in SIG schools have opportunities for training on cutting edge, best practice strategies that other teachers will not receive in their schools. They also have opportunities to attend national conferences and gather ideas from teachers and trainers from all over the United States. In the most successful SIG schools, the district has found that the teachers choose to stay at the end of the grant period because they are invested in the success of the grant and in their students.

The MCSD leader mentoring program provides an executive coach to new principals in the district. This coach works with the new principal to discuss issues, problem solve and provide encouragement along the way. The role of principal can often be a solitary one, but this program provides an informed resource that can be called to provide input or simply give operating procedures and guidance. The SIG principal is also fortunate in the professional learning opportunities that can potentially be provided with SIG funds. Many principals benefit from leadership coaching that can be provided through external providers. Many times these providers are former principals that can lend another “set of eyes” to a principal and can mentor and coach principals on resolving issues in the school. The advantage to a consultant is that they can devote windows of time to be in the schools and work on-site with principals to build their leadership skills or simply give them the benefit of their experiences as a leader. A new mentoring opportunity available to principals in this cohort is the availability of the Region Chief assigned to each of them.

v.

MCSD will use a variety of measures to monitor progress toward goals in SIG schools. For one, the site based SIG administrator will monitor the district benchmark assessments results and work with academic coaches to ensure that teachers are differentiating instruction and scaffolding instruction and interventions to support student success. The principal and other school administrators will

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collaborate with each other and the academic coaches on focus walks and TKES observations. The LEA has found that when teams discuss teacher observations around specific TAPs from multiple perspectives, the practice seems to “standardize” feedback in the building. This strategy also results in a more even TKES rating distribution and improved instructional practices in the building.

The Title I director will hold monthly LEA monitoring meetings with SIG principals and site-based SIG administrators to monitor SIG implementation, Indistar usage, and school progress. This practice was started with Cohort 1 and 2 schools and allows the schools to share ideas with each other and give feedback to district support staff. This meeting provides a structured time to communicate and confirm that everyone is on the “same page” about upcoming events and deadlines. In 2013-2014, the meeting format was changed to teleconferencing which allowed the principals to remain in their buildings. Informal stakeholder feedback has indicated that this change was, overall, a positive one for principals and the current SIG and RT3 administrators find it more conducive for scheduling.

At the district level, the Title I department will have accountability specialists assigned to the SIG schools in order to monitor Indistar and attend Leadership Team meetings. These program specialists will track school data for attendance, discipline, course pass rates, parent contacts, RTI referrals and interventions, and classroom observation data. The program specialists will work with the grant administrators, the Title I director, the DTL, school administrators and academic coaches to find proactive solutions when needed.

The Region Chief will also monitor the school data, attend monitorings and Leadership Team meetings and assist with school improvement efforts. The team of specialists from the Program for Exceptional Students, the Special Ed director, the Professional Learning director and the curriculum directors will also be available resources to the school and the grant team supporting the school. The Region Chief, the principal, the school grant administrator and the Title I director will work in collaboration to incorporate all SIG initiatives and monitor their implementation. The grant administrator will deliver onsite monitoring of the external partners and report results to the principal and the Leadership Team at the bi-weekly meetings.

vi.

Each reform effort in the grant has a capacity building feature that is explained in the body of the application, however, the overarching goal of the instructional improvements and professional learning is to build teacher leaders in each school that will be able to sustain the work after the grant period. Academic Coaches will train department chairs/grade level content specific leads to run data teams that utilize formative and summative assessment data to inform planning and delivery of instruction. Each grant is to identify and train several competent teacher leaders in all areas, including technology integration, to continue the work when the grant period has ended. Ideally, there will be Title I funds to sustain one on-site academic coach per content area at the high school level and at least one site based academic coach at the elementary level.

However, if Title I funds are not available to sustain that level of support, the schools will share content specific academic coaches with a cluster of schools within their region by combining Title allocations and department/grade level content specific teacher leaders, who were trained by the

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coaches during the grant period, will lead the established professional learning communities when the SIG funding period has ended. These teacher leaders can mentor and grow newly hired staff and facilitate on-site professional learning to sustain the improvements afforded by the grants. The shared Title I coaches will monitor instruction, provide feedback to the teacher leads, and offer additional professional learning in the buildings. District level personnel for curriculum, professional learning, and Title I will be available to provide instructional support, as well.

Any purchased technology equipment will be covered under the Virtucom contracts with the MCSD which provide for a “refresh” of equipment every five years. The Technology Specialists will work closely with the media specialists in each building throughout the grant periods to prepare them to assume the inventory responsibilities when the grants are over; the district Title I technician will monitor SIG inventory for the grant period. Title I will acquire the technology inventory at the end grant funding and the Title I technician will continue to monitor the technology equipment in each building, along with the district internal auditors. The media specialist and at least one other building representative will be chosen in each school to work closely with the Technology Specialist to receive additional technology training and provide additional peer assistance to teachers that need it. Additionally, the schools will have region academic coaches and a region Technology Integration Specialist available to them during and after the grant period.

The continuation of PBIS in each school will reside with the members of the school leadership teams and the assistant principals in charge of discipline. Each school’s leadership team will monitor discipline data during and members will decide who will assume the responsibility for monitoring PBIS and discipline data when the grant is over. The MCSD is working in collaboration with Georgia Appleseed and GaDOE to pilot PBIS in the district beginning in 2014-2015. The plan of the LEA’s PBIS team is to have thirty (30) schools with operational PBIS programs by 2016-2017. The three SIG schools will have the support afforded by the district PBIS team and the Cohort 1 PBIS schools during and after SIG.

Post SIG, the Family Services Coordinators for each school will be sustained and/or shared using Title I funds; if funds are not available, a parenting liaison will be selected in each school. School attendance procedures and reinforcers will be routine after three years and will be continued and extended by school attendance clerks, FSCs, teachers, guidance counselors and social workers. The schools will continue to engage families by regularly communicating student progress to parents in multiple ways, providing training and support to families, and encouraging family participation in school events by maintaining a welcoming environment. The district Program for Exceptional Students and Title I department have LEA parenting liaisons that offer free training, support, and resources to parents and help schools to build and extend their parenting programs.

Additionally, each school currently has strong connections to the community through active Partners in Education, Local School Councils, and Alumni Associations and the support of local businesses and schools such as Columbus Technical College and Columbus State University which will all provide resources for the schools during and after the grant. A large part of the work during the grant period will be to extend those partnerships within the community and build new ones to ensure that programs begun during the grants, such as after school programs, academic field trips, and dual

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enrollment, remain in place when federal funds are depleted.

As a district, the principal pool for turn-around leaders will be strengthened by having three SIG administrators ready to tackle low achieving schools and replicate this work in other MCSD schools when the grant period is over. The building SIG administrators will implement a fiscally significant grant, fully participate in the instructional and operational aspects of school administration, build use, documentation and budgeting skills while they are, simultaneously, mentored by a transformational leader and receive external partner leadership training. This environment is a Utopia setting to grow leadership skills and to nurture future principals capable of transforming schools.

MCSD will be participating in the RT3 extension option. Spencer, Jordan, Eddy and Baker will no longer be considered "RT3/LAS schools," and the RT3 administrator will no longer work directly with those schools. However, the availability of this funding and the RT3 administrator for another year will prove invaluable to the LEA and SIG. The RT3 administrator and science coach will remain in the central office to administer SLOs and monitor TKES/LKES implementation. During the 2014-2015 school year, the gradual release of SLOs and TKES/LKES to the DTL and Human Resources will begin and the RT3 administrator will continue the training of various departments in preparation for the end of the grant period in December 2015. Refinement of SLOs and TKES/LKES will continue to be an on-going process for administrators and teachers. The DTL curriculum specialists and directors will work collectively with the Region Chiefs and other departments to continue the efforts begun with RT3 when funding is expended.

The RT3 administrator will also continue to be a resource to the SIG administrators and the Title I accountability specialists. The current RT3 administrator has experience with LEA monitoring protocols for SIG/RT3 schools and can provide support to SIG Cohort 4 for continuing and improving this process. In addition, the MCSD has three administrators, including the Title I director, with district level SIG experience and five administrators, including one of the region chiefs, with building level SIG experience; these individuals will be resources for the LEA and SIG principals, administrators and staff. The district also has multiple administrators and academic coaches with Indistar experience who are able to assist the Cohort 4 schools with Indistar usage and documentation as needed.

vii.

The LEA will work diligently to remove barriers to the work of SIG in each school. The district has shown a pattern of working with schools and the GaDOE to remove barriers for principals. District superintendents have moved quickly in many cases to hire quickly for positions, make administrative moves, alter policies for SIG schools when needed and has demonstrated a deep commitment to the improvement of schools. The grants have strong removal policies in them that Human Resources and the superintendent have agreed to enforce. The superintendent has a strong connection with the school board and works diligently to maintain relationships and gain their support through constant two-way communication. The board members are made aware of changes before they happen and have expressed repeatedly their confidence in the superintendent's leadership and vision.

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viii.

The LEA currently has a vendor selection process in place. As mentioned earlier, a district focus has become data driven decision making. Schools that want to use vendors must submit a proposal to the DTL funding source and the Elementary and/or Secondary Education departments. The proposal asks the school to align their data, goals, and needs with their School Improvement Plan (or School Improvement Grant) and to list potential vendors, their services, their costs, the services and resources included in the costs, and an analysis of the strengths and weaknesses of each vendor in meeting the identified needs of the school. In the SIG schools, the building SIG administrator will be responsible for reviewing and preparing the information on vendors and the school Leadership Team will determine the vendor that the school would like to use.

Within the proposal, each vendor must provide a written explanation of the services they offer to meet the identified needs of the school, a description of previous work done to address similar needs in comparable schools or districts and provide data from those districts to support their services. The vendors must also provide reference information to validate the vendor's services and data. Vendors that have a previous service history with the district do not need to provide references or data. In the SIG schools, the building SIG administrator will be responsible for reviewing and preparing the information on vendors and the school Leadership Team will determine the vendor that the school would like to use. In the district reorganization plan, the Region Chief and the funding source director will review and authorize the final selection of the school.

MCSD has always written contracts for providers that list the services the provider will deliver. The district learned with SIG that holding vendors to their promises was critical to results. This is another example of "lessons learned." With the cohort 2 school, the district demanded and received more of the promised services from the major external partner through instituting various protocols such as sign in sheets, staff surveys, and quarterly meetings to discuss the work of the external partners. Both cohorts in years two and three branched out to additional vendors that offered services tailored to each school's specific needs. The area of growth for MCSD is the inclusion of school obligations in contracts. SIG contracts will include a shared accountability section for implementation that the school principal will sign and be held accountable for. Contracts will also include student achievement goals for the areas of concentration.

ix.

This is another area where experience with SIG has helped the LEA to grow; MCSD is a better district because of SIG. SIG has been an "eye opener" for some of the "high achieving" schools in our district. When SIG schools are outranking schools that are considered the "better" schools... principals take notice. When "low achieving schools" are five percentage points from "the best schools,".... SIG is changing lives in Muscogee County. Non-SIG principals are calling the SIG principals to ask what they are doing and they are visiting the schools to see instruction.

MCSD has and will continue to allow SIG schools the opportunity to share strategies that are working in their schools. The LEA monthly meetings are already a place where the principals share ideas with one another. SIG principals will continue to extend their experiences to other schools through region meetings and trainings. SIG principals and staff will provide professional development to non-SIG

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principals and feeder schools. The academic coaches, both the school based ones and the ones that are shared among Title I schools, will participate in SIG trainings and redeliver professional learning to non-SIG schools and share strategies at district led academic coach meetings. Feeder school staffs will be allowed to attend professional learning sessions at SIG schools and the DTL directors and/or program specialists will attend trainings and redeliver to schools with the same needs. If the district can have the opportunity to extend the work, it can use the experience to continue to train other schools in the strategies that are working in SIG schools

The work done with SIG funds in MCSD has been significant and has created the desire to carry the work further. SIG has gratefully caused adults to be uncomfortable. SIG has forced schools and the district to examine what is important. SIG has changed the district forever, and, most poignantly, at the district level. It is the schools that have achieved the least that hammered the LEA with the most impactful lessons. It is unacceptable to not be about changing the lives of children no matter the cost to adults and the status quo. It is unacceptable to allow elementary and middle schools to languish and expect all of the heavy lifting to come from the high schools. SIG has changed our expectations of students and of each other. The successes in the SIG schools have forced other schools to quit making excuses.

The litmus test of change, however, is sustainability. MCSD implores the committee to consider several factors. The district has demonstrated overall success in SIG schools through CCRPI scores, graduation rates, and test scores. The LEA and the schools have demonstrated a commitment to change and a pattern of compliance over the last four years between RT3 and SIG. It is much harder to sustain change than to begin it; MCSD students deserve continued hope of change in our lowest achieving schools. It is imperative that the work continue and that it extend to the lowest achieving elementary schools. Sixty three percent of students that do not graduate are sentenced to prison and students from poverty that cannot read on grade level by third grade are destined to never finish high school.

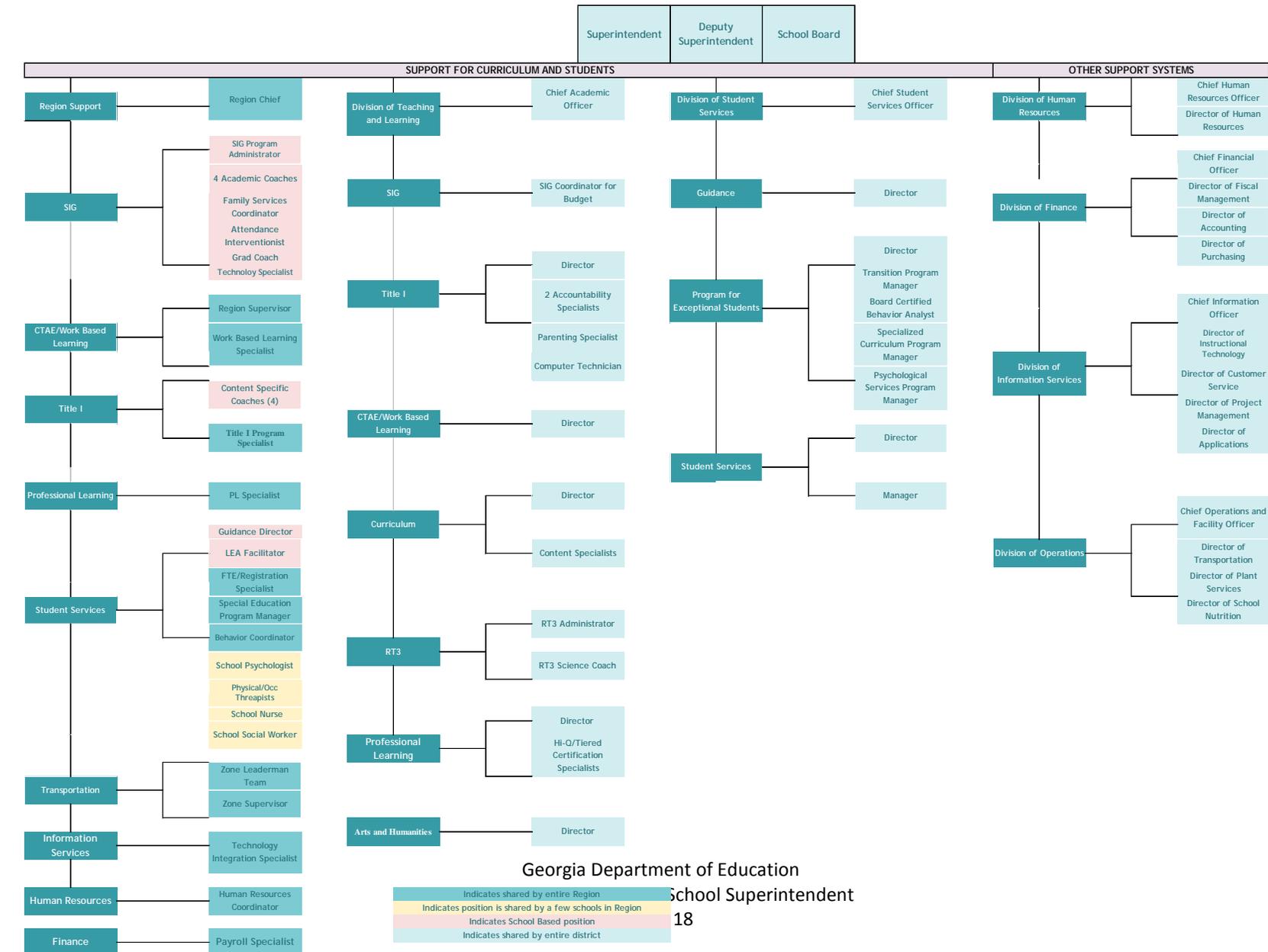
MCSD is a county that experiences large pockets of poverty; thirty-nine (39) of our fifty-four (54) schools qualify for 100% free and reduced lunches under the Community Eligibility Provision (CEP). There is generational wealth in Columbus, but that only seems to make the areas of severe, generational poverty more hopeless. The locations of the accountability status schools in MCSD only seems to widen the poverty gap between the “haves” and the “have nots” in Columbus. Education is the great, and only, equalizer; it is the singular chance many students have to break the cycle of poverty in their lives.

**x.**

The LEA has chosen to apply for all eligible schools except Cusseta Road Elementary School. The district is not applying for Cusseta Road because the school is closing at the end of the school year. Muscogee Elementary School is also closing and a new elementary school, Dorothy Heights Elementary, will open for 2014-2015 to replace both schools.

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## SUPPORT FOR SIG SCHOOLS



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

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

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

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

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

The LEA must assure that it will—

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

**Georgia Specific Assurances**

The LEA must assure that it will—

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

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

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

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

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**LEA Name: Muscogee County School District**

School Name: Jordan Vocational High School

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

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

Comprehensive School Reform: Common Issues and Lessons Learned for Improving Low-Performing Schools, (Duttweiler, 2003) reported results of a study done by the National Dropout Prevention Center (NDPC) which determined lack of leadership skills of the building administrator as a key impediment to school achievement and graduation rates. In Visible Learning, John Hattie's (2009) meta-analysis of research data on student achievement found school leaders to be classified into two categories: transformational leaders and instructional leaders. Transformational leaders were defined as leaders that motivate and inspire teachers to focus on commitment and moral purpose, while instructional leaders were defined as focusing on disruption free environments, clear achievement targets, and rigorous goals. In the work analyzed by Hattie, instructional leaders were found to be the most effective in improving achievement.

The current principal was hired July 1, 2011 during SIG cohort 1 and is therefore eligible, under the US ED guidance for SIG, to remain in the school under the requirements of the chosen model. (Transformation) The LEA can demonstrate that the principal has successfully implemented changes in the school that have led to increased student achievement in the school (see Appendix A). For the 2012-2013 school year, Jordan Vocational High School was ranked four out of nine high schools in Muscogee County on CCRPI and scored above the state average. This principal clearly has the skills needed to continue the school improvement process that began with SIG cohort 1.

The Muscogee County School District (MCSD) and School Board are committed to providing the principal with operational flexibility to improve student outcomes to include: flexibility with school calendar to offer increased learning time for teachers and students, support for staffing, and additional district level support for implementation of the grant initiatives. The assigned GaDOE SIS will sit on interview panels for all SIG paid employees in the building.

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

Teacher and Leader Effectiveness Systems (TKES/LKES) was implemented district wide for the 2012-2013 school year. The district is committed to utilizing this evaluation instrument and provides teachers and administrators with ample opportunities to participate in training for utilizing the evaluation rubric and refining implementation through shared discussion and district feedback on results.

The principal and other school administrators will collaborate with each other and academic coaches on focus walks and TKES observations. The LEA has found that when teams discuss teacher observations around specific TAPs from multiple perspectives, it seems to “standardize” feedback in the building. This practice seems to result in more evenly distributed, less inflated TKES scores and improved instructional practices in the building.

School staff will develop individual professional growth plans at JVHS that differentiate professional learning needs based on TKES performance standards and work with academic coaches and administrators to improve teaching and learning for all students. Building administrators will be evaluated by LKES and will be provided district and school based support as appropriate.

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.

Teachers, administrators and staff members will receive monetary incentives based on their evaluations, specific school improvements and/or achievement of students. These incentives will only be offered during the grant period from Year 1-Year 3. The first award is based on data from June 2014 compared to June 2015. No monetary awards are identified for years occurring after the School Improvement Grant.

**TKES/LKES Evaluated Staff:**

Teachers who receive two (2) or more “exemplary” ratings out of the ten (10) Teacher Assessment on Performance Standards (TAPS) through the Teacher Keys Effectiveness Systems (TKES) and up to eight (8) “proficient” ratings (no “ineffective” or “needs development” ratings) will be eligible for a \$1,000 reward. This award is tied to student achievement through the Student Growth and Academic Achievement Score. A SIG award tied to TKES/LKES has been mandated by GaDOE for the last two years.

Building administrators who receive one (1) or more “exemplary” rating on the eight Leader Assessment of Performance Standards (LAPS) through the Leader Keys Effectiveness System (LKES) and up to seven (7) “proficient” ratings (no “ineffective” or “needs development ratings)

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will be eligible for an \$1,000 reward. This award is tied to student achievement through the Student Growth and Academic Achievement Score. A SIG award tied to TKES/LKES has been mandated by GaDOE for the last two years.

- Eligible participants evaluated using TKES or LKES that did not complete a full year will receive a pro-rated incentive based on the percentage of worked days in the contract year.
- Eligible participants evaluated using TKES or LKES that did not work full time at Jordan will receive a prorated incentive based on the percentage of the work week spent at Jordan on the district comparability report.

**Non-TKES/LKES evaluated staff incentives for specified positions:**

- Certified staff members not evaluated using TKES or LKES (counselors, coaches, media specialist) will be eligible for a \$1,000 reward based on an increase in student graduation 10 percentage points for 2015 and 2016 as reported by the Georgia Department of Education.
- Certified staff members not evaluated using TKES or LKES (counselors, coaches, media specialist) will be eligible for a \$1,000 reward based on a graduation rate of 83.7% for 2017 as reported by the Georgia Department of Education.
- Staff members must not receive any “unsatisfactory” ratings on performance evaluations to be eligible for an incentive. (Evaluations are based on an MCSD performance rubric)
- Eligible participants not evaluated using TKES or LKES that did not complete a full year at Jordan will receive a pro-rated incentive based on the percentage of worked days in the contract year.
- Eligible participants not evaluated using TKES or LKES that did not work full time at Jordan will receive a prorated incentive based on the percentage of the work week spent at Jordan based on the district comparability report.

**Certified and Classified Staff-Based on EOCT Scores**

- All Jordan Vocational High School staff are eligible to receive a tiered incentive/reward based on the information found below in the following tables.
- Staff members must not receive any “unsatisfactory” or “ineffective” ratings on performance evaluations to be eligible for an incentive.
- Certified employees are defined as: principals, assistant principals, CTAE supervisors, school based SIG administrator, teachers, academic coaches, counselors, media specialists. Classified employees are defined as: all secretarial staff, paraprofessionals, custodians, cafeteria workers.

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- Eligible participants that did not complete a full year at Jordan will receive a pro-rated incentive based on the percentage of worked days in the contract year.
- Eligible participants that did not work full time at Jordan will receive a prorated incentive based on the percentage of the work week spent at Jordan based on the district comparability report.

Performance targets are defined and dispersed as follows: Teachers, administrators and staff members will receive monetary incentives based on their evaluations, specific school improvements and/or achievement of students. These incentives will only be offered during the grant period from Year 1-Year 3. The first award is based on data from June 2014 compared to June 2015. No monetary awards are identified for years occurring after the School Improvement Grant.

Performance targets are defined and dispersed as follows:

EOCT	2012-2013 Scores	2014-2015 Target	2015-2016 Target	2016-2017 Target
CCGPS Algebra	37.2	53.0	60.8	68.7
CCGPS Geometry	N/A	at or above state average	at or above state average	at or above state average
9th Grade Literature	78.4	88.4	93.4	95.4
American Literature	90.4	92.8	93.8	94.8
Biology	72.7	82.7	85.7	88.7
Physical Science	75.9	85.9	87.9	90.0
US History	59.5	74.5	79.6	82.5
Economics	88.2	90.2	91.7	93.2

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All incentives in this category will be based on rate comparisons for one year. (Year 1: June 2014 and June 2015 data). EOCT rewards are based on raw data from students that took the test at JVHS and do not include: re-test scores, GAA scores, or FAY calculations.

Performance Target Achieved on 4/8 EOCTs	Performance Target Achieved on 5/8 EOCTs	Performance Target Achieved on 6/8 EOCTs	Performance Target Achieved on 7/8 EOCTs	Performance Target Achieved on 8/8 EOCTs
Certified Staff				
\$200	\$400	\$600	\$800	\$1,000
Full-Time Classified Staff				
\$100	\$200	\$300	\$400	\$500

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.

Selected professional learning topics are correlated to the identified student needs of Jordan Vocational High School. These needs have been and will continue to be identified through TKES and the January 2013 GAPSS Analysis conducted by GaDOE. Additional topics addressed are in preparation for JVHS moving to a full CTAE Magnet school in the 2015-16 school year, Literacy, and implementation of a PBIS to address out of school suspension rates and attendance. All training will be conducted during common planning blocks; some training may also occur prior to pre-planning days each year, however one of the goals of the school is to individualize training to correspond to each teacher’s specific needs.

**Individualized Professional Learning for Teachers**

Over the past three years, JVHS has participated in extensive school wide topics identified through GaDOE GAPSS conducted in fall of 2010, and through data collected in walkthroughs and observations completed by school administrators and GaDOE school improvement specialists. These topics included standards based classrooms, standards based grading, use of formative assessments to drive instruction, differentiated instruction, instructional technology, RTI, teaching students from poverty, and others. Through these efforts, JVHS has observed gains in every measurable component of student achievement. The next logical step is to now

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conduct differentiated instruction for the teachers of JVHS through individualized professional learning.

Each teacher will complete a Professional Growth Plan based on data from their TKES evaluations and with input from administration. The teacher and the administrator will develop a plan to address the goals in these PGP's through the utilization of the academic coaches and through PD360 (School Improvement Network) and PD In Focus (ASCD). These goals will be revisited and adjusted as necessary during a mid-year conference after at least 2 formal walkthroughs and one formative assessment documented in TKES. PD360 will be purchased by the district and In-Focus will be purchased using SIG funds.

**Areas for improvement identified in 2013 GADOE GAPSS Analysis**

A team from GaDOE completed a GAPSS Analysis Review at Jordan Vocational High School January 29 – 31, 2013. During this review they identified Target Areas for Improvement. Some of the main areas identified for improvement are rigor, higher order thinking skills, questioning techniques, and having students take more responsibility for their learning. These are some of the same areas identified by examining TKES summative assessments. JVHS will use SIG funds to pay external providers to do whole school PL on these targets and to work with administration and academic coaches to build capacity for continued improvement.

**Literacy**

Under the Community Eligibility Provision used to determine free/reduced lunch qualifications, 100% of Jordan Vocational High School students qualify for free/reduced lunch. Research shows that children from poverty have an extreme deficit in vocabulary which affects their fluency across the curriculum. JVHS will use SIG funds for school wide professional learning in literacy across the curriculum. Additionally, JVHS will use SIG funds to pay for teachers to obtain their reading endorsement.

**Professional Learning needed to move to full CTAE Magnet in 2015-16 School Year**

In preparation to move to a full CTAE Magnet school for the 2015-16 school year, extensive professional learning will be needed for Project Based Learning (PBL). With the addition of new CTAE pathways and enhancement of current pathways, an emphasis will be on stronger collaboration between the academic and CTAE courses. Professional Learning for PBL will give teachers the knowledge, tools and confidence to approach instruction from a new direction that will enhance student learning by giving them a real world focus and applications of standards from both academic and CTAE classes. A component of this magnet program will be collaboration with Columbus Technical College to offer dual-enrollment classes through the ACCEL program on the JVHS campus. The plan is for these courses to be taught by credentialed JVHS teachers. In order to be credentialed, teachers must have at least a master's degree and 18 semester hours at the graduate level in the content field they will be teaching. JVHS will use SIG funds to pay for teachers who currently have at least a master's degree but may be short of the required 18 hours to take courses to become credentialed in needed fields.

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**Professional Learning Needed for Positive Behavior Intervention Supports (PBIS)**

Jordan has been identified by the school district as having a high number of out of school suspensions and teacher survey responses overwhelmingly reported discipline issues in the school. Incentives for students will be purchased using SIG funds. Additional training, such as attending the SSTAGE conference, books studies or school visits, will be provided, if needed.

In an effort to remedy these issues, the school will adopt PBIS as the school wide discipline plan. PBIS is based on the premise that continual teaching of appropriate behaviors, combined with a reinforcement schedule for displaying those behaviors, will decrease discipline problems and increase time for learning while improving the culture of the classroom and the school. The Leadership Team and the assistant principal will be responsible for the implementation plan for PBIS in the building

**Professional Learning Needed for Technology Integration**

During Cohort 1 SIG implementation, various forms of technology were purchased by the school, however, integration with instruction has come slowly. The purpose of utilizing technology in the classroom is to motivate and engage students while preparing them to be college and career ready. According to the 2013 GAPSS analysis, classroom teachers at Jordan need support in technology integration.

A half-time technology specialist, provided with SIG funds, will work collaboratively with teachers and content coaches to integrate technology into classroom instruction and to motivate students with authentic, technology driven assignments. The position will not be for providing technology support for the care of equipment; this person will function as a technology coach.

Teachers will learn ways to use technology to extend student learning from online text books and skill and drill software programs to technology based projects. The technology specialist will work with the academic coaches and teachers to build lessons that increase rigor, higher order thinking skills, and student engagement.

**Sustainability of Professional Learning**

At the end of the grant period, the coach positions will be sustainable at Jordan using Title I funds. If there are not enough funds for four full time coaches, content specific coaches will be shared with another Title I school in the district. These academic coaches will carry on the work done during SIG and lead department chairs will be trained during the grant period to run data teams and utilize assessment data to tailor instruction.

During the grant period, the on-site academic coaches will work with teachers to ensure sustainability for leading data team meetings in each subject area. At the end of the grant period there will be a department chair that is trained to lead data teams and common planning when the grant period is over. The department chairs will also model lessons for teachers, organize peer

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observations and feedback, and facilitate content area training as needed. The shared Title I coaches can will also be responsible for those duties. At the district level, there is a curriculum specialist for each content area that is available to work with schools and there are 10-12 content specific instructional coaches for each subject area across the school district. These resources will be available to Jordan at the end of the grant period, as well.

The technology specialist will not remain at the school after the grant period is over unless state or local funding becomes available. (Title I funds cannot be used to fund this position.) As with SIG cohort 1, non-funded employees will be placed somewhere else in the district to meet identified needs in other schools. After three years of training and implementation, the Jordan teachers will have the capacity to integrate technology into their classrooms independently. Additionally, during the grant, the ITS will identify several “teacher trainers” who will be able to work with new teachers to ensure those teachers have the same support and training in integrating technology in the classroom. The care of the technology equipment purchased with SIG funds will be assumed by the school media specialist and teachers will check equipment out from the media center as needed in the classroom.

By the end of the grant, PBIS and behavior modification will be firmly rooted in the culture of the school. An assistant principal will also be assigned the role of PBIS coordinator for the building and will be responsible for redelivering PBIS training for faculty members when appropriate and for consulting with teachers and administrators on specific behavior interventions within the school. Jordan will also be part of the Cohort 3 district PBIS roll out to sustain PBIS efforts after funds are depleted.

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.

Incentives for staff recruitment and retention are as follows:

***Signing Bonuses:***

Teachers hired into the Muscogee County School District or transferred within the county to JVHS may be eligible to receive a one-time signing bonus of \$1,000 to be awarded in two disbursements during his/her first year at Jordan Vocational High School. To receive the first disbursement (December), the teacher must work the entire first semester; to receive the second disbursement (June), the teacher must work the entire semester.

Eligible recipients must have no ineffective ratings, no more than two needs development ratings, and a minimum overall score of proficient on his/her TKES summative score to receive the second half of the bonus. This bonus will be offered to recruit teachers beginning July 2014 and continue for the grant period.

***Retention Bonuses:***

Teachers that choose to stay at JVHS for an additional school year may be eligible to receive a retention bonus of \$1,000 to be awarded in two disbursements. To receive the first disbursement (December), the teacher must work the entire first semester; to receive the second disbursement

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(June), the teacher must work the entire semester.

Eligible recipients must have no ineffective ratings, no more than two needs development ratings and a minimum overall rating of proficient on his/her TKES summative score for the previous school year to receive the first disbursement. Eligible recipients must have no ineffective ratings, no more than two needs development ratings, and a minimum overall rating of proficient on his/her TKES summative score for the current school year in order to receive the second disbursement. This bonus will be offered to retain teachers for the 2015-2016 school year and continue for the grant period.

***Improved Environment:***

Increasing support for continuous improvement through instructional coaches, support personnel, and professional development opportunities will improve organization, student behavior and attendance, student learning outcomes and overall school culture. A positive work environment is an incentive to attract and retain high quality teachers and staff and build sustainable capacity for the school.

***Embedded Professional Learning:***

On-site staff development maximizes learning time for teachers and supports the development of professional learning communities. Teachers have the opportunity to collaborate, conduct peer observations, receive timely feedback, reflect on best-practices, and actively engage in learning while practicing new skills in a supportive environment. The professional learning available to JVHS teachers will develop teacher leaders and build sustainable capacity in the building.

**SUSTAINABILITY:**

These incentives will help build teacher capacity to sustain grant initiatives by attracting and retaining staff for the full grant period. Three years is needed to develop a core of skilled teacher leaders that are able to continue the work of SIG when grant funds are expended.

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

Jordan Vocational High School has a long and rich history of a strong vocational/CTAE program. Built in 1937, JVHS was the first comprehensive high school in the nation. Over the past 77 years, JVHS has never strayed from its strong vocational education roots. In 2007, in keeping with this tradition, Jordan Vocational High School became the Career Magnet Academy for the Muscogee County School District. Under this model, students from all other high schools in the district could attend JVHS for one or two blocks per day to take CTAE classes not offered in their home school. At this time, JVHS expanded its CTAE offerings to include Culinary Arts, Engineering and Drafting, Family and Consumer Science, and Health Occupations. These were in addition to Construction, Metals, Automotives, Business, and JROTC already being offered.

During this time, very few students took advantage of dual enrollment opportunities at Columbus Technical College (CTC) or Columbus State University (CSU). The main barrier for them has

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been transportation. In order to try to alleviate this problem, JVHS and CTC collaborated beginning two years ago to offer the Certified Manufacturing Specialist (CMS) course on the JVHS campus, taught by CTC instructors. This has been a popular program and has 20+ students all three semesters it has been offered. This course has also opened many employment opportunities for graduates.

In conjunction with this, over the past three to four years, participation in Work Based Learning (WBL) has increased, as had paid internships for students and recent graduates. These students are working at various companies including Pratt Whitney, PCI, Oneeda, Columbus Water Works, Muscogee County Engineer's Office, and several others with more companies seeking skilled employees almost every month.

***CTAE Expansion***

Taking all of these factors into consideration, JVHS and the Muscogee County School District feel the next logical step is for JVHS to become a full CTAE magnet school, with all students in a CTAE pathway; and to expand dual enrollment opportunities by collaborating with CTC to offer both more culminating CTAE courses and academic courses on the JVHS campus. In becoming a full CTAE magnet school, JVHS will use SIG funds to improve existing CTAE programs and to add new pathways. See below for a list of current and planned pathways:

**Information Technology Cluster**

Web and Digital Design

*Information Support and Services*

**Manufacturing Cluster**

*Integrated Manufacturing Technology*

**Health Science Cluster**

Therapeutic Services – Nursing

*Therapeutic Services – Pharmacy*

*Health Information Management*

**Advanced Academic/Fine Arts**

(dual enrollment/AP)

ELA

Science

Social Studies

**Hospitality/Tourism Cluster**

Culinary Arts

*Hospitality Recreation and Tourism*

**Government and Public Administration**

JROTC

**Transportation Distribution and Logistics**

Auto Maintenance and Light Repair

*Automotive Service Technology*

*Aircraft Maintenance*

**Architecture and Construction Cluster**

Architectural Drawing and Design

Carpentry

Electrical

Masonry

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<i>Math</i>	Plumbing
<i>World Language</i>	Machining
<i>Fine Arts</i>	Welding
<b><u>STEM Cluster</u></b>	Sheet Metal
Engineering Drafting and Design	<i>HVACR</i>
<i>Engineering and Technology</i>	<i>HVACR- Electrical</i>

Black denotes current pathways

*(red denotes new programs)*

The SIG principal and the building SIG administrator will be responsible for the CTAE expansion.

***On- Campus Dual Enrollment with Columbus Technical College***

JVHS and CTC have collaborated to develop a plan for JVHS students to take dual enrollment classes through the ACCEL program on the JVHS campus. These courses will be taught by credentialed JVHS teachers. These courses will be free to JVHS students as the tuition will be paid to CTC by the HOPE Foundation. 2014-15 will be used as a pilot year with approximately 30 11<sup>th</sup> graders and 30 12<sup>th</sup> graders participating. All of these students will be able to earn 12 college semester hours in ELA, Social Studies or Math. Beginning in 2015-16 course offerings will be expanded to include science and CTAE credentialed classes that may be used to complete or enhance pathways. In the future, JVHS students will have the opportunity to graduate from high school with a completed Associates Degree from CTC. In order to qualify for this program, students must make a minimum score on the COMPAS test. JVHS will use SIG funds to be able to give this test on campus, or to transport students to Columbus Tech in order to take this entrance exam.

In preparation for this change, JVHS has sought input from various corporations in Columbus. JVHS has secured a plane, a Cessna 236 which has been donated for the aircraft maintenance pathway. JVHS has also secured commitments from Pratt Whitney for an instructor-on-loan if needed to get the program started, as well as various tools, carts, and a monetary donation of \$10,000. There has been overwhelming support for moving to a full CTAE magnet as evidenced by the surveys of students, faculty, parents and community members. When asked what JVHS could do to better prepare them for the future after high school, 85% answered – offer college classes on campus, 75% wanted more CTAE classes offered, and 86% answered more help with planning for what I do after high school. By converting to a full CTAE magnet, collaborating with CTC to offer dual enrollment on JVHS campus, and enhanced career planning, JVHS will be able to meet all these identified needs. It is the goal of JVHS to have all students graduate who are truly Career and or College ready with both a strong academic background and the specialized skills employers in and around Muscogee County are seeking.

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***Attendance Interventionist***

Lack of regular attendance and excessive tardies has been identified in both student and faculty surveys as a barrier to student success. To address this issue, JVHS will use SIG funds to hire an attendance interventionist (paraprofessional) who will collaborate with school administration, the school guidance department, the Family Services Coordinator, the school social worker, and parents to improve student tardies and attendance. The interventionist and principal will greet students and parents in the morning at drop off.

The attendance interventionist will be responsible for contacting parents when students are absent each day and make home visits when a student has been out more than one day. Funds will be needed to cover transportation costs for the FSC and the attendance interventionist to make home visits to encourage students to come to school. The interventionist will also be responsible for “Get to School and Don’t Be Late” campaigns and award incentives to students for being on time and present for school.

The interventionist will schedule conferences with parents of children that are chronically tardy and/or absent. Meetings with parents will include the principal, classroom teacher, Family Services Coordinator and school social worker, if necessary, to formulate an action plan for improving attendance and punctual arrival at school.

During the grant period, the Attendance Interventionist will work closely with teachers, office staff the FSC, administrators and the school social worker to embed the strategies for encouraging and monitoring student attendance into the daily routines and procedures of the school day. The interventionist will also train the school attendance clerk, a paraprofessional and the PBIS coordinator.

***Graduation Coach***

The JVHS 4 year cohort graduation rate increased from 45.7% in 2012, to 56.10% in 2013. While this one year jump was a big improvement, it is still far below state average. JVHS will use SIG funds to hire a full time graduation coach to specifically work with students on planning for graduation. This person will work with the guidance department on individual graduation plans with students and parents, support student achievement and progress on their individual plans, encourage college and career preparation and planning, act as a liaison between teachers and students to foster student success, and collaborate with the FSC to engage parents in post-secondary planning for students.

***Technology Specialist***

On the 2014 JVHS teacher survey, an area of need identified by the teachers was assistance in using technology in instruction. JVHS used funds form SIG Cohort 1 to purchase classroom sets of netbooks, SMART response systems, SMART document cameras, on-line textbooks and other technology resources. JVHS will use SIG funds to hire a part time Instructional Technology Specialist (ITS) who will work collaboratively with teachers and academic coaches to assist

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teachers in using instructional technology. The ITS will assist in planning, modeling, and data disaggregation with the data teams.

***Hands-On Materials and Consumables for Science and Social Studies Instruction***

In an effort to engage students and increase scores in science and social studies courses, SIG funds will be used to purchase supplies for hands-on laboratory experiences. RT3 funds were used to purchase some materials in the last several years, but more items are needed and Title I funds cannot be used for some of these purchases. Materials will be purchased based on the Georgia Performance Standards and will include items such as: Vernier probes, high quality digital microscopes, outdoor classroom supplies, specimens and consumables, models for science and social studies topics, maps and globes, supplies for hands on projects such as making maps and reenacting historical events, non-fiction e-stories, instructional software, etc.

**Sustainability**

The school district will continue to use CTAE funds from Perkins Grant and other local money to sustain the full magnet program once it has been implemented. The initial expense of expanding the CTAE programs will be a one-time expense. Funds and support are available from the district for sustainability.

The dual-enrollment program with Columbus Technical College will be sustained without needed funds. Once teachers are credentialed, there is no additional training or updated credentialing needed. Columbus Technical College has committed to providing teachers for any courses that JVHS does not have credentialed teachers on staff.

The graduation coach, ITS and attendance interventionist cannot be paid using Title I funds after the grant. JVHS will sustain the graduation coach's work by designating one of the counselors as a dedicated graduation coach. After three years of training and implementation, the JVHS teachers will have the capacity to integrate technology into their classrooms independently. Additionally, during the grant, the ITS will identify several "teacher trainers" who will be able to work with new teachers to ensure those teachers have the same support and training in integrating technology in the classroom. The care of the technology equipment purchased with SIG funds will be assumed by the school media specialist and teachers will check equipment out from the media center as needed in the classroom. The attendance interventionist will work with the FSC (who will be funded with Title I funds after the grant), guidance counselors and the attendance clerk to carry on the attendance program at the end of the grant period..

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

JVHS will use SIG funds to pay for four academic coaches, one in each core subject. These coaches will collaborate with teachers to create common summative assessments (Common Unit Assessments) for each unit. Each unit assessment will spiral to cover standards from previous units. During each unit, the teachers and academic coaches will create formative assessments

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(formal and informal) to determine standards mastery. Using the results from these formative assessments, teachers will tier their students to differentiate their instruction and assessments.

At the end of each unit, the Common Unit Assessment (CUA) will be given to all students. The academic coaches and teachers will use item analysis to analyze data to tier students and determine strengths and weaknesses. This will be an on-going collaborative process between the academic coaches and teachers to inform and differentiate instruction in order to meet the academic needs of individual students. The academic coaches will lead data teams of teachers to disaggregate the data from the CUA's to ensure effective curriculum mapping both horizontally and vertically within departments, and when appropriate use for cross-curricular planning. Information from these data teams will be shared periodically with the leadership team to look at strengths and weaknesses and to determine strategies for improvement when needed.

In order to better meet the academic needs of individual students, the academic coaches will perform the following duties and responsibilities:

- Assists teachers in designing and implementing lesson plans and assessments that reflect the use of Best Practices and are correlated to the standards for the purpose of providing instruction that will increase academic achievement.
- Assists teachers in developing classroom management strategies that foster a climate conducive to academic achievement for students in all subgroups for the purpose of raising achievement and addressing the academic needs of all students.
- Assists teachers in securing appropriate resources for the purpose of implementing the School Improvement Plan.
- Assists teachers in using flexible grouping for the purpose of addressing differentiated instruction appropriately and providing opportunities to accelerate academic performance.
- Assists the school's leadership team in monitoring the implementation of actions and strategies included in the School Improvement Plan for the purpose of assisting the school in meeting the identified goals.
- Guides and assists specific content areas in the development of unit plans and common assessments for the purpose of gathering data that will be used to target and tier students to improve instruction in the classroom.
- Assists in coordinating the extended time on task for students who do not achieve standards mastery.
- Monitors the delivery of instruction to students in all subgroups.
- Leads the data team process by providing assistance to teachers in analyzing test data and student work for the purpose of planning instruction and identifying areas of need.
- Provides model lessons for teachers in academic areas for the purpose of identifying effective instruction practices.
- Works closely with the principal in planning, implementing, and assessing reform efforts

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at the school for the purpose of creating a learning environment that supports academic achievement for all students.

- Works with the school's leadership team for the purpose of developing and implementing a staff development plan that identifies professional development needs.
- Facilitate professional development sessions to address identified areas of needs determined by the leadership team, walkthroughs, and TKES observations.
- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

**Sustainability**

At the end of the grant period, the coach positions will be sustained at JVHS using Title I funds. If there are not enough funds available to fund four coaches, JVHS will share content specific Title I coaches with another Title I school. During the grant period, academic coaches will work with all teachers to ensure sustainability by leading data team meetings in each subject area. In addition, the coaches will choose a department/content leader for each area and train those lead teachers to run data teams at the end of the grant period. There are salaries for capacity building days budgeted into the grant.

At the district level, there is a specialist for each content area that is available to work with schools and there are 10-12 content specific instructional coaches for each subject area across the school district. These resources will be available to Jordan at the end of the grant period, as well. If there are not enough funds for the four full time coaches after the grant is completed, content specific coaches will be shared with another Title I school in the district.

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

The MCSD will use a new scheduling model for all of its high schools. It is included below. As in the schedule, one morning a week will be used for collaborative planning, and one morning a week will be used for Professional Learning. The other three days during the week will be used for teacher planning. Additionally, teachers will have a planning period during one of the 7 instructional blocks. The 35 minute learning focus period has been built in to the day for all high schools in MCSD for next year. To satisfy the required 50 hours of instruction for the students, JVHS will increase this block from 35 minutes a day to 55 minutes a day.

This additional 20 minutes a day will result in 60 hours of additional instruction for all students for the year. This will add 20 minutes to the school day so that Jordan students' day will end at 3:40 instead of 3:20 as shown on the schedule, and teachers' day will end at 3:50 instead of 3:30 as shown on the schedule. SIG funds will be used to pay staff for this additional time. The

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decision to change to seven blocks was made to reduce the budget, achievement results did not substantiate the use of block scheduling, and students gain an additional 15 hours of instruction with the new schedule.

This increased learning time will be monitored with rotating daily focus walks coordinated by the building SIG administrator. The administration and academic coaches will keep observation data to document that the instructional time is providing rigorous, acceleration and extension to students. Twice per year student will take an ILT perception survey on their experiences during ILT and twice per year, data teams will look at correlate achievement data to ILT to determine effectiveness.

Jordan Vocational High School Proposed 2014-2015 Bell Schedule

		Monday	Tuesday	Wednesday	Thursday	Friday
<b>7:30</b>	<b>8:10</b>	<b>Common Planning (40)</b>	<b>Common Planning (40)</b>	<b>Prof. Learning (40)</b>	<b>Common Planning (40)</b>	<b>Common Planning (40)</b>
<b>8:10</b>	<b>8:25</b>	<b>Supervision (15)</b>				
<b>8:25</b>	<b>9:55</b>	<b>1st (90 min)</b>	<b>2nd (90 min)</b>	<b>1st (90 min)</b>	<b>2nd (90 min)</b>	<b>1st (90 min)</b>
<b>10:00</b>	<b>11:30</b>	<b>3rd (90 min)</b>	<b>4th (90 min)</b>	<b>3rd (90 min)</b>	<b>4th (90 min)</b>	<b>3rd (90 min)</b>
<b>11:35</b>	<b>1:35</b>	<b>5th (90 min)</b>	<b>6th (90 min)</b>	<b>5th (90 min)</b>	<b>6th (90 min)</b>	<b>5th (90 min)</b>
	<i>11:35</i>	<i>12:05</i>	<i>1st lunch</i>			
	<i>12:05</i>	<i>12:35</i>	<i>2nd lunch</i>			
	<i>12:35</i>	<i>1:05</i>	<i>3rd Lunch</i>			
	<i>1:05</i>	<i>1:35</i>	<i>4th Lunch</i>			
<b>1:40</b>	<b>2:35</b>	<b>Learning Focus (55 min)</b>				
<b>2:40</b>	<b>3:40</b>	<b>7th (60 min)</b>				
<b>3:40</b>	<b>3:50</b>	<b>Supervision (10)</b>				

***Common Planning Time***

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The new high school schedule accommodates 40 minutes of common planning time for all faculty members four times per week. This more than meets the required 60 minutes per week required by SIG. On Wednesdays, faculty members will participate in job-embedded professional learning provided by administration, the academic coaches or a consultant.

***After/Summer School Programs***

JVHS will also offer extended year and after school remediation programs as needed as well as a Summer Bridge program for incoming freshmen. During the summer bridge program, students will have the opportunity to prepare for the transition to high school. They will participate in academic classes as well as be introduced to CTAE and fine arts classes. These students will meet with guidance counselors to begin planning for their four years of high school and beyond, and will take diagnostic tests to determine placement and begin the RTI process as needed. JVHS will use SIG funds to provide transportation and teachers for this program.

Summer Bridge and the 9<sup>th</sup> grade academy at Jordan have proved very successful over the last two years. For the 2012-2013 school year, only four (4) freshman were retained in 9<sup>th</sup> grade.

**Sustainability**

JVHS will be able to continue to offer the Summer Bridge program, After School Remediation, and JVHS Summer School Remediation after the expiration of the grant by utilizing Title I funds. The extra 20 minutes per day of Increased Learning Time (ILT) can be sustained by modifying the bell schedule to decrease transition time between bells as well as lunch times in order to maintain 55 minutes of learning focus time per day for all students.

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

Over the last three years, the Family Services Coordinator (FSC) has established, and maintained relationships throughout the community. Jordan currently has on-going assistance from local health/mental care facilities, churches, restaurants, and private individuals. These valuable relationships have assisted parents and families with matters ranging from teen pregnancy issues to daily basic needs. For example, at the beginning of the school year, the FSC held a "Parenting Teen Parents" Workshop with Great Start GA of Columbus, for teen mothers, and their parents. This workshop offered assistance with: Early Head Start/Head Start, WIC, Help Breastfeeding, Health Insurance, Public Housing, Counseling, Car Seats, and many other things. The FSC also collaborates with school staff to continue meaningful two-way communication between the school, parents, and community members to assist students and support student achievement.

JVHS will continue to strengthen its relationship with parents, stakeholders, and local community leaders to provide wrap around services to students. Funds are needed to provide the activities listed below and to provide in-district travel for the FSC to visit home and help parents get to health related appointments for their children. The Attendance Interventionist and the FSC will need transportation funds to make home visits to students that are chronically tardy or absent. They will also attend the GaDOE Family Engagement Conference that is offered each year. It is important to have a liaison facilitating the needs of parents and families, so that Jordan

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may continue efforts in the following areas:

- Jordan High School will involve parents in an annual review and revision of the School Improvement Plan through the Jordan High School website. Opportunities to provide feedback on the school improvement plan will also be provided on the website.
- An ambitious effort is underway to encourage more participation in PTO. Efforts will continue to increase participation through open houses, 9th grade orientation, newsletters, emails, and ConnectEd.
- The strengthening of the Local School Council with new dedicated parents, teachers, and community members will enable the council to take a role in governance and problem solving at Jordan.
- An emphasis on increased parent contact will include weekly e-mail progress reports and teacher-parent contacts that are documented by the guidance department. For families that do not have email access, instructions will be provided for setting up a free email account at the public library. Students who do not provide an email account may receive a paper weekly progress report.
- The parent contact system, Connect Ed, is being used to inform parents of impending PTO meetings, opportunities for parent involvement, and student absences.
- JVHS will communicate with the parents of those who fail the EOCT tests and explain the results.
- The marquee in front of the school will be used to communicate announcements to parents.
- The Family Services Coordinator will be hired to design workshops for parents to provide training on graduation requirements, opportunities offered at Jordan for career pathways, and improving student achievement such as homework resources, improving study habits, preparing for EOCTs and college entrance exams, etc. Transition trainings also focus on moving from middle to high school and strategies to make that successful and for moving from high school into college or post-secondary options.
- The FSC will also work with the Fox FSC to encourage teenage mothers to participate in the Baby FAST program at Fox. Baby FAST (Families and School Together) works with mothers of babies to improve their parenting skills from basic baby care, to budget help, to job support, to discipline and mental health needs.
- The Family Services Coordinator will help bridge the communication gap between home and school by providing opportunities for teachers and parents to work together to improve student achievement. This person will collaborate with community resources and the system-wide Title I programs to provide training for parents and academic support for students.
- The Guidance Department will plan for strategies to provide training of parents to understand a significant amount of information about the assessment process for their students. This will be done in a small group setting on a parent information night.
- Parent information nights will be hosted for parents of seniors to share information about

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graduation and post-graduation options. Additional parent information nights for parents of 9th, 10th, and 11th graders will be hosted to provide information on academic requirements and choices for students.

- Freshman orientation for students and parents will be offered annually before the start of school. Topics addressed will include attendance, academic success, career opportunities, graduation requirements, and a tour of the school.

**Sustainability**

JVHS will be able to sustain the FSC through schools' Title I funds. In addition, under the districts new region realignment plan, there will be a Family Services Coordinator and school social workers in each region. JVHS will be able to utilize these positions to assist the school level FSC. Additionally, the school based FSC will build capacity among teachers, administrators, and guidance counselors to continue the work with the assistance of district support should Title I funds not be available to support the school based position.

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.

As a part of the Race To The Top Grant (RT3), Jordan Vocational High School was identified as one of the lowest performing schools in the Muscogee County School District. A requirement of RT3 was to hire a full time dedicated graduation coach. The JVHS graduation coach was hired in October of 2012 and has been in place since that time. With RT3 funds ending this year, the funding for the graduation coach will also end. JVHS will use SIG funds to fund this position for the duration of the grant.

Jordan Vocational High School's 4 year cohort graduation rate has shown an increase of 12.5% over the last 2 years, with the largest increase (10.4%) occurring from 2012 to 2013. One of the main reasons for this increase was the utilization of the graduation coach. The JVHS graduation coach has worked intensively with a case load of students that are most at risk of not graduating based on key indicators in the student's record. The graduation coach meets individually with these students, parents and administrators to develop individual plans that will lead to graduation.

The graduation coach's primary responsibility is to identify students who are at risk of not graduating due to academic reasons or lack of attendance. She has created plans and strategies for at-risk students to keep them motivated and help them achieve graduation success. The graduation coach has provided assistance to all JVHS students, individually and in groups, regarding high school graduation and completion of plans for after high school.

The graduation coach works to improve graduation rates for all population subgroups within the school by performing the following duties and responsibilities.

- Identify at-risk students—utilize a profile of risk factors to identify high school students at

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risk of dropping out. These factors include:

- History of school failure, retention, and/or overage for grade;
  - Low CRCT scores, reading and/or math achievement;
  - Failure of the GHSWT or EOCT;
  - Special education/disability;
  - Attendance problems/truancy;
  - Behavioral problems, history of suspensions, high-risk peer group;
  - Disengagement from school, low expectations, lack of extracurricular involvement;
  - Family status or risk factors: economically disadvantaged, high mobility, non-native English speakers.
- Collaborate with feeder middle school(s) to utilize the components of a profile of characteristics of potential dropouts developed by the GADOE to identify middle school students with the high probability of not graduating.
  - Employ the GADOE School Improvement Data Utilization Guide to identify students scoring within a band of 5% above and 5% below proficiency levels (“bubble students”).
  - Conduct an analysis that focuses on data for individual students and subgroups such as:
    - State Standardized Tests: CRCT, GHSWT, and EOCT
    - National Standardized Tests: SAT and ACT
    - Local Records: attendance records, behavior records, records of teacher conferences, records of parent conferences, records of student conferences, SST meeting minutes, grade retention records, and records of credits earned.
  - Develop and implement individual intervention strategies to increase the likelihood that these students will stay in school and graduate.
  - Work with students to develop a graduation and achievement plan to include the best program to meet academic and post-secondary goals.
  - Coordinate a transition program for 9th graders to successfully adapt to the rigor of high school.
  - Generate school support and develop graduation team(s)—in collaboration with the JVHS leadership, develop a Graduation Team(s) that includes administrators, teachers, advisors, counselors, school social workers and/or any other relevant service providers. The Graduation Team(s) will help identify at-risk students, assess school and student needs, and develop/coordinate appropriate interventions. Graduation team(s) may utilize existing school-based teams, such as School Leadership, School Improvement, and/or Student Support Teams.
  - Connect individual students and their parents with programs such as Communities In Schools and Georgia College 411, as well as area technical colleges.
  - Develop a local mentoring program with business partners and connect individual students with mentors.
  - Track the progress of individual and subpopulations of students as they progress toward graduation.
  - Work with faculty and administrators to adapt curriculum and instruction to meet the needs of identified at risk students.

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- Identify and link area social agencies with youth at risk of not graduating and their parents/guardians.
- Conduct vertical team meetings among elementary, middle, and high school faculty and staff to develop action steps to improve individual student and subgroup transition success rate.
- Attend, participate in, and redeliver as appropriate all required high school graduation coach training provided by the Department of Education and/or its collaborative partners.
- Develop partnerships with community organizations to support the goals of the high school graduation initiative.
- Conduct and analyze on-going formative and summative evaluation data of program effectiveness such as:
  - What interventions were most utilized in achievement plans created for each at risk student;
  - Number and percent of at risk students who met part or all of their goals in their academic plan;
  - Number and percent of identified at risk students in the school compared to total school population and rationale for why the number/percent is higher or lower than the state average.
- Provide and/or submit reports to the Department of Education as scheduled and requested.
- Plan college and career field trips designed to allow students the opportunity to visit a college campus and/or explore fields of work that may interest them.

**Sustainability**

Title I funds will not be available to fund a site based graduation coach after the end of the SIG. During the duration of the grant, the graduation coach will build capacity among JVHS's guidance staff to continue the work of the graduation coach. The school will designate one of the counselors as a dedicated graduation coach once the grant is over. This graduation coach will work collaboratively with the other counselors, administrators, the FSC, and teachers to sustain the work of the graduation coach. Additionally, under the districts new region realignment plan, there is a designated graduation coach in each region. This district support will also be available to JVHS during and after the grant.

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).

The MCSD will be reorganizing in 2014-2015 to provide even more specific and direct services to schools. The district will be divided into three area specific regions: west, central, and east. Each region will have a Region Chief that will be responsible for direct supervision of the schools and coordinating school improvement efforts within that area. Title I schools will share teams of content specific academic coaches in order to stretch a proposed reduction in Title I funding. Title II A specialists will work with schools based on school needs and will continue the district mentoring program for new teachers. At the central office level,

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elementary and secondary instructional specialists will be replaced with K-12 content area specialists to include: math, science, social studies, literacy, world languages, and acceleration. These specialists will be responsible for working with content specific Title I coaches in the schools to improve curriculum, write and administer district assessments, and support region chiefs and school administrators.

The LEA SIG team is comprised of members from all areas of MCSD. The grant team includes: the Assistant Superintendent, the Chief Academic Officer, the Human Resources director, the SPED director, the Title I director, the Professional Learning director, a representative from Division of Information Services, the Elementary Education director, the Secondary Education director, the RT3 administrator, the CTAE director, a Finance director, and a representative from School Nutrition. This team meets regularly to review proposed grants and to review grant progress. On-site technical assistance visits will happen regularly throughout the year to provide support to the SIG school and to evaluate implementation and progress.

SIG funds will be used to hire a school based SIG administrator for each building to support implementation of the grant and sustain school improvement efforts in the building. These administrators will each work closely with the academic coaches and school principals on instructional leadership responsibilities including: implementation of SIG programmatic initiatives, compliance with SIG non-negotiables, coordination of professional learning, monitoring protocols for external providers, implementation of TKES, progress monitoring of all Indistar indicators, and communication between the school and the LEA. The SIG administrator will also be responsible for submitting and confirming all purchase requests, overseeing the SIG budget, writing budget amendments and monitoring SIG employees. This position will report to the building principal and the Title I director.

The Title I director will act as the coordinator for the district to monitor budgets and spending, approve purchases and payrolls, conduct monthly LEA meetings, collaborate with Finance, submit all board items, and act as the district liaison to the GaDOE. There will be two Title I program specialists for accountability that will be responsible for monitoring and supporting accountability status schools on non-negotiables, Indistar, Flexible Learning Program/Increased Learning Time, and after/Saturday, and summer school programs and a Title I parenting program specialist to support the parenting engagement portion of the grants.

The SEA provides on-site technical assistance, quarterly progress monitoring, and various trainings including the summer programs. External providers will be reviewed and chosen when grant funding is approved

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

There are no proposed activities to be carried out during the pre-implementation period.

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

CTAE (Perkins) funds will be used in conjunction with SIG funds for the expansion of the career academy. The district CTAE director will work closely with the school during the transition to a full CTAE magnet.

Work Based Learning (WBL) partnerships including Pratt Whitney, PCI, Oneeda, Columbus Water Works, Muscogee County Engineer's Office continue to support students at the school.

JVHS and CTC have collaborated to develop a plan for JVHS students to take dual enrollment classes through the ACCEL program on the JVHS campus. These courses will be taught by credentialed JVHS teachers. These courses will be free to JVHS students as the tuition will be paid to CTC by the HOPE Foundation. 2014-15 will be used as a pilot year with approximately 30 11<sup>th</sup> graders and 30 12<sup>th</sup> graders participating.

JVHS has secured a plane, a Cessna 236 which has been donated for the aircraft maintenance pathway. JVHS has also secured commitments from Pratt Whitney for an instructor-on-loan if needed to get the program started, as well as various tools, carts, and a monetary donation of \$10,000.

JVHS alumni association is very supportive of the initiatives of the grant. They hold monthly meetings on campus and are eager to help in any way that they are able.

Title I funds are used in the school to provide support structures to students such as Credit Recovery, Saturday School, after school programs and summer school. The LEA provides the school with Instructional Extension Program (IEP) funds for tutoring, Credit Recovery and Summer School.

The LEA will be provide training during the 2014-2015 school year for teachers on literacy across the content areas, collaboration, and increasing rigor in the classroom. These topics will address several of the identified needs at JVHS. The Professional Learning Department will continue to support the school with state and Title IIA funds; the new teacher mentoring program will provide resources for teachers in their first three years of service.

Transportation will provide buses for the increased instructional day.

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

If JVHS is awarded SIG cohort 4 funding, the grant team will meet immediately with the school administrator to develop action plan for immediate implementation of the interventions. The school board will be notified of the action steps and are aware that the school is to be granted operational flexibility to implement SIG cohort 4.

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E. Sustain the reform after the funding period ends.

Sustainability structures are provided in sections A1-A11. CTAE, magnet, and Title I funds will help to support the initiatives of the grant after SIG. JVHS will also have the support of Columbus Technical College and other Work Based Learning partners.

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LEA Name: Muscogee County School District  
 School Name: Jordan Vocational High School

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

**Reading/English Language Arts**

2014-2015 School Year

The percentage of students meeting /exceeding on the 9<sup>th</sup> grade Literature EOCT will increase from 78.4% to 88.4% as measured by the May administration.

The percentage of students meeting/exceeding on the American Literature EOCT will increase from 90.4% to 92.8% as measured by the May administration.

2015-2016 School Year

The percentage of students meeting /exceeding on the 9<sup>th</sup> grade Literature EOCT will increase from 88.4% to 89.6% as measured by the May administration.

The percentage of students meeting/exceeding on the American Literature EOCT will increase from 92.8 % to 93.8% as measured by the May administration.

2016-2017 School Year

The percentage of students meeting /exceeding on the 9<sup>th</sup> grade Literature EOCT will increase from 89.6% to 91.1% as measured by the May administration.

The percentage of students meeting/exceeding on the American Literature EOCT will increase from 93.8% to 94.8% as measured by the May administration.

**Mathematics**

2014-2015 School Year

The percentage of students meeting /exceeding on the CCGPS Coordinate Algebra EOCT will increase from 37.2% to 53.0% as measured by the May administration.

The percentage of students meeting/exceeding on the CCGPS Analytic Geometry EOCT will be at or above the state average as measured by the May administration.

2015-2016 School Year

The percentage of students meeting /exceeding on the CCGPS Coordinate Algebra EOCT will increase from 53.0% to 60.8% as measured by the May administration.

The percentage of students meeting/exceeding on the CCGPS Analytic Geometry EOCT will be

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at or above the state average as measured by the May administration. (there is no baseline as this is a new course for 2013-2014)
2016-2017 School Year The percentage of students meeting /exceeding on the CCGPS Coordinate Algebra EOCT will increase from 60.8% to 68.7% as measured by the May administration. The percentage of students meeting/exceeding on the CCGPS Analytic Geometry EOCT will be at or above the state average as measured by the May administration.
<b>Cohort Graduation Rate (High Schools Only)</b>
2014-2015 School Year The four year cohort graduation rate will increase from 56.1% to 66.1% as measured using GaDOE's calculation formula.
2015-2016 School Year The four year cohort graduation rate will increase from 66.1% to 76.1% as measured using GaDOE's calculation formula.
2016-2017 School Year The four year cohort graduation rate will increase from 76.1% to 83.7% as measured using GaDOE's calculation formula.

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

LEA Name: Muscogee County School District

School Name: Jordan Vocational High School

<b>Function Code</b>	<b>Object Class</b>	<b>Item Description and Rationale</b>	<b>Costs</b>	
	<b>100</b>			
	<b>Personal Services</b>	Literacy Coach	\$ 65,000.00	
		Math Coach	\$ 65,000.00	
		Science Coach	\$ 65,000.00	
		Social Studies Coach	\$ 65,000.00	
	<b>(Salaries)</b>	Graduation Coach	\$ 65,000.00	
		Technology Specialist (part-time)	\$ 35,000.00	
		Family Services Coordinator	\$ 35,000.00	
		Attendance Interventionist	\$ 17,000.00	
		SIG Administrator (220 days)	\$ 85,000.00	
		ILT Salaries ((180 days x 32/hr x .333 hours/day x 80 staff members)	\$ 153,447.00	
		Summer Bridge (10 days x 5 teachers x 4 hours/day x 32/hr)	\$ 6,400.00	
		Off contract professional learning days prior to pre-planning August 2014 (3 days x 70 teachers x 6 hours x \$32/hr)	\$ 40,320.00	
				<b>Object Total</b>
				\$ 697,167.00
	<b>200</b>			
	<b>Employee Benefits</b>	State Health Benefits	\$ 96,390.00	
		FICA (7.65%)	\$ 53,333.00	
		TRS (12.28%)	\$ 60,199.00	
		Unemployment Compensation(25/ea)	\$ 225.00	
		Workman's Compensation (200/ea)	\$ 1,700.00	
		Life and Long Term Disability Insurance (Life = .0112% x 12 mos , LTD = .14%)	\$ 1,345.00	
				<b>Object Total</b>
				\$ 213,192.00
	<b>300</b>			
	<b>Purchased Professional/ Technical Services</b>	Contracted Services for Data Analysis/Data Teams	\$ 50,000.00	
		Contracted Services for Content Literacy	\$ 20,000.00	
		Contracted Services for Math (assessment)	\$ 50,000.00	
		Contracted Services for PBIS	\$ 5,000.00	
		ASCD In-Focus	\$ 5,000.00	
		Reading Endorsements	\$ 10,000.00	
				<b>Object Total</b>

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			\$ 140,000.00
<b>500</b>			
<b>Purchased</b>			
	Travel for FSC and Attendance Interventionist for home visits and GaDOE Parent Engagement Conference and National Drop Out Prevention Conference	\$ 10,000.00	
<b>Other Services</b>	Travel for principal and SIG administrator to attend Harvard turnaround leader training (June 2015) and GaDOE required training	\$ 15,000.00	<b>Object Total</b>
			\$ 25,000.00
<b>600</b>	Science/Social Studies Materials	\$ 20,000.00	
	CTAE Addition- See Appendix D for a quote- items will be purchased after all other CTAE funds have been expended	\$ 150,000.00	<b>Object Total</b>
<b>Supplies</b>	Student Incentives for PBIS	\$ 5,000.00	\$ 175,000.00
<b>700</b>			
<b>Property Capitalized</b>			<b>Object Total</b>
			\$ -
<b>800</b>	Indirect Costs (4.85%)	\$ 57,837.00	<b>Object Total</b>
<b>Other Objects</b>			\$ 57,837.00
<b>900</b>			<b>Object Total</b>
<b>Other Uses</b>			
	<b>Year Total</b>	<b>\$ 1,308,196.00</b>	<b>\$1,308,196.00</b>

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

LEA Name: Muscogee County School District

School Name: Jordan Vocational High School

<b>Function Code</b>	<b>Object Class</b>	<b>Item Description and Rationale</b>	<b>Costs</b>	
	<b>100 Personal Services  (Salaries)</b>	Rewards for TKES/LKES, Recruit/Retain, EOCT	\$ 130,000.00	
		Literacy Coach	\$ 65,000.00	
		Math Coach	\$ 65,000.00	
		Science Coach	\$ 65,000.00	
		Social Studies Coach	\$ 65,000.00	
		Graduation Coach	\$ 65,000.00	
		Technology Specialist (part-time)	\$ 35,000.00	
		Family Services Coordinator	\$ 35,000.00	
		Attendance Interventionist	\$ 17,000.00	
		SIG Administrator (220 days)	\$ 85,000.00	
		ILT Salaries ((180 days x 32/hr x .333 hours/day x 80 staff members)	\$ 153,447.00	
		Summer Bridge (10 days x 5 teachers x 4 hours/day x 32/hr)	\$ 6,400.00	
		Off contract professional learning days specifically to build capacity for department heads and team leaders after SIG prior to pre-planning summer 2015(3 days x 20 teachers x 6 hours x \$32/hr)	\$ 11,520.00	<b>Object Total</b>
				\$ 798,367.00
	<b>200 Employee Benefits</b>	State Health Benefits	\$ 96,390.00	
		FICA (7.65%)	\$ 61,075.00	
		TRS (12.28%)	\$ 60,199.00	
		Unemployment Compensation(25/ea)	\$ 225.00	
		Workman's Compensation (200/ea)	\$ 1,700.00	
		Life and Long Term Disability Insurance (Life = .0112% x 12 mos , LTD = .14%)	\$ 1,345.00	<b>Object Total</b>
				\$ 220,934.00
	<b>300 Purchased Professional/</b>	Contracted Services for Data Analysis/Data Teams	\$ 45,000.00	
		Contracted Services for Content Literacy	\$ 20,000.00	
		Contracted Services for Math (assessment)	\$ 45,000.00	

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<b>Technical Services</b>	Contracted Services for PBIS	\$ 5,000.00	
	ASCD In-Focus	\$ 5,000.00	
	Reading Endorsements	\$ 10,000.00	<b>Object Total</b>
			\$ 130,000.00
<b>500 Purchased Other Services</b>	Travel for FSC and Attendance Interventionist for home visits and GaDOE Parent Engagement Conference and National Drop Out Prevention Conference	\$ 10,000.00	
	Travel for assistant principals to attend Harvard turnaround leader training and for principal and SIG administrator to attend GaDOE mandatory trainings	\$ 15,000.00	<b>Object Total</b>
			\$ 25,000.00
<b>600 Supplies</b>	Science/Social Studies Materials	\$ 20,000.00	
	Student Incentives for PBIS	\$ 3,000.00	
	CTAE Addition (only when all CTAE funds have been depleted)	\$ 35,000.00	<b>Object Total</b>
			\$ 58,000.00
<b>700 Property Capitalized</b>			<b>Object Total</b>
			\$ -
<b>800 Other Objects</b>	Indirect Costs (4.85%)	\$ 57,002.00	<b>Object Total</b>
			\$ 57,002.00
<b>900 Other Uses</b>			<b>Object Total</b>
	<b>Year Total</b>	<b>\$ 1,289,303.00</b>	<b>\$1,289,303.00</b>

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

LEA Name: Muscogee County School District

School Name: Jordan Vocational High School

Function Code	Object Class	Item Description and Rationale	Costs	
	<b>100 Personal Services  (Salaries)</b>	Rewards for TKES/LKES, Recruit/Retain, EOCT	\$ 130,000.00	
		Literacy Coach	\$ 65,000.00	
		Math Coach	\$ 65,000.00	
		Science Coach	\$ 65,000.00	
		Social Studies Coach	\$ 65,000.00	
		Graduation Coach	\$ 65,000.00	
		Technology Specialist (part-time)	\$ 35,000.00	
		Family Services Coordinator	\$ 35,000.00	
		Attendance Interventionist	\$ 17,000.00	
		SIG Administrator (220 days)	\$ 85,000.00	
		ILT Salaries ((180 days x 32/hr x .333 hours/day x 80 staff members)	\$ 153,447.00	
		Summer Bridge (10 days x 5 teachers x 4 hours/day x 32/hr)	\$ 6,400.00	
		Off contract planning days for Leadership Team to build sustainability plan for after the grant period prior to pre-planning summer 2016 (3 days x 20 teachers x 6 hours x \$32/hr)	\$ 11,520.00	<b>Object Total</b>
				\$ 798,367.00
	<b>200 Employee Benefits</b>	State Health Benefits	\$ 96,390.00	
		FICA (7.65%)	\$ 61,075.00	
		TRS (12.28%)	\$ 60,199.00	
		Unemployment Compensation(25/ea)	\$ 225.00	
		Workman's Compensation (200/ea)	\$ 1,700.00	
		Life and Long Term Disability Insurance (Life = .0112% x 12 mos , LTD = .14%)	\$ 1,345.00	<b>Object Total</b>
			\$ 220,934.00	
	<b>300 Purchased Professional/ Technical Services</b>	Contracted Services for Data Analysis/Data Teams	\$ 25,000.00	
		Contracted Services for Math (assessment)	\$ 25,000.00	
		ASCD In-Focus	\$ 5,000.00	
				<b>Object Total</b>
			\$ 55,000.00	

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<b>500 Purchased Other Services</b>	Travel for FSC and Attendance Interventionist for home visits and GaDOE Parent Engagement Conference and National Drop Out Prevention Conference	\$ 10,000.00	
	Travel for principal and SIG administrator to attend GaDOE mandated training for SIG	\$ 10,000.00	<b>Object Total</b>
			\$ 20,000.00
<b>600 Supplies</b>	Student Incentives for PBIS	\$ 1,500.00	
			<b>Object Total</b>
			\$ 1,500.00
<b>700 Property Capitalized</b>			<b>Object Total</b>
			\$ -
<b>800 Other Objects</b>	Indirect Costs (4.85%)	\$ 50,687.00	<b>Object Total</b>
			\$ 50,687.00
<b>900 Other Uses</b>			<b>Object Total</b>
	<b>Year Total</b>	<b>\$ 1,146,488.00</b>	<b>\$1,146,488.00</b>

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**LEA Budget Template Muscogee County School District**

<b>LEA BUDGET</b>					
	<b>Year 1 Budget</b>		<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Three-Year Total</b>
	<b>Pre- Implementation</b>	<b>Year 1 – Full Implementation</b>			
<b>School Name</b>	Jordan Vocational High School	1,308,196	1,289,303	1,146,488	3,743,987
<b>School Name</b>	Spencer High School	1,292,502	1,295,057	1,167,414	3,754,973
<b>School Name</b>	Fox Elementary	1,424,408	1,395,671	1,045,867	3,865,946
<b>LEA-level Activities</b>					
<b>Total Budget</b>	<b>4,025,106</b>		<b>3,980,031</b>	<b>3,359,789</b>	<b>11,364,906</b>

# APPENDICES

### School Level Descriptive Information

*School Comprehensive Needs Analysis:*

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the area as indicated. If there is no information for a particular area, please provide a N/A with an explanation. Based on the conclusion, the LEA should select the appropriate SIG reform model.

School Name:			Selected Intervention Model:
Provide a minimum of two years of data where indicated.			Provide a summary and conclusion of the analysis of each area.
<b>1. Student Profile Data</b>	<b>2011-12</b>	<b>2012-13</b>	<p>From 2011-12 to 2012-13 there was a decrease in enrollment of 9<sup>th</sup> graders by 19 students. The chief component was the number of 9<sup>th</sup> graders to the number of 10<sup>th</sup> graders in the following year. There was a loss of 41 students from one year to the next. There was a 65% increase in the Hispanic subgroup population. The major impact in the student data profile was the 6 % drop in attendance from 2011-12 to 2012-13 even though the discipline reports decreased by almost 50% in the same school years. The enrollment for AP and Dual Enrollment increased by 50% over next two years due to an increased focus on rigor in the classroom. Many teachers were AP trained with cohort 1. 4 year cohort graduation rate showed a 12.5 percentage point increase since the 2010-11 school year. Starting at 45.7% for the 2011-12 school year then moving to 56.1% for the 2012-13 school year.</p> <p>Attendance continues to be an issue at Jordan as students struggle with home issues and poverty. Strong intervention is needed to increase student attendance in the building. Grad rate continues to be an issue at Jordan. The issues with grad rate have stemmed around issues with the counseling department and issue with scheduling, record keeping, and withdrawal documentation. Test pass rates have been problematic, as well</p>
<b>Total student enrollment</b>	773	754	
<b>Grade level enrollment</b>	9 <sup>th</sup> - 211 10 <sup>th</sup> -202 11 <sup>th</sup> -184 12 <sup>th</sup> - 176	9 <sup>th</sup> - 223 10 <sup>th</sup> -170 11 <sup>th</sup> -188 12 <sup>th</sup> -173	
<b>Number of students in each subgroup (List applicable subgroups below.)</b>	Black – 441 White- 255 Hispanic-39 Asian-6 American Indian- 1 Multi- Racial- 31 Male- 379 Female- 394 Econ. Disad.- 673	Black – 422 White- 234 Hispanic-60 Asian-8 American Indian- 0 Multi- Racial- 30 Male- 392 Female- 362 Econ. Disad.- 664	
<b>Attendance %</b>	53%	47%	
<b>Disciplinary Incidents</b>	3,823	2,029	
<b>AP, IB, and Dual Enrollment (#)</b>	22	46	
<b>Graduation Rate</b>	45.7	56.1	

<b>2. Staff Profile Data</b>	Provide a summary and conclusion of the analysis of each area.
<b>Current Principal- Alton White</b> <b>Length of time in position 2.8 years</b>	Mr. White began his career on July 1, 2011, as a principal for Jordan Vocational High School.
<b>Teaching Staff</b> <b>Number of years' experience in profession</b>	
<b>1 to 3-----13 Teachers</b>	Over half the faculty (55%) has between four and twenty years of teaching experience. The remaining 45% is divided between 1 to 3 years of experience containing 20% of teachers. Therefore leaving 25% having 21 + years of experience.
<b>4-10 years----- 17 Teachers</b>	
<b>11-20 years-----18 Teachers</b>	
<b>21+ years----- 16 Teachers</b>	
<b>Teaching Staff</b> <b>Percentage (%) of experience in the school</b>	37.5% of the teaching staff has been hired during Mr. White's tenure. Thirteen of those teachers hired by Mr. White have 1 to 3 years of teaching experience. During cohort 1 many teachers decided
<b>1 to 3-----37.5%</b>	That they were not in the right environment and left. These changes proved beneficial with increased enthusiasm and motivation of staff and improved test scores over the next two years.
<b>4-10 years-----40.6%</b>	
<b>11-20 years----- 18.8%</b>	
<b>21+ years-----3.1%</b>	

<b>Teacher attendance rate</b>	<b>2011-2012</b>	<b>2012-2013</b>	The attendance rate for the teachers dropped by less than 1% over the two school years.
	93.63%	92.68%	
<b>Teacher evaluation data by levels (Level 1 is equivalent to Exemplary and Level 4 is equivalent to Ineffective on TKES)</b>	<b>2012-2013</b>		Though this data appears somewhat skewed, it is, overall, more reflective of issues in the building with two needs development ratings. This was the initial implementation year and training to help distribute scores has been on-going. The school core leadership team of admin staff and coaches have worked diligently to review teacher observation data collaboratively in an effort to “commonize” the feedback received by teachers. Ratings were inflated throughout the state; as schools learn to use TKES more effectively, ratings should more accurately reflect distributed curve of ratings. The admin team is working on these skills
	Level 1	0	
	Level 2	54	
	Level 3	2	
	Level 4	0	
<b>Student Achievement Data</b>	<b>2011-2012</b>	<b>2012-2013</b>	
<b>Reading/Language Arts</b>			Provide a summary of existing status and current needs.
<b>All Students category</b>	9 <sup>th</sup> Grade Lit- 75.68% American Lit-80.49%	9 <sup>th</sup> Grade Lit-78.43% American Lit- 89.33%	<p>9<sup>th</sup> Grade Literature made a 2% gain from 2011-12 to 2012-13. However, American Literature had a 5% decrease in their passing rate. Each subgroup in 9<sup>th</sup> grade had an increase of at least 5% except for the Hispanic subgroup. The students that did not pass were not part of the ELL program.</p> <p>The SWDs increase in 9<sup>th</sup> Grade Literature by 14 % but dropped by 22% in American Literature. JVHS currently has a need to improve SWD’s EOCT results. Even though the data is improving in the Reading/Language Arts, the actual data depends on the number of SWD’s in the course. Therefore, there is a high need to increase the passing percentage for this group of students. The need to improve Lexile scores based on the current data is vital.</p> <p>There is a gap between 9<sup>th</sup> Lit and Am lit which indicates that students are coming into high schools with some skill deficits in reading. These can be seen in scores for science and social studies as well. Students need support with content literacy to include academic vocabulary. The academic coaches have used student Lexile scores to accurately predict pass rates on science and SS EOCT scores; teachers need training in content literacy and in strategies to help children with lower Lexile levels access the curriculum.</p>

<p><b>Subgroups:</b>  <b>Economically disadvantaged students, Special education students</b>  <b>English Language Learners (ELL) Race/ethnicity subgroups</b></p>	<p><b>ECON DIS</b>  9<sup>th</sup> Grade Lit-75.40%  American Lit-80.14%</p> <p><b>SPECIAL ED.</b>  9<sup>th</sup> Grade Lit-51.72%  American Lit-46.15%</p> <p><b>RACE ETHNICITY</b>  <b>9<sup>th</sup> Grade Lit-</b>  Black –72.60%  White-78.95 %  Hispanic-75%  Asian-N/A  American Indian- N/A  Multi- Racial- 80.00%</p> <p><b>American Lit.-</b>  Black – 71.43%  White- 97.44%  Hispanic-100.00%  Asian-N/A  American Indian- N/A  Multi- Racial- 80.00%</p>	<p><b>ECON DIS</b>  9<sup>th</sup> Grade Lit- 76.84%  American Lit- 88.28%</p> <p><b>SPECIAL ED.</b>  9<sup>th</sup> Grade Lit- 54.55%  American Lit- 70.27%</p> <p><b>RACE ETHNICITY</b>  <b>9<sup>th</sup> Grade Lit-</b>  Black – 70.59%  White- 89.83%  Hispanic-88.24%  Asian-N/A  American Indian- N/A  Multi- Racial- 85.71%</p> <p><b>American Lit.-</b>  Black – 87.96%  White- 91.07%  Hispanic-100.00%  Asian- N/A  American Indian- N/A  Multi- Racial-100.00%</p>	<p>Students entered 9<sup>th</sup> grade with a CRCT score. This score is correlated with a Lexile Score. 9<sup>th</sup> Grade teachers are trying to increase scores through a Literacy Program. There is a need for the ELA coach, who organizes and operates this program. There is gap between black and SWD subgroup data and the All and white subgroup data—this seems to indicate strategies are needed to help these two groups access the language skills needed to pass their EOCTs, however there was a gap reduction between 2012 and 2014 in AM lit.</p>
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Mathematics	Percent Passing	Percent Passing	
<b>All Students category</b>	GPS Alg.-57.22% Math II- 50.49%	CCGPS Alg.-39.33% GPS Geometry- 89.52%	
<b>Subgroups:</b> <b>Economically disadvantaged students, Special education students</b> <b>English Language Learners (ELL) Race/ethnicity subgroups</b>	<b>ECON DIS</b> GPS Alg. -57.24% Math II-51.43%  <b>SPECIAL ED.</b> GPS Alg.-12.12% Math II-35.29%  <b>RACE ETHNICITY</b> <b>GPS Alg.</b> Black –50.00% White- 65.57% Hispanic-60.00% Asian-N/A American Indian- N/A Multi- Racial- 54.55%  <b>Math II-</b> Black –48.41% White- 52.31% Hispanic-60.00% Asian-N/A American India N/A Multi- Racial- 50.00%	<b>ECON DIS</b> CCGPS Alg. – 37.58% GPS Geometry -90.57%  <b>SPECIAL ED.</b> CCGPS Alg.-22.22% GPS Geometry – 85.71%  <b>RACE ETHNICITY</b> <b>CCGPS Alg.</b> Black – 31.68% White- 38.39% Hispanic-78.57% Asian-N/A American Indian- N/A Multi- Racial-83.33%  <b>GPS Geometry</b> Black – 90.32% White-87.80% Hispanic-81.82% Asian-N/A American Indian- N/A Multi- Racial-100.00%	<p>The subgroups had gains and losses without a definite pattern for either of the math courses. The change in scores was three fold. First, the state raised the cut scores for the CCGPS Algebra scores. In addition, the math courses changed in both courses each year. Lastly, the state had a drop in the average passing rate over the entire state.</p> <p>The changes in the curriculum provided students with a higher thinking level of standards for mathematics. Therefore, teachers had to implement more rigorous instruction which had students thinking and applying math standards. The math coach played an important part in assisting teachers on how to change their instructional practices. Therefore, the need for the math coach is vital.</p> <p>In addition, the coach supported the math department by helping the teachers develop Common Unit Assessments. (CUA) These CUA’s were built with rigor that meet the needs of the standards. The data was tracked with the assistance of the coach. Students’ weaknesses and strengths from the data were used to drive classroom remediation and enrichment activities.</p>

<b>Graduation rate (if applicable)</b>	45.7	56.1	<p>The grad rate has continued to increase over the last two years as EOCT pass rates have gone up. Another root cause for low rates was a defunct guidance department that was not tracking students appropriately. The guidance department is almost completely different this year, and things are improving, however, there is still a need for a dedicated grad coach in the building and continued diligence in this area. The freshman academy at Jordan is in its second year as has proven successful at keeping students on track to graduate (only 4 students did not pass 9<sup>th</sup> grade last year) and efforts are being made to continue this trend.</p> <p>Jordan improved their CCRPI score by 7 points. This was slightly higher than the state average for 2012-13. JVHS made gains in the achievement gap and progress points. Increased graduation rates would help and increasing the number of students exceeding on EOCTS</p>
	<b>2012</b>	<b>2013</b>	
<b>CCRPI Score:</b>	66.2	73	
<b>School Culture and Climate</b>  <b>School Safety</b>  <b>Student Health Services</b>  <b>Attendance Support</b>  <b>Social and Community Support</b>  <b>Parental Support</b>	<p><b>Provide a summary of existing status and current needs.</b></p> <p>Jordan Vocational High School administered a survey about school climate. 36% of the student population stated that students misbehaving impacted their learning. However, those same students with at 45% majority stated that they disagreed with the statement that they didn't feel school was important. In other words, 45% of the students believe school is important. One of the major statements made by students in the survey was that they thought school pride could be increased with more activities and hands-on experiences. JVHS's school safety has increased by decreasing the number of discipline referrals. This was done by improving daily instruction through rigor and tracking of student data. A nurse is located in the central part of the building. Students have access to the student health services of the school every day. The attendance rate for JVHS has decreased. The only attendance support provided is through the call service of the school district. The graduation coach does meet with those At-Risk students. Consequently, this is only for the senior cohort of students. JVHS has strong Alumni. They have provided materials and resources for present day students. Because JVHS has a strong CTAE program, the community of businesses reaches out to that program quite often. After a recent survey to teachers was given, the data concerning parental support was given. The teachers overwhelming stated that everyone in the school had to reach out to parents and allow them to feel welcome when they come through the doors of JVHS. Because the JVHS has a low socio-economic status, the following was listed in the survey as ways to increase parental support: assemblies, calls, letters, emails, and transportation. The school currently has a Family Services Coordinator. This person has established and maintained relationships throughout the community. There is a need to have this position to continue the on-going assistance that has been established with local health/mental care facilities, churches, restaurants, and private individuals.</p>		

<b>Rigorous Curriculum- Alignment of curriculum with state standards across grade levels</b>	<b>Provide a summary of existing status and current needs.</b>
<b>Curriculum Intervention Programs</b> <ul style="list-style-type: none"> <li>● Classworks</li> <li>● USA Test Prep</li> <li>● EOCT Reviews</li> <li>● Georgia High School Writing Reviews</li> <li>● Georgia OAS (Online Assessment System)</li> </ul>	<p>Intervention Programs have been established over the past two years. Classworks and USA Test Prep are two of the programs that have a built in monitoring capacity. These programs are used with entering 9<sup>th</sup> graders and EOCT test takers. Classworks is research-based and has been most effective because it was designed for students to learn, practice, and reinforces essential reading skills. EOCT review classes as well as Georgia High School Writing classes have been established as part of the JVHS intervention program to ensure success for students. Parents as well as teachers utilize the Georgia OAS to prepare students to take the rigorous EOCT assessments. There is a need for teachers to be able to know which students need to be placed in each intervention program. The academic coaches have provided that assistance for teachers.</p>
<b>Enrichment Programs</b> <ul style="list-style-type: none"> <li>● Skills USA</li> <li>● HOSA</li> <li>● FBLA</li> <li>● Key Club</li> <li>● National History Day Club</li> <li>● Math Team</li> <li>● Robotics</li> </ul>	<p>Jordan Vocational High School has established in the past two years a Robotics Club as well as a National History Day Club. The Skills USA, HOSA, FBLA, and Key Club have increased their enrollment by at least 5%. These clubs are maintained by different teacher sponsors. The academic coaches' support the teachers by ensuring information is dispersed to students as well as to the teachers about upcoming events. There is a need for the academic coaches because they help organize all the data that is needed for the meetings as well.</p>
<b>Dual enrollment (if applicable)</b> <ul style="list-style-type: none"> <li>● Certified Manufacturing Specialist (CMS)</li> <li>● Certified Nursing Assistant (CNA)</li> <li>● Academic Opportunities for students at Columbus State University.</li> </ul>	<p>Students at JVHS are currently enrolled in CMS, CNA and college classes at a local university. Students have the opportunity based on their course selection beginning as a junior to dual enroll. Data shows that Dual Enrollment has increased by over 50% in the past two years. There is an inordinate need for the graduation coach. This coach is in charge of enrolling students in the correct AP Courses and ensuring students are enrolled in prerequisite courses in order for them to be able to dual enrolled.</p>

<p><b>Advanced Placement (if applicable)</b></p> <ul style="list-style-type: none"> <li>• AP Economics</li> <li>• AP Language</li> <li>• AP English Literature</li> <li>• AP US History</li> <li>• AP World History</li> </ul>	<p>Over the past two years JVHS has increased the AP course selection. In the school year 2010-11 there were only 2 courses offered. Presently, there are 6 courses offered. The enrollment in these courses has almost doubled over the past two years. JVHS each spring has a class meeting to inform students about AP course offerings and to encourage enrollment into these classes. Teachers at JVHS have worked hard to provide rigorous instruction in order for these students to pass the AP Assessment. However, there is a need for students to become more familiar ways to apply their thoughts through writing. The ELA coach is needed to assist teachers on how to use Literacy to increase writing skills.</p> <p>A school wide focus on literacy is needed to improve reading and writing skills needed for all the content areas</p>
<p><b>Instructional Program</b></p>	<p><b>Provide a summary of existing status and current needs.</b></p>
<p><b>Planning and implementation of research based instructional strategies</b></p> <ul style="list-style-type: none"> <li>• <b>Standard Based Instruction</b></li> <li>• <b>Formative Assessments</b></li> <li>• <b>Cornell Notes</b></li> <li>• <b>Thinking Maps</b></li> <li>• <b>Flexible Grouping</b></li> <li>• <b>Parallel Teaching</b></li> <li>• <b>Small Group</b></li> </ul>	<p>JVHS has worked over the past 3 years to implement not only standard based classrooms but standard based instructional classrooms. Through formative assessments, good instructional strategies such as Cornell notes, thinking maps, instructional technology, and flexible grouping, instruction has improved as shown by the increase in EOCT data and graduation rates. There are over 20% SWD (Students with Disabilities) at JVHS. Parallel teaching has been implementing as well as some co-teaching classes. However, based on student achievement data, this group is improving at only a 2-5% rate of passage. Therefore, there is a great need for training of SWD as well as regular teachers on how to instruct SWD students.</p>
<p><b>Use of instructional technology (by students and teachers)</b></p> <ul style="list-style-type: none"> <li>• <b>Smart Boards</b></li> <li>• <b>Document Cameras</b></li> <li>• <b>Smart Responses</b></li> <li>• <b>Netbooks</b></li> <li>• <b>Graphing Calculators</b></li> <li>• <b>My Big Campus</b></li> </ul>	<p>Teachers and students at Jordan Vocational High School have the opportunity to utilize Smart Boards along with Smart Responses. In addition teachers use document cameras along with netbooks. The math department takes advantage of graphing calculators. Core teachers utilize My Big Campus to put lessons, work samples, and assignments for students. JVHS has the need for updated Netbooks as well as more graphing calculators.</p>

<p><b>Use of data analysis to inform and differentiate instruction</b></p> <ul style="list-style-type: none"> <li>• Use of CUA's (Common Unit Assessments)</li> <li>• Use EOCT, CRCT, GHSGT, Writing</li> </ul>	<p>Jordan Vocational High School implemented the use of CUA's (Common Unit Assessments). Teachers track individual student growth. The academic coaches meet with departments to discuss positive and negatives of each assessment. The academic coaches help teachers develop spreadsheets that contain information on all their students' data from their 8<sup>th</sup> Grade CRCT to each of the content relevant EOCT's. This tracking has helped not only teachers but students. They have become responsible for their own learning. There is a need for teachers to be trained on how to take this data and use different instructional strategies in order to grow all their students.</p>
<p><b>Number of minutes scheduled for core academic subjects</b></p>	<p>In both 2011-12 and 2012-13, there were 465 minutes built into the school day. Of those minutes, students had the opportunity to take 4 core classes if they chose. Most students however, took 3 core classes and 1 elective. For both of these school years, Jordan Vocational High School has been able to provide students with ILT (Increased Learning Time). This is an extra 45 minutes built into their schedules before the beginning of the regular school day for Muscogee County School District. Students are placed in the ILT classes based on academic needs.</p>
<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Classroom Formative</li> <li>• Classroom Summative</li> <li>• CUA's (Common Unit Assessments - EOCT Courses)</li> <li>• SLO's (Student Learning Objectives – All other Courses)</li> </ul>	<p>At JVHS individual teachers administer and design their own classroom formative and summative assessments. This year JVHS was allowed to design their own CUA's for end of the course test. Students in all courses except EOCT classes were given SLO's designed by the district. Students enrolled in CTAE classes were given EPOA's. Based on a recent teacher survey, over half the staff wanted training on how to write more rigorous formative assessments.</p>
<p><b>Use of formative, interim, and summative assessments to measure student progress</b></p>	<p>Through the use of formative assessments teachers tier their students in order to drive instruction and future assessments. This process leads to true differentiation of instruction for all students. However, in a recent teacher survey, 45% teachers prodigiously asked for more professional development training on differentiation of instruction in order to meet the needs of the rigorous standards.</p>

<p><b>Timeline for reporting student progress to Parents</b></p> <ul style="list-style-type: none"> <li>• <b>Progress Reports every 4.5 weeks</b></li> <li>• <b>Report Cards every 9 Weeks</b></li> <li>• <b>On-going phone calls, emails, and letters to parents</b></li> </ul>	<p>Jordan Vocational High School uses the Muscogee County School District timeline for reporting student progress to parents. Progress reports are sent home every 4.5 weeks of the 9 weeks grading period. Then at the end of the 9 weeks, report cards are sent home. There are on-going phone calls, emails and letters to parents from individual teachers. Parents also have the opportunity to visit the Parent Portal daily to view their child's grades. Teachers are encouraged to input grades as soon as possible after formative and summative assessments.</p>
<p><b>Parent and Community Support</b></p>	<p><b>Provide a summary of existing status and current needs.</b></p>
<p><b>Social, health, and community services to students and families.</b></p> <ul style="list-style-type: none"> <li>• <b>Family Services Coordinator</b></li> <li>• <b>PTO</b></li> <li>• <b>Local School Council</b></li> <li>• <b>Connect Ed</b></li> <li>• <b>Guidance Department</b></li> </ul>	<p>Over the past three years, the Family Services Coordinator (FSC) has established and maintained relationships throughout the community. Jordan Vocational High School's FSC has developed valuable relationships that have assisted parents and their families with matters ranging from teen pregnancy issues to personal daily needs. There is a great need to maintain the FSC at JVHS in order to assist with these efforts. It is vital to have a liaison facilitating the needs of parents in order to continue efforts that will improve student success. The increasing enrollment of the PTO has helped JVHS understand the need for a better communication system with parents.</p>

Cumulative EOPA Data  
2011-2014

AAFCS - Culinary			
2011-12			
Pass	Total	Pass %	
JORDAN	8	15	53.33%

2012-13						
S1 P	S1 T	S2 P	S2 T	FY Pass	FY Total	Pass %
0	0	3	4	3	4	75%

AAFCS - Nutrition, Food, Wellness			
2011-12			
Pass	Total	Pass %	
JORDAN	0	0	0%

2012-13						
S1 P	S1 T	S2 P	S2 T	FY Pass	FY Total	Pass %
0	1	0	1	0	2	0%

Arch, Drafting - SkillsUSA			
2011-12			
Pass	Total	Pass %	
JORDAN	0	0	0%

2012-13						
S1 P	S1 T	S2 P	S2 T	FY Pass	FY Total	Pass %
1	2	0	5	1	7	14%

Engineering- SkillsUSA			
2011-12			
Pass	Total	Pass %	
JORDAN	0	0	0%

2012-13						
S1 P	S1 T	S2 P	S2 T	FY Pass	FY Total	Pass %
0	0	0	0	0	0	0%

CNA			
2011-12			
Pass	Total	Pass %	
JORDAN	0	0	0%

2012-13						
S1 P	S1 T	S2 P	S2 T	FY Pass	FY Total	Pass %
0	0	0	3	0	3	0%

National Healthcare			
2011-12			
Pass	Total	Pass %	
JORDAN	0	7	0%

2012-13						
S1 P	S1 T	S2 P	S2 T	FY Pass	FY Total	Pass %
1	1	4	5	5	6	83%

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Cumulative EOPA Data  
 2011-2014

<b>Teaching as a Profession</b>			
2011-12			
Pass	Total	Pass %	
JORDAN 0	0	0%	

<b>Teaching as a Profession</b>			
2012-13			
S1 P	S1 T	S2 P	S2 T
0	0	2	2
			FY Pass
			2
			FY Total
			2
			Pass %
			100.0%

<b>Business - NOCTI (Accounting)</b>			
2011-12			
Pass	Total	Pass %	
JORDAN 0	0	0%	

<b>Business - NOCTI (Accounting)</b>			
2012-13			
S1 P	S1 T	S2 P	S2 T
0	0	0	2
			FY Pass
			0
			FY Total
			2
			Pass %
			0.00%

<b>Web Design - IC3</b>			
2011-12			
Pass	Total	Pass %	#DIV/0!
JORDAN 0	0		

<b>Web Design - IC3</b>			
2012-13			
S1 P	S1 T	S2 P	S2 T
0	0	0	0
			FY Pass
			0
			FY Total
			0
			Pass %
			#DIV/0!

<b>MOS</b>			
2011-12 - Word			
Pass	Total	Pass %	
JORDAN 1	9	11%	

<b>MOS</b>			
2012-13 - Word			
S1 P	S1 T	S2 P	S2 T
0	0	0	8
			FY Pass
			0
			FY Total
			8
			Pass %
			0.00%

<b>Construction Carpentry - Skills</b>			
2011-12			
Pass	Total	Pass %	
JORDAN 0	0	0.00%	

<b>Construction Carpentry - Skills</b>			
2012-13			
S1 P	S1 T	S2 P	S2 T
0	0	0	2
			FY Pass
			0
			FY Total
			2
			Pass %
			0.00%

<b>Construction Electrical - Skills</b>			
2011-12			
Pass	Total	Pass %	
JORDAN 0	0	0.00%	

<b>Construction Electrical - Skills</b>			
2012-13			
S1 P	S1 T	S2 P	S2 T
0	0	0	0
			FY Pass
			0
			FY Total
			0
			Pass %
			#DIV/0!

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Cumulative EOPA Data  
 2011-2014

**Construction  
 Masonry - Skills**

2011-12		
Pass	Total	Pass %
JORDAN	0	0.00%

2012-13						
S1 P	S1 T	S2 P	S2 T	FY Pass	FY Total	Pass %
0	0	0	1	0	1	0.00%

**NASSA Auto -  
 Brakes**

2011-12		
Pass	Total	Pass %
JORDAN	1	16.67%

2012-13						
S1 P	S1 T	S2 P	S2 T	FY Pass	FY Total	Pass %
1	7	0	4	1	11	9.09%

**CNC Milling &  
 Turning - Skills**

2011-12		
Pass	Total	Pass %
JORDAN	0	0.00%

2012-13						
S1 P	S1 T	S2 P	S2 T	FY Pass	FY Total	Pass %
0	0	0	3	0	3	0.00%

**Welding - Skills**

2011-12		
Pass	Total	Pass %
JORDAN	3	50.00%

2012-13						
S1 P	S1 T	S2 P	S2 T	FY Pass	FY Total	Pass %
0	0	0	2	0	2	0.00%

2011-12		
Pass	Total	Pass %
JORDAN	7	20.00%

2012-13						
S1 P	S1 T	S2 P	S2 T	FY Pass	FY Total	Pass %
3	11	8	40	11	51	21.5%

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<b>AAFCS - Culinary</b>	<b>2011-12</b>			<b>2012-13</b>							<b>2013-14</b>							
	Pass	Total	Pass %	S1 P	S1 T	S2 P	S2 T	FY Pass	FY Total	Pass %	S1 P	S1 T	S2 P	S2 T	FY Pass	FY Total	Pass %	
JORDAN	8	15	53.33%	0	0	3	4	3	4	75.00%	0	0	10	10	10	10	100.00%	
<b>AAFCS - Nutrition, Food, Wellness</b>	<b>2011-12</b>			<b>2012-13</b>							<b>2013-14</b>							
	Pass	Total	Pass %	S1 P	S1 T	S2 P	S2 T	FY Pass	FY Total	Pass %	S1 P	S1 T	S2 P	S2 T	FY Pass	FY Total	Pass %	
JORDAN	0	0	0%	0	1	0	1	0	2	0.00%	1	1	3	4	4	5	80.00%	
<b>Arch, Drafting - SkillsUSA</b>	<b>2011-12</b>			<b>2012-13</b>							<b>2013-14</b>							
	Pass	Total	Pass %	S1 P	S1 T	S2 P	S2 T	FY Pass	FY Total	Pass %	S1 P	S1 T	S2 P	S2 T	FY Pass	FY Total	Pass %	
JORDAN	0	0	0%	1	2	0	5	1	7	14.29%	0	0	0	1	0	1	0.00%	
<b>Engineering-SkillsUSA</b>	<b>2011-12</b>			<b>2012-13</b>							<b>2013-14</b>							
	Pass	Total	Pass %	S1 P	S1 T	S2 P	S2 T	FY Pass	FY Total	Pass %	S1 P	S1 T	S2 P	S2 T	FY Pass	FY Total	Pass %	
JORDAN	0	0	0%	0	0	0	0	0	0	#DIV/0!	0	0	0	3	0	3	0.00%	
<b>C N A</b>	<b>2011-12</b>			<b>2012-13</b>							<b>2013-14</b>							
	Pass	Total	Pass %	S1 P	S1 T	S2 P	S2 T	FY Pass	FY Total	Pass %	S1 P	S1 T	S2 P	S2 T	FY Pass	FY Total	Pass %	
JORDAN	0	0	0%	0	0	0	3	0	3	0.00%	1	1	0	0	1	1	100.00%	
<b>National Healthcare</b>	<b>2011-12</b>			<b>2012-13</b>							<b>2013-14</b>							
	Pass	Total	Pass %	S1 P	S1 T	S2 P	S2 T	FY Pass	FY Total	Pass %	S1 P	S1 T	S2 P	S2 T	FY Pass	FY Total	Pass %	
JORDAN	0	7	0%	1	1	4	5	5	6	83.33%	0	0	2	8	2	8	25.00%	
<b>Teaching as a Profession</b>	<b>2011-12</b>			<b>2012-13</b>							<b>2013-14</b>							10
	Pass	Total	Pass %	S1 P	S1 T	S2 P	S2 T	FY Pass	FY Total	Pass %	S1 P	S1 T	S2 P	S2 T	FY Pass	FY Total	Pass %	
JORDAN	0	0	0%	0	0	2	2	2	2	100.00%	0	1	4	7	4	8	50.00%	

**Appendix D--**  
**Proposed CTAE Program**  
**Needs**

<b>Metals</b>	<b>Cost</b>
Upgrade for Plasma Cutter 6' TMX Gantry Kit	\$22,931.65
3 Laptops equipped to run engineering software	\$3,760.00
Robotic Welder Educational Cell	\$53,000
<b>TOTAL</b>	<b>\$79,692</b>

<b>Healthcare</b>	<b>Cost</b>
Medical Beds     \$2002 x 4	\$8,008
Bedside cabinet     \$235.62 x 4	\$942.48
pneumatic stool     \$120.07 x 4	\$480.28
Linen cart	\$132.50
Ophthalmoscope head     \$286.31 x 3	\$858.93
Otoscope head     \$251.57 x 3	\$754.71
KERiTM Mannequin     \$1736.79 x2	\$3,473.58
<b>TOTAL</b>	<b>\$14,650</b>

<b>Engineering</b>	<b>Cost</b>
3 Laptops equipped to run engineering software	\$3,760.00
<b>TOTAL</b>	<b>\$3,760</b>

