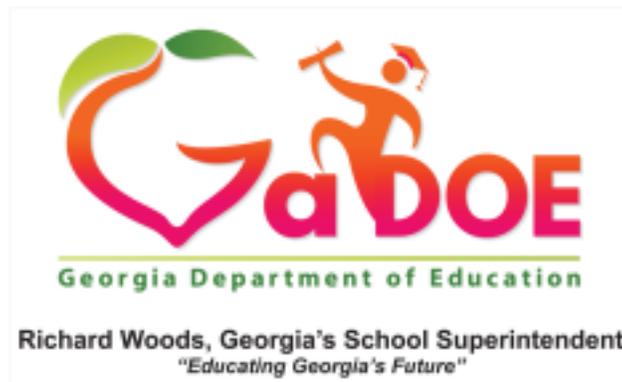


School Improvement Grants

Application for School Improvement Grant New Awards Competition Cohort 5

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

CFDA Number: 84.377A



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

Georgia Department of Education
Richard Woods, State School Superintendent

July 2016



LEA Application - Cohort 5

Cover Page

Due Date: September 5, 2016

LEA Name: Taliaferro Co School System	LEA Mailing Address: 557 Broad St Crawfordville, GA 30631
<p>LEA Contact and Coordinator (person responsible) for the School Improvement Grant:</p> <p>Name: Allen Fort</p> <p>Position and Office: Superintendent</p> <p>Contact's Mailing Address: 557 Broad St Crawfordville, GA 30631</p> <p>Telephone: 706-456-2575 or 229-588-9103</p> <p>Fax: 706-456-2689</p> <p>Email Address: afort@taliaferro.k12.ga.us</p>	
Board Chairman (Print Name): Ruby Randolph	Telephone: 706-466-2685
Signature of Board Chairman:	Date:
Superintendent (Printed Name): Allen Fort	Telephone: 706-456-2575
Signature of Superintendent: X_____	Date:
<p>The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.</p>	

LEA Name: **Taliaferro Co**

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

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

The models the LEA may include are: (1) turnaround; (2) restart; (3) closure; (4) transformation; (5) state-determined model, if approved; (6) evidence-based whole school reform model; and (7) early learning model. The Georgia state-determined model is *Community-Based Vertical Approach* (see Appendix E)

SCHOOL NAME	NCES ID #	PRIORITY	INTERVENTION
			(print name of selected model below)
Taliaferro Co K-12	7310102	yes	Community-Based Vertical Approach Model to School Improvement

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

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

Funding Priority and Schools to be Served

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

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

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

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

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

Reporting and Evaluation Requirements

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

Fiscal Accountability

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

Program Accountability

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

Fiscal and Program Reporting Requirements

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

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

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

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

Application Instructions and Application Review

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

LEA application

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

Due Date: September 5, 2016

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

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

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

Application Review

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

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

LEA Capacity

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

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A protocol for analysis of the connection between the provider's experience and the district and each school's comprehensive needs assessment;

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

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

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How does the process for support and response to the SIG school(s) differ from the support and response to other, higher-achieving, schools? (e.g.: Principal's direct access on a regular 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.)

22) Describe the LEA School Improvement Grant team that will support and oversee the implementation of selected models and strategies in the SIG school(s). Include descriptions of competencies and responsibilities of any new or existing district staff who will serve SIG schools. Two members of the team must be the district's Director of Federal Programs and the Director of Human Resources.

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

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Respond Here:

Taliaferro County K-12 Schools (TCS) is the smallest system-wide school in Georgia. It has a 100% free lunch program, serves only 170 students K-12, and is over 50 miles from the nearest city with a population of more than 25,000 people. Taliaferro Co 9 – 12 separated from Greene – Taliaferro Consolidated High School in 2002 to become Taliaferro Co K-12. (We will refer to Taliaferro Co as a K-12 school, but also refer to ourselves as a P-12 school, since we house the county's only pre-K class) Since then, it has always worked to achieve a high level of teaching and learning, but has experienced many barriers, including the hiring and retention of quality personnel due to non-existent housing in the community, financial constraints indicated by one of the lowest dollar millage rates in the state (\$57,000 per mill), its size as the least populated county in Georgia and its being rural, all which have continuously affected the ability to provide consistent, rigorous education over the years. However, Taliaferro County Schools (TCS) does strive each day to provide each student with an individualized learning experience to ensure an education that will provide every student the best education possible as he/she reaches individual achievement goals as set by the teachers and the school. It is important to the staff and Taliaferro's community-at-large to foster an environment where students can come together to develop a greater sense of community. Taliaferro's focus for instruction will always be driven by data analyses of school, state, and national assessments that are administered at the beginning of school, at nine-week intervals, and continuously throughout the school year (pretests, post-tests, formative, summative and benchmark assessments, etc.). A great strength of TCS is its ability to address non-academic needs of individual students and parents that may affect student achievement due to social, family, or medical issues. While our size can be a hindrance at times, it does allow us to have a very caring and compassionate faculty and staff that clearly plays the role of *in loco parentis* to our children who see the faculty and staff as the most educated adult in their life and as their path toward a successful future. What we do in this grant will play a major role in making that path into an interstate toward choice and opportunity.

Taliaferro has had an active, dedicated leadership team, which consists of one teacher from grades Pre-K through Second, Third through Fifth, Sixth through Eighth, Ninth through Twelfth, Special Ed, the Media Specialist, and the Parent Liaison. The team will work to determine root causes for school needs, then formulate, implement, review, and sustain school improvement goals, develop action strategies, and build a professional learning plan to support the action strategies for the 2016 - 2021 school years. From this, we have developed actions in two major areas that will be addressed in this grant application: Academic Improvement and Achievement, and Innovative Use of Technology as a common teaching and learning tool. We are adamant that profuse preparation, training, immersion, and support in these two areas will allow our teachers and students to attain rigorous levels of education on a daily basis.

We feel strongly that our new Superintendent, who is also the Principal, will play an important role in leading us into the Pre- Implementation of this grant, make significant progress through the years of implementation, and provide guidance for the sustainability of our successes for the future. As the Superintendent of Quitman Co School System, he helped develop a majority of the SIG Cohort 3 Plan for Quitman Co High School, which, after four years of implementation has had one of the highest success rates of any SIG school. He also authored the Apple ConnectED Grant for Quitman Co K – 8 School which was the only school selected in the state of

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Georgia and only 1 of 144 across the United States. This is the vision we have for Taliaferro Co K – 12: Academic Success and Technological Innovation that is pervasive, consistent, and dedicated to the future well-being of our students. The new Superintendent/ Principal of Taliaferro Co K-12 also has extensive experience in School Improvement—having worked for the Georgia Department of Education for five years previous to being the Superintendent of Quitman Co. He was one of the original Graduation Coach Specialists for the state and also served as a Middle and High School Improvement Specialist for schools in central and south Georgia, thus gaining knowledge of the limitations of small rural systems, yet understanding their ability to do so many things that larger schools in larger systems that have several feeder schools cannot do. He also worked the previous year as a School Improvement Coordinator for Southern Regional Educational Board for Georgia, and in South and North Carolina and Alabama on occasion. Taliaferro Co believes this school leader’s previous knowledge of expectations of what to do in a SIG program, how to fully and smoothly implement the plan with full cooperation of the Board, the teachers, students, parents and community, then ensure its sustainability is a cornerstone of knowing that this Grant will be a success and impact the school and community in a positive way for many, many years to come.

Taliaferro Co analyzed the following assortments of data: State assessments, formative and summative assessments, College Career Readiness Performance Index (CCRPI), program assessments, student and teacher attendance, discipline, student demographic, and teacher-student-parent-stakeholders perception data. Each instrument and the results obtained from all were used to develop a comprehensive instructional plan that will address the needs of all learners at Taliaferro County K - 12.

The TCS leadership team used the following instruments, procedures, or processes to obtain this information for all students attending Taliaferro County School:

Benchmark Assessments (BAs) - Grades K-12

BAs are benchmark assessments used to measure student achievement or progress and to help measure teacher effectiveness in helping students to reach their learning target. These assessments may be given at the end of chapters, units, or as designed by specific programs.

DIBELS - Grades K-2

The Dynamic Indicators of Basic Literacy Skills (DIBELS) are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. These research-based measures are linked to one another and predictive of later reading proficiency. The measures are also consistent with many of the Common Core State Standards in Reading, especially the foundational skills.

STAR Reading - Grades 1-8

STAR Reading is a computer-adaptive assessment designed to give you accurate, reliable, and valid data quickly so that you can make good decisions about instruction and intervention.

STAR Math - Grades 1-8

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The STAR assessments are used at Taliaferro to screen students for their math achievement levels. STAR Math assessments help determine math achievement levels in order to place students into the Accelerated Math programs. Assessments can also be used to monitor student growth throughout the year, to estimate students' understanding of State standards, and predict students' performance on the State test. In addition, STAR can help teachers determine appropriate instructional levels and skills that students are ready to learn.

Grade 3 Writing Assessment – Grade 3

The writing assessment for grade three consists of teacher evaluations of student's writings using an analytic scoring system. The Grade 3 Assessment contains good practices for the instruction of writing. Using representative samples of student writing, third-grade teachers use the analytic scoring rubrics in the Guide to determine the performance levels in each domain for each child in the classroom. Teachers collect writing samples by providing many opportunities for students to produce the various types of writing throughout the year. The Grade 3 Writing program was retired after the 2014 administration. The Georgia Milestones Assessment System that has replaced the Grade 3 Writing began with the 2014-2015 school year.

GOFAR - Benchmark assessments grades 3-8, math and ELA

The Georgia Online Formative Assessment Resource (GOFAR) contains test items related to content areas assessed by the Georgia Milestones Assessment System and NAEP. Teachers and administrators utilize the GOFAR to develop formative and summative assessments, aligned to the state-adopted content standards, to assist in informing daily instruction.

Classworks – Grades 3-12, math and ELA.

Rigorous courses, proven to improve student achievement that allows teachers to customize courseware to meet individual student needs. All courses are aligned to Common Core and State standards.

End of Grade Georgia Milestones Assessment Systems (EOG/GMAS) – Grades 3-8

The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment program spanning grades 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in language arts, mathematics, science, and social studies. Students in grades 3 through 8 will take an end-of-grade assessment in the content areas of language arts, mathematics, science, social studies. These tests are administered towards the end of the school year, typically in April or early May. Each school district selects a local testing window from within the state designated timeframe to administer the end-of-grade measures.

Criterion-Reference Competency Test (CRCT) – Grades 3-8

The CRCT is a set of tests administered at public schools in the state of Georgia that are designed to test the knowledge of first through eighth graders in reading, English/language arts (ELA), Mathematics, Science and Social Studies - third through eighth graders. The test results from 8th grade are used as diagnostic data for incoming 9th Graders. *The CRCT is no longer administered in Georgia, but data and content*

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weights from past results are still applicable for data-mining purposes.

Grade 5 Writing Assessment – Grade 5

The Georgia Grade 5 Writing Assessment is a test of narrative, informational and persuasive writing. Students will be given either an informational, persuasive, or narrative writing topic. Because topics will be spiraled, students may receive any one of the three writing topics thus requiring them to be prepared to write in informational, narrative, and persuasive genres. The Grade 5 Writing program was retired after the 2014 administration. The Georgia Milestones Assessment System that has replaced the Grade 5 Writing began in the 2014-2015 school year.

Grade 8 Writing Assessment – Grade 8

The Georgia Grade 8 Writing Assessment is a test of expository and persuasive writing. Students will be given either an expository or persuasive writing topic. Because topics will be spiraled, students may receive any one of the two writing topics thus requiring them to be prepared to write in expository or persuasive genres. Topics will be released after each test administration and will become part of the practice topic bank. The Grade 8 Writing program was retired after the 2014 administration. The Georgia Milestones Assessment System that has replaced the Grade 8 Writing began with the 2014-2015 school year.

Georgia High School Writing Test (GHSWT) – Grade 11

Eleventh grade students were given the GHSWT which is a test of persuasive writing that students must pass in order to graduate. The GHSWT is used to measure student achievement and to determine supports for increased academic progress. A passing score on the GHSWT is 200 or above; the exceed rate is 250 or above. *The GHSWT is no longer administered in Georgia, but the data is still relevant to our cause.*

End of Course Test (EOCT) – Grades 9-12

EOCT are tests given at the end of specific content area content area courses and are aligned to the Georgia Performance Standards for that course. EOCTs are designed to evaluate the effectiveness of instruction within that course, to measure student achievement, and to determine teacher course assignments. A passing score on the EOCT is 400 or above; the exceed rate is 450 or above. *EOCTs are no longer administered in Georgia, but the data is still relevant.*

End of Course Georgia Milestones Assessment Systems (EOC/GMAS) – Grades 9-12

The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment spanning grades 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in language arts, mathematics, science, and social studies. Students at the high school level will take an end-of-course assessment in the following ten courses: **Language Arts** - Ninth Grade Literature and Composition, American Literature and Composition; **Mathematics** - Algebra I, Geometry, Coordinate Algebra, and Analytic Geometry; **Science** – Biology and Physical Science; **Social Studies** – U.S. History tory and Economics/Business/Free Enterprise.

Graduation Rate for 2014-2015

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When students enter the ninth grade, academic progress, attendance, and retention is tracked and monitored until the students graduate. Data associated with courses passed/needed, EOCT/Graduation Tests passed/needed, and special concerns, etc. are collected and used to measure the graduate rate per cohort.

9th, 10th, 11th, & 12 Grade Cohort Data

Cohort data is used to track student academic progress. This tracking system aids in increasing the graduation rate.

Retention Rates

Retention Rates will be used to determine applicable supports for academic progress.

Student Attendance Data

Student Attendance Data is used to track daily attendance and to ensure students are present each day.

Teacher Attendance Data

Teacher Attendance Data is used to track daily attendance and to ensure teachers are present each day.

Parent Surveys

At least once a year, parents and stakeholders are asked to complete a survey. The survey contains perceptive questions related to curriculum, instruction, leadership, and school culture. The results are tabulated and used to improve instruction, enhance learning, and to create a safe and positive learning environment. The information gathered is also used when completing the comprehensive needs assessment.

Parental involvement and perception data

Parent Data is used to measure engagement levels and programmatic effectiveness in meeting student and family needs.

High School Analysis

High school students are no longer administered the EOCT. Taliaferro reflected on EOCT results for 2012-2014 **and** current Milestones (EOC) achievement data for 2015-2016. The following results help the school understand the subjects and skills in which teaching and learning needs to be improved.

Taliaferro County High School				
School Status – Priority/SIG				
	2012	2013	2014	2015

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CCRPI SCORE	49.2	55.9	44	73.9
! TFS = Too Few Students !				
GRADUATION RATE (All Students)	TFS	TFS	TFS	87.5
GRADUATION RATE (Students with Disabilities (SWD))	TFS	TFS	TFS	TFS
<i>* TFS = too few students</i>				
EOCTs/Milestones				
	2012 % Meet/Exceed	2013 % Meet/Exceed	2014 % Meet/Exceed	2015 % Prof & Above
9th Grade Literature	TFS	73.3	TFS	TFS
American Literature	68.8	TFS	TFS	47.368
Coordinate Algebra	Math I	26.7	12.5	TFS
	40			
Analytic Geometry	Math II	Math II	17.6	TFS
	18.8	53.3		
Physical Science	TFS	TFS	TFS	TFS
Biology	60	TFS	TFS	26.667
US History	TFS	TFS	TFS	30.952
Economics	TFS	TFS	25	TFS
CCRPI Indicators				
% Lexiles >/= 1275	TFS	TFS	TFS	38.89
Achievement Points	29.7	30.7	20	27.5
Achievement Gap Points	TFS	TFS	TFS	TFS
Progress Points	12.1	14	17.4	36.8
SUMMARY				
This summary is based on total and subgroup student achievement data. The strands in the Georgia School Performance Standards or Georgia Standards of Excellence served as tools to address the strengths and areas of focus. These strands include: curriculum planning, assessment, instruction, planning and organization, family and community engagement, professional learning, leadership, and school culture.				
Strengths				

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The overall strength on the Milestone assessment was in the area of American Literature. The Milestones results revealed that almost 50% of the students at Taliaferro are “proficient” in American Literature. Forty-seven percent (47%) of the students performed in the “developing” group, and thirty-two percent (32%) performed in the “beginning” group.

Areas of Focus

Taliaferro ranked below the State averages in all of the content areas with only a close match to coordinate algebra performance. The major areas of focus are in biology and U.S. history, where approximately 53% of students scored “beginning” level and none of the students scored “distinguished.” The data revealed 85-95% of the students scored “beginning” or “developing.”

The math Milestone data reveals 83% of the students are not “proficient” in high school mathematics. The math curriculum has continued to change over the course of the last few years, as has our staff. These many changes have been difficult for teachers and students. The CCGPS Coordinate Algebra scores reflect a change in the rigor of test items and a raised cut score.

The data reflects another area of focus. Taliaferro has a need to focus on 9th grade literature and American Literature. Approximately 79% of the students are not meeting the “proficient” mastery goal. We believe that by increasing literacy, we can effectively increase proficiency in the other subject areas.

Lastly, the graduation rate of 87.5% proved higher than the state average by 8%. These scores reflect our constant diligence on increasing the level of expectations for our students. Due to our small size, graduation rates were not published or calculated by the state agencies. Strategies to improve graduation rates have been put into place including the hiring of a part-time graduation coach to assist the senior advisors in the tracking of student enrollment, required courses, and any withdrawals.

Middle School Analysis

Middle school students are no longer administered the CRCT, however the data proves highly useful. Taliaferro reflected on CRCT results for 2012-2014 and current Milestones (EOG) achievement data for 2014-2015. The following results help the school understand the subjects and skills in which teaching and learning needs to be improved.

CRCT/EOG Milestones Percent Meeting or Exceeding Standard				
CRCT/GMAS	2012	2013	2014	2015
CCRPI SCORE	63.1	67.6	77.2	65.1
! TFS = Too Few Students !				
ELA	92.1	97.1	91.2	28.947
Reading	94.7	97.1	97.1	NA
Math	71.1	88.2	76.5	40.789
Science	44.7	58.8	79.5	31.579

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Social Studies	42.1	44.1	64.7	22.973
8th Grade Writing	86.7	TFS	TFS	NA
Lexile > 1050	TFS	TFS	TFS	TFS
Passing four plus courses	11.8	TFS	TFS	NA
Summary				
This summary is based on total and subgroup student achievement data. The strands in the Georgia School Performance Standards and Georgia Standards of Excellence served as tools to address the strengths and areas of focus. These strands include: curriculum planning, assessment, instruction, planning and organization, family and community engagement, professional learning, leadership, and school culture.				
Strength				
The trends of data on the CRCT indicate the middle school academic strength once lied in the areas of language arts and reading. More than 90% of the students were reading and comprehending text the appropriate level. The Milestones data shows that the current strength lies with mathematics, at 41%--the highest of the group. The Lexile "stretch" text measures represent the demand of text that students should be reading to be college and career ready by the end of Grade 12.				
Areas of Focus				
The data revealed the content areas of focus are English language arts and social studies. Literacy data supports the fact that a mere quarter of the students can comprehend complex texts. The data revealed a need for deeper understanding and more implementation of various methods of instruction, rigor, and depth of knowledge (DOK) in which instruction is delivered. Intentional attention should be given to the written curriculum, supporting reading across the curriculum, and rigorous teaching of mandated curriculum to ensure the students are understanding the crucial "concepts" needed to succeed in all subject areas.				

Elementary School Analysis

Elementary school students are no longer administered the CRCT, yet the data still proves highly useful. Taliaferro reflected on CRCT results for 2012-2014 and current Milestones (EOG) achievement data for 2014-2015. The following results help the school understand the subjects and skills in which teaching and learning needs to be improved.

CRCT/EOG Milestones Percent Meeting or Exceeding Standard				
CRCT	2012	2013	2014	2015
CCRPI SCORE	46.5	46.1	59.6	59
! TFS = Too Few Students !				
ELA	73.7	72.2	78.7	29.730
Reading	71.1	69.4	85.1	NA
Math	52.6	52.8	55.3	30.263
Science	39.5	44.4	51.1	23.684

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Social Studies	42.1	41.7	46.8	25
5th Grade Writing	TFS	TFS	60	NA
Lexile > 650	15.8	TFS	42.1	TFS
Lexile > 850	TFS	TFS	18.8	TFS
Passing five plus courses	TFS	TFS	31.3	NA
Summary				
This summary is based on total and subgroup student achievement data. The strands in the Georgia School Performance Standards and Georgia Standards of Excellence served as tools to address the strengths and areas of focus. These strands include: curriculum planning, assessment, instruction, planning and organization, family and community engagement, professional learning, leadership, and school culture.				
Strength				
The trends of data on the CRCT indicate the elementary school academic strength once lied in the areas of language arts and reading. Over half of the students in middle school (69%-80%) were performing on or above grade level in reading and language arts. According to the Milestones data, one third of the students (approximately 30%) are performing at an acceptable level in mathematics and language arts. The Lexile "stretch" text measures represent the demand of text that students should be reading to be college and career ready by the end of Grade 12.				
Areas of Focus				
The data revealed the content areas of focus are science and social studies, with roughly 25% of students performing at the expected level. Literacy data supports the fact that approximately a third of the students can comprehend complex texts. The data revealed a need for deeper understanding and more implementation of various methods of instruction, rigor, and depth of knowledge (DOK) in which instruction is delivered. Intentional attention should be given to the written curriculum, supported reading curriculum, and mandated curriculum to ensure the students are understanding the crucial "concepts" needed to succeed in all subject areas.				

Specific academic needs to be addressed school wide:

Taliaferro set "school wide" (*grades 3-12*) academic goals in literacy, mathematics, and overall CCRPI score.

Taliaferro recognizes the importance and connection between literacy and math. According to research stated in, "Reading and Math: What is the Connection?: A Short Review of Literature," in *Kansas Science Teacher*, Volume 14: "...the ability to read and comprehend word problems are important factors effective student achievement in math. However, they believe the connection is actually much deeper. We believe the cognitive ability that drives symbol processing is the connection between language and math." With this research in mind, it is logical to ensure that the faculty uses methodologies and strategies that enhance student performance in the areas of math and language. McGregor and Price also found that "...poor language skills do correlate with poor

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math skills, suggesting that both require a basic level of competency in symbol processing.” Again, language skills prove to be a major basis for comprehension and understanding in all areas. Due to this proven concept, we believe that literacy and mathematic foundations are the core to future success in education (Fite, G. 2002, spring).

Literacy (High School) – The results from the latest CCRPI data (2015-2016), proved rather vague due to our lack of student numbers; however, we were able to deduce that approximately 20% of the students achieved a Lexile measure greater than or equal to 1275. The current Milestones data for 2015-2016, reveal that roughly half of the students were proficient in literature. The goal is for at least 70% of the students to score “proficient” in literacy. To reach the goal, the students must increase 20 percentage points.

Math (High School) - The results from the latest CCRPI data (2015-2016), indicate nothing useful for data analysis. However, when examining the local data that is available to us, we found that students were not performing to a level that indicated they were prepared to score high on the Milestone test in Math. There was a certain percentage of students not proficient in mathematics on a level that was lower than expected. The goal is for at least 25% of the students to score “proficient” in all areas of mathematics.

Literacy (Middle School) – The results from the latest CCRPI data (2015-2016), proved rather vague due to our lack of student numbers; however, we were able to deduce that too few students scored a Lexile measure greater than or equal to 1050. The current Milestones data for 2015-2016, reveal that roughly 30% of the students were proficient in language arts. The goal is for at least 50% of the students to score “proficient” or higher in literacy. To reach the goal, the students must increase 20 percentage points in language arts and increase the overall text complexity for students to improve the Lexile score.

Math (Middle School) - The results from the latest CCRPI data (2015-2016), indicate that a fair percentage of students scored worse than in previous years. However, math was one of the highest scoring areas for the middle school. The current Milestones data for 2015-2016, reveal 40% of the students scored “proficient” or higher. The goal is for at least 60% of the students to score “proficient” in all areas of mathematics. To reach the goal, the students must increase 20 points.

Literacy (Elementary School) – The results from the latest CCRPI data (2015-2016), proved rather vague due to our lack of student numbers; however, we were able to calculate that only a small portion (roughly 10%) of students achieved a Lexile measure greater than or equal to 850. The current Milestones data for 2015-2016, reveal that roughly one third of the students were proficient in literature. The goal is for at least 50% of the students to score “proficient” in literacy. To reach the goal, the students must increase approximately 20%.

Math (Elementary School) - The results from the latest CCRPI data (2015-2016), indicate that a very high percentage of students are not proficient in mathematics. The current Milestones data for 2015-2016, reveal 30% of the students were proficient in mathematics. The goal is for at least 50% of the students to score “proficient” in all areas of mathematics. To reach the goal, the students must increase 20 percentage points.

Literacy Goal – All students at Taliaferro will score 50% “developing” or higher with at least 30% scoring

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“proficient” in all areas of literacy on the Georgia Milestone (GMS) Assessment.

Mathematics Goal – All students at Taliaferro will score 50% “developing” or higher with at least 30% scoring “proficient” in all areas of mathematics on the Georgia Milestone (GMS) Assessment.

CCRPI Goal - Increase the CCRPI score in 2016-2017 as recorded below:

TCS	Baseline Score	Goal
Elementary School	59	65
Middle School	65.1	70
High School	73.9	80

E. Taliaferro based the action plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State academic content standards and the State student academic achievement standard. The data recorded includes Black, White, and Economically Disadvantaged subgroups, as noted below.

CCRPI Performance Flags

High School data recorded for Black and Economically Disadvantaged Subgroups:

2011-2012

Subgroup	Grad Rate	9 th Literature	American Literature	Algebra	Geometry	Biology	Physical Science	U.S. History	Econ
Black	NA	NA	NA	NA	NA	NA	NA	NA	NA
ED	NA	NA	P				NA	NA	NA

2012-2013

Subgroup	Grad Rate	9 th Literature	American Literature	Algebra	Math II	Biology	Physical Science	U.S. History	Econ
Black	NA	NA	NA	NA	NA	NA	NA	NA	NA
ED	NA	P	NA	SG	P-SG	NA	NA	NA	NA

2013-2014

Subgroup	Grad Rate	9 th Literature	American Literature	Algebra	Geometry	Biology	Physical Science	U.S. History	Econ
Black	NA	NA	NA	NA	NA	NA	NA	NA	P

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ED									
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2014-2015

Subgroup	Grad Rate	9 th Literature	American Literature	Algebra	Geometry	Biology	Physical Science	U.S. History	Econ
Black									
ED									

The CCRPI flags indicate:

Solid Red Flag - Subgroup did not meet either the State or Subgroup Performance

Red Flag with P - Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets

Yellow Flag with P-SG - Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target

Yellow Flag with SG - Subgroup met Subgroup but not State Performance Target

Green Flag with P - Subgroup met Participation Rate, State Performance Target and Subgroup Performance Target

Middle School data recorded for Black, White, and Economically Disadvantaged Subgroups:

2011-2012

Subgroup	ELA	Reading	Math	Science	Social Studies
Black					
ED					
White					

2012-2013

Subgroup	ELA	Reading	Math	Science	Social Studies
Black					
ED					
White					

2013-2014

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Subgroup	ELA	Reading	Math	Science	Social Studies
Black					
ED					
White					

2014-2015

Subgroup	ELA	Reading	Math	Science	Social Studies
Black					
ED					
White					

The CCRPI flags indicate:

Green Flag with P- Subgroup met Participation Rate, State Performance Target and Subgroup Performance Target

Yellow Flag with P-SG - Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target

Red Flag with P - Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets

Elementary School data recorded for Black, White, and Economically Disadvantaged Subgroups:

2011-2012

Subgroup	ELA	Reading	Math	Science	Social Studies
Black					
ED					
White					

2012-2013

Subgroup	ELA	Reading	Math	Science	Social Studies
Black					
ED					

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White					
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2013-2014

Subgroup	ELA	Reading	Math	Science	Social Studies
Black					
ED					
White					

2014-2015

Subgroup	ELA	Reading	Math	Science	Social Studies
Black					
ED					
White					

The CCRPI flags indicate:

Red Flag with P - Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets

High School CCRPI

College and Career Readiness Performance Index (CCRPI) Comparison						
Year	Achievement Points	Progress Points	Achievement Gap Points	ED/EL/SW Performance Points	CCRPI Scores	School Culture Rating
2012	29.7	12.1	NA	0	49.2	NA
2013	30.7	14	NA	3.3	55.9	NA
2014	20	17.4	NA	0	44	***
2015	27.5	36.8	NA	2.5	73.9	****

Based on the CCRPI comparison, the **high school** scores reflected a decrease of 2.2 percentage points in

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“Achievement Points” and an increase of 24.7 percentage points in “Progress Points” from 2012 to 2015. Taliaferro also increased the overall CCRPI score by 24.7 percentage points from 2012 to 2015. If this trend continues, the CCRPI scores for 2016 will also increase.

Middle School CCRPI

College and Career Readiness Performance Index (CCRPI) Comparison						
Year	Achievement Points	Progress Points	Achievement Gap Points	ED/EL/SW D Performance Points	CCRPI Scores	School Culture Rating
2012	36.2	14	NA	4	63.1	NA
2013	39.2	13.2	NA	6	67.6	NA
2014	43.2	17.3	NA	6	77.2	***
2015	21.1	37.5	NA	0	65.1	****

Based on the CCRPI comparison, the **middle school** scores reflected an increase of 7 percentage points in “Achievement Points” from 2012 to 2014, followed by a decrease of 22.1 percentage points. “Progress Points” increased a total of 23.5 percentage points from 2012 to 2015. Taliaferro also increased the overall CCRPI score by 14.1 percentage points from 2012 to 2014 and a decrease of 12.1 points from 2014 to 2015. The goal of Taliaferro County School is to increase the overall score back to 70 and beyond in the years to come.

Elementary School CCRPI

College and Career Readiness Performance Index (CCRPI) Comparison						
Year	Achievement Points	Progress Points	Achievement Gap Points	ED/EL/SW D Performance Points	CCRPI Scores	School Culture Rating
2012	26.1	13	NA	.5	46.5	NA
2013	24.2	14.6	NA	.5	46.1	NA
2014	29.4	14.7	15	.5	59.6	***
2015	20.4	32.7	NA	0	59	****

Based on the CCRPI comparison, the **elementary school** score reflected a decrease of 5.7 percentage points in “Achievement Points” and an increase of 7.4 “Progress Points” from 2012 to 2015. The overall CCRPI score increased by 12.5 points from 2012 to 2015. If this trend continues, the middle school CCRPI scores for 2016

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will also increase.

Taliaferro's overall goal is to increase student achievement. Taliaferro increased the overall CCRPI score from 51 in 2012 to 64 in 2015, an increase of 13 percentage points. With this trend continuing, Taliaferro County Schools will soon be above a College and Career Readiness Performance Index score of 70 points.

Percent of high school students with Lexile measures equal to or greater than 1275 on the American Literature assessment. (! TFS = Too Few Students !)

Benchmark Indicator		Performance Indicator	Points Earned on Indicator
2012	100	TFS	TFS
2013	100	TFS	TFS
2014	100	TFS	TFS
2015	100	38.889	3.889

Data from the CCRPI revealed very little due to our small student body. Looking at localized data collection, we were able to find that the percent of students achieving a Lexile measure equal to or greater than 1275 slowly increased from 2012 to 2014, but decreased from 2014 to 2015. We believe this is credited to the change in testing format with the introduction of the Georgia Milestones Assessment.

Percent of middle school students with Lexile measures equal to or greater than 1050. (! TFS = Too Few Students !)

Benchmark Indicator		Performance Indicator	Points Earned on Indicator
2012	100	TFS	TFS
2013	100	TFS	TFS
2014	100	TFS	TFS
2015	100	TFS	TFS

Data from the CCRPI revealed nothing, but looking at the GMAS data, the percent of students achieving a Lexile measure equal to or greater than 1050 stayed consistent from 2012 to 2014, but decreased from 2014 to 2015. We believe this is credited to the change in testing format with the introduction of the Georgia Milestones Assessment, but will increase in the future as the students become accustomed to the new testing format and complexity.

Percent of elementary students with Lexile measures equal to or greater than 650. (! TFS = Too Few Students !)

Benchmark Indicator		Performance Indicator	Points Earned on Indicator
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2012	100	15.8	1.6
2013	100	TFS	TFS
2014	100	42.1	4.2
2015	100	TFS	TFS

Data from the CCRPI revealed the percent of students achieving a Lexile measure equal to or greater than 650 increased by 26.3 percentage points from 2012 to 2014, and decreased from 2014 to 2015. We believe this is credited to the change in testing format with the introduction of the Georgia Milestones Assessment, but will increase in the future as the students become accustomed to the new testing format and complexity.

**Percent of elementary students with Lexile measures equal to or greater than 850.
(! TFS = Too Few Students !)**

Benchmark Indicator	Performance Indicator	Points Earned on Indicator
2012	100	TFS
2013	100	TFS
2014	100	18.8
2015	100	TFS

Data from the CCRPI revealed the percent of students achieving a Lexile measure equal to or greater than 850 stayed consistent from 2012 to 2014, and decreased from 2014 to 2015. We believe this is credited to the change in testing format with the introduction of the Georgia Milestones Assessment, but will increase in the future as the students become accustomed to the new testing format and complexity.

**Taliaferro High School Graduation Rate
(! TFS = Too Few Students !)**

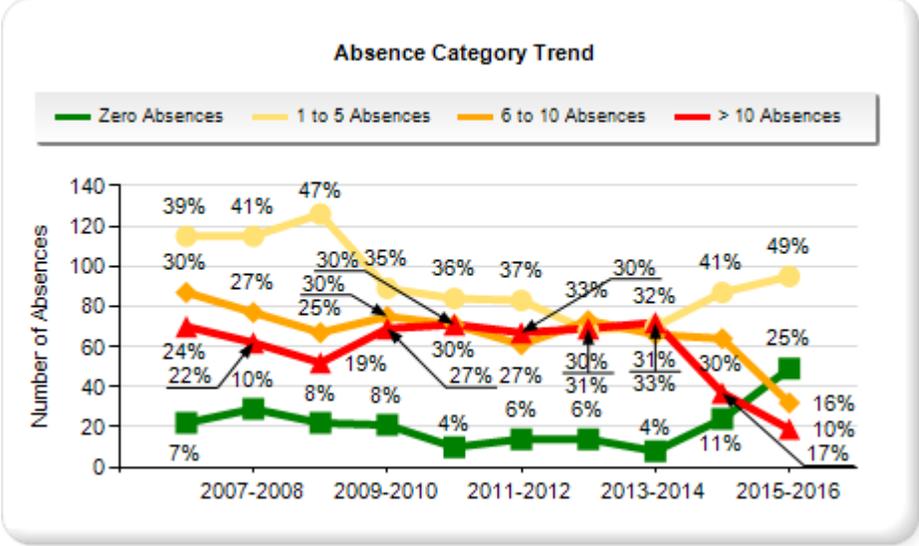
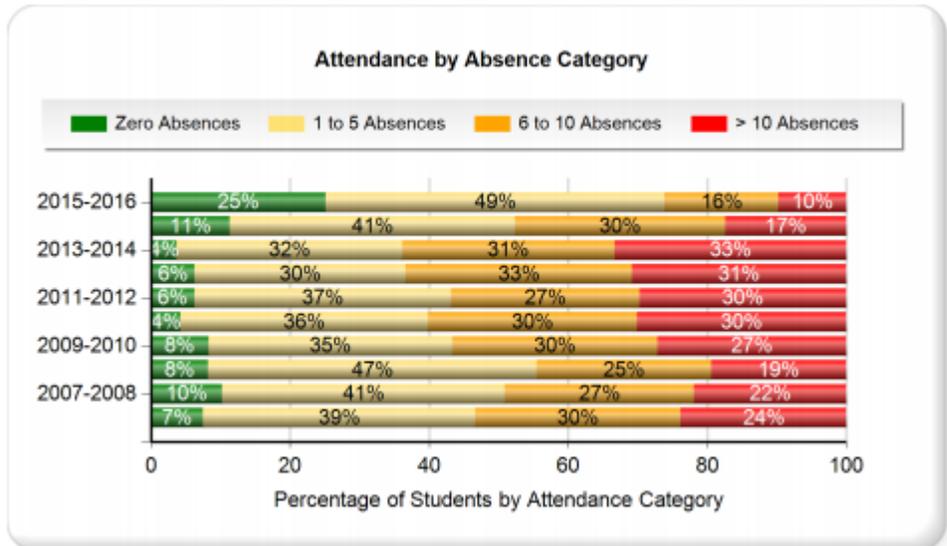
2012	2013	2014	2015
TFS	TFS	TFS	87.5

Graduation rates were unavailable due to a lack of students until 2015, but was affected even more so by the drastic changes in faculty, staff, and leadership at the school. With the changes in administration, appropriate and collected data is difficult to come by in an official manner. The last senior class to graduate provided 14 of 16 students graduating within the 4-year cohort; this 87.5% was higher than the state average.

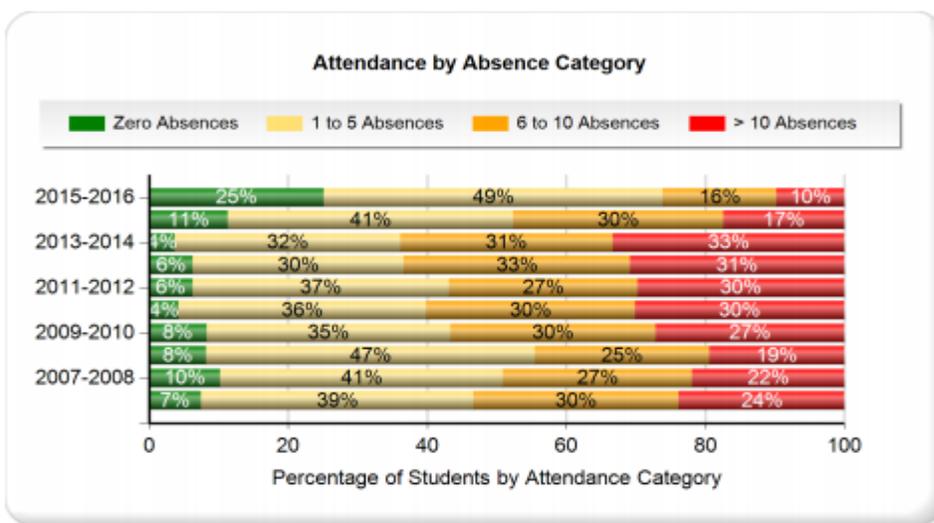
Attendance

Attendance has always been an issue for TCS. Though the student population is small, student and parent accountability have only recently been taken more seriously. Looking at the data trends for the years passed, the number of students that missed 10 or fewer days decreased from 2014-2016 after reaching an all-time high from 2012-2014. By continuing to involve parents more in the school and providing students with more innovative and student-focused instructional methods, we hope to improve attendance going forward.

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Under our new leadership, Taliaferro Co Schools has established, with renewed vigor, a clear, open and welcoming school that encourages the parents and community to keep abreast of school news, events and happenings, and visit the school to see first-hand the teaching and learning that is going on at the schools. The Superintendent/Principal is an active member of the Taliaferro County Family Connections Board and the Taliaferro County Board of Health. The Superintendent/Principal has met with the County Commission and spoke at a commission meeting attended by over 60 people. The Taliaferro Co Commission gave their full support and are looking forward to working with the School Board and the school to make this a successful, sustainable Grant. The Superintendent/Principal has also met with the Mayor of Crawfordville and Sharon, the two towns of the county about the schools' intentions to apply for and use this grant towards the betterment of the community by ensuring a complete, quality education for the children of this county. They have pledged their full cooperation in working with the school and making this Grant work for our school and community.

The Superintendent has met with the leadership of the school PTO to ensure a pleasant working relationship and the school administration is here to support them and their efforts towards supporting the school. The Superintendent/Principal met with the PTO in their first meeting on August 16. He explained to them the application process for the School Improvement Grant and that it is imperative for the PTO to be actively aware and involved in this process. The Superintendent answered questions and provided further information concerning the intent of the Grant in several ways; that it would allow us to have in place an Instructional Coach to increase support of the teachers and allow for a more rigorous learning environment, provide technology for every student to prepare them for their world in the mid 2000's and that it will be the goal of the Board of Education and the school to sustain these plans for many, many years. He asked that everyone present please contact other parents and community members to encourage them to support the school and if approve, the plan that would help Taliaferro Co have a high achieving, successful school of which everyone in the community will be proud

The basic design we want to implement are improving teaching and learning, and effective use of technology to address mid twenty first century needs of the students. Over the last few years we have acquired some technology that has allowed us to have a technology class and a small computer lab for tutoring and catching up on work for students. We have two or three computers in the classrooms, but these are used for extra activities and not for

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authentic teaching and learning where lessons and work are done on a daily basis in an active learning environment. We believe our implementation of one to one technology with the school wide Instructional Technology Specialist will allow us to immediately address our needs to provide our students the appropriate pathway to better employment opportunities on a global scale. We want to use our Instructional Coach and Math Coach, and the external providers, SREB and the Schlechty Center, to provide for our faculty and staff, rigorous and relevant training, assistance in implementation, support, coaching and monitoring to ensure that we have fully implemented instructional strategies over the next several years that get the best out of our teachers and challenge our students to perform at a high level of Instructional learning. As described in our needs assessment, we have taken many actions in the past to improve instruction, assess our students, and implement programs that we believed would improve teaching and learning. But as we have discovered, being in a small school with limited resources, being able to fund the total package of hiring qualified human personnel and employing external resources, and the needed technology is well beyond our means. This Grant will be the catalyst to expedite this process with a faculty who wants to grow, students who want to learn and a community that wants to fully embrace their school as one that they can be proud of and support.

Taliaferro Co is always using available time to educate and motivate the faculty and staff. Every faculty meeting as a professional learning segment, as do REAL Time Fridays, and in-service days at school serve as K-12 Professional Learning Community time in order to make full use of the teacher's time and coordinate consistent activities of what teachers are to do. Throughout the Grant time, this will ensure continuous, relevant learning throughout the entire faculty and then allow the leadership to monitor and evaluate everyone in the K-12 school in a consistent manner. Faculty meetings will consist initially of the Instructional Coach and the representatives of SREB and Schlechty Center, helping faculty develop meaningful lesson plans, use of rubrics for scoring student work, understanding TKES evaluation process, appropriate use of word walls to increase student vocabulary across the four Instructional content areas (and other classes as well), use of assessment for learning with feedback, reviewing and re-teaching, interpretation and use of teacher, grade, and subject data to re-adjust instruction, and how to make multiple use of students' work. As soon as we hire an Instructional and Math Coach, we will continue to have general faculty meetings for overall consistency, but now be able to break into K-5, 6-8, and 9-12 areas for more specialized coaching.

As part of the use of Grant funding and local money as well, we will attend local, state and national meetings on school improvement that, through dedicated research and investigation, will have direct and positive effect on teaching and learning at Taliaferro Co. For too many years, Taliaferro Co has operated in an isolated silo and not used other meetings, nor has developed a school networking system, which can have a wonderful effect on teachers and while it provides them with new knowledge, it can also have reassurances that they are doing the right work. The school and system leadership, from past experiences in this work, will also rely on a strong network of successful systems in Georgia who have previously implemented a SIG program and have achieved desired results. It is imperative that we learn from those who have preceded us down this road and learn from successes and mistakes. Our leaders and teachers will make strong connections to others and use their knowledge to make sure our path is paved with previous knowledge and expertise. While it is important for us "to be our own program," it is also important for a small school with limited resources and capacity to understand we "do not have to re-invent the wheel" when proven programs that have achieved their desired results that we can also use are already there!

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The capacity of Taliaferro Co, to operate the School Improvement Grant efficiently and under the requirements set forth, must be addressed in order to show we understand what our capabilities are with the facilities we have and staff that are in place. We are fully aware of the limitations we have and that what we request in funds, human capital, and technological equipment, we must show we have fully researched and planned for what we are asking and will be capable to implement these actions toward accomplishing a successful, viable, sustaining program. We believe we have a unique situation because we house grades K through 12 in the same building, which has allowed us to create a very caring, friendly and compassionate school environment. By the time a student gets to high school, many of these teachers have known these students for ten or more years, understanding all there is about this student, their needs and strengths, and provide for them a nurturing, educational environment where the child feels tremendously safe and cared for. We have a faculty that has a great excitement about participating in this Grant, one building that can house all of our needs (personnel and equipment) to implement this Grant, established relationships with all of our future providers (our Superintendent/Principal has personally spoken to the leaders of SREB and the Schlechty Center to verify their ability to serve our school, the funding necessary to provide for our needs and the assignment of the best quality personnel to work with our faculty and staff). However, the size does provide some barriers and limitations to what we can offer in the way of a variety of classes, availability of money to appropriate for needed resources and technology, and ability to recruit quality teachers to this area, but you will see in this Grant what our plans are to overcome these limitations successfully. To make the best use of our technology, and because we can, we already have in place keyboarding classes for our 4th, 5th, 6th, 7th, & 8th grades taught by our Technology teacher. We teach basic keyboarding skills, home row, posture, hand position, etc to the upper elementary students, and then fine typing skills and appropriate use of technology to our middle school students. We also have PL time for 4th – 8th grade and High School to reinforce these keyboarding skills so students do not fall back into bad typing habits. To that end, we believe we have the human and physical capacity to accomplish our goals.

For several years now, Taliaferro Co has already incorporated into its' day thirty minutes at the end of the day to allow for Increased Learning Time. This Grant will now allow us to have a full focus on the purpose of the ILT, plus use of after school time, Saturday School, and REAL Time to address the 300 hours. Having these items already in place allows us to believe we are ready to begin use of this Grant the first day and we are prepared to move forward immediately. The current administration's knowledge has allowed us to understand that we need to be at the gate ready to run, and we hope to show this throughout this application.

Taliaferro Co realizes that to make the great strides it needs to do in order to become a world-class school, it needs to enlist the services of an external provider that has a track record as an authentic, reputable educational consulting agency, is nationally recognized, has schools in their program that have shown success, and understand the needs and abilities of a rural school that wants to be the very best it can.

The Taliaferro K-12 Leadership Team has done extensive research on several of the nations' most outstanding educational consulting groups and programs, among them are Southern Regional Education Board, The Phil Schlechty Group, Robert Marzano Research, Willard Daggett's International Center for Leadership in Education, Learning Focused Schools, Heidi Hayes-Jacobs' Curriculum Designers, and Thinking Maps.

The leadership team, in collaboration with the entire faculty, held lively discussions concerning what they wanted from an external educational consultant. As indicated by the depth of the research into several quality educational consultant groups, contact with the various groups to help identify if their services would truly benefit our vision

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of where we want to be in four years, if they and we had the capacity to achieve what our mission is. Our faculty also determined that if we received this Grant, it would be our opportunity to create a truly unique school system, totally unlike any other in the state. We realize that beginning now and with the support of a quality external provider, we will be stepping outside of our comfort zone, which will allow us to re-invent education, especially in a rural setting. Our plan is in the pre-implementation year to have support in consistently implementing the frameworks, developing teaching activities to motivate the learner as appropriate within the standards, understand our capacity to change with fidelity and purpose, and make it happen. Over the next three years, with the support of the external provider, we plan to break free of the bounds of traditional everyday teaching and learning and make education at Taliaferro K-12 truly great. We will make use of the instructional strategies in a planned, effective way of measuring student success, teacher interaction, use of the Principal's walk-throughs and evaluations, dialog, work, and feedback with the Instructional Coach, and continuous training in effective use of technology with the Instructional Technology Coach to monitor, support and modify all instruction at our school. Taliaferro Co K-12 has chosen two nationally recognized educational consulting organizations to serve as our external providers. We believe these two institutions will serve our school to address our needs to improve teaching, understand where we are and the goals we seek to attain, and work with us to create a sustaining program of quality instruction long after this grant has expired. We have chosen Southern Regional Education Board (SREB) to provide our math training using their Math Design Collaborative (MDC) for the first three years of the Grant. We have researched SREB and believe their MDC program will be the very best fit for Taliaferro Co. We have been in several personal conversations and exchanged emails concerning the quality of their services and believe their national reputation of success, administration familiarity with the product, and assurances to customize their program to fit our specific needs is what we need to find success in raising the standards of our math programs and find appropriate math instructional techniques. Over the next two years, Math teachers will immerse themselves in MDC training, with SREB consultants being here three days per month to work in 3-5, 6-8, and 9-12 sessions to ensure intensive training and support with feedback. By the fourth and fifth year, we will have a Math program that should have certain, proven routine instructional strategies in place, while continually improving through further networking, attending appropriate conferences, and maintaining contact with SREB trainers on an informal basis and that our system is prepared to fund this to ensure quality instruction in Math is continuous.

Our plan is to let the Math training begin and move through that implementation process for the first eight months of the Grant. We believe our size behooves us to make sure we get one important program up and moving before we begin another. While we would like to do all of these programs immediately, we also realize we need to take things at a pace our capacity allows, with the knowledge that if we can start sooner, we can. During this time we will also be doing Instructional Technology training with the teachers and staff and want to ensure everyone is not overwhelmed with too many trainings, people, programs, and also have to concentrate on the task at hand of teaching.

We have selected The Schlechty Center to be our external provider to work with our Instructional Coach and academic teachers to increase our ELA, Science, and Social Studies scores. Our Superintendent has spoken directly to the Executive Director to discuss services and specific needs for Taliaferro Co K-12 and they have indicated a great willingness to work with us in any way possible. They too see a wonderful opportunity to be involved in a K-12 single building school that can implement many new and exciting instructional strategies that can challenge the creative minds of a motivated faculty. Our discussions with Schlechty provided both parties with a knowledge that we have a definitive plan of success and they would very much like to play a role in using our

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school as an example of what can be done when a school uses poverty and size not as an excuse to fail, but a reason to succeed. As part of the Pre-Implementation Grant, we plan to hire an Instructional Coach immediately and provide up to ten days of personalized training from the time they are hired through September with Schlechty and provide that feedback to the teachers in PL sessions at the school. In the second and third year, 2017-18 and 2018-19, we will have a Schlechty consultant work ten months from September to June, three days a month in the school, K-5, 6-8, 9-12 to give our teachers support, intensive coaching, mentoring, and constructive feedback.

The administration, Instructional Coach and those involved will create a teacher plan in concert with TKES to provide individual goals comparative to school goals to ensure that through all of the trainings and Professional Learning time, we have certain goals and teaching strategies we are employing in the classroom to ensure measured and reasonable progress is being made toward our goals.

Taliaferro Co has used its other resources such as local and federal funding to have in place an excellent Parent Liaison Coordinator and a program in place that will be a tremendous asset to our school and community. As mentioned earlier, we have already begun to establish an open accessible relationship with parents and the community to make them knowledgeable, involved and active in their support for Taliaferro Co K-12. Programs have already been planned to make our PTO meetings one of professional learning about the school, what is expected of the students, how to be a part of their child's learning, and how to plan for the future of the child instead of being a social gathering. Just as our students need to be educated, so do our parents. Even in the brief time many of them have been out of school, education has changed at the speed of light and will continue to do so. The parents understanding of what we need to do, what we want to accomplish and the need for their involvement to ensure success in our grant in paramount in order for us to reach our goals. We also use our federal and local money to provide for an excellent tutoring program and an EIP teacher that work one on one and in small groups in the K-5 area to provide extra reading and math help to struggling students. As a system, we receive very little outside money, but with what we have want to ensure our students have every service they need to make progress.

Taliaferro Co is an approved Strategic Waiver School System (SWSS), which will allow us flexibility to implement many of the programs we plan for in our grant, now and in the future. Being a K-12 self-contained school, we will use this flexibility allowed by the waivers to adjust school and class times to better incorporate academic, remediation, acceleration and CTAE programs to accommodate student learning, flexible scheduling and adequate time for teaching and learning. We are excited about having the opportunity to create more of a blend between fifth and sixth grades, and eighth and ninth grades. Our school having grades K-12 allows us a unique opportunity to establish a program of placing students in some different classes that may be of great help to them. An example would be a fifth grader who may have been held back, but maybe because of age and other factors does need to experience some sixth grade classes to become motivated. We are also planning to shift classes after testing. An example would be after the third grade has finished testing, instead of just spending next few weeks passing the time till the end of school, we will go ahead and move them to fourth grade (next door), let them experience authentic fourth grade teaching, which should get them motivated for the next year, provide books to read for the summer and get them excited about being a fourth grade student. We will also use our Juniors and Seniors as readers, tutors and, assistants to assist the teachers and provide good role models for our K-5 students. Our school configuration allows us to do this, grades K-12, in a seamless, cooperative fashion that we believe will excite and motivate our students at the end of the school year instead of going through the motions. You will read

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later about our REAL Time at TCK12 program that we implement on alternating Fridays to offer even more teacher in-service, student academic and non-academic learning time for everyone at Taliaferro Co K-12. As mentioned frequently throughout this application, we are in a most unique situation as a K-12 school and plan to take full advantages what we can do, which are limitless.

Our Board is “on board” with making this Grant a success and has pledged total cooperation. The Superintendent, who has gone through this Grant process before, presented at a Board Work session to explain the work of preparing the application, the hiring process of requested positions, the work needed on the broadband infrastructure to ensure uninterrupted access to technology, proper vetting and hiring of any external providers, the time needed to fully implement the grant and the ultimate goal of making what we do the first four years, sustainable in the fifth year and permanent for the next many years to come by having the knowledge of needed local funding and what products and services Taliaferro will need to continue this program of school improvement and their ultimate investment in the future of the Taliaferro Co community. We discussed at length what barriers may exist or arise, but found none that we could not deal with in an appropriate manner. The Principal, having been through this Grant before in a similar school system, has seen what barriers or hindrances may arise and has prepared for them. In a small system with an agreeable Board, a motivated faculty and staff, and an involved community, 99% of the barriers have become assets to this Grant succeeding.

Having previous experience in a SI Grant, the Superintendent/Principal is well aware of the requirements of the Grant and the overriding need to have checks and balances within the system to ensure accountability of funds, equipment and personnel, and resources. While it is imperative that quality persons are hired to ensure the work is done in the school itself, our system and school are well aware that the oversight of the entire operation of this Grant is of utmost importance. This why we have asked for a part-time SIG person, one we have identified as having operated in a successful Grant program before, that has incredible knowledge of what is truly expected and required in the accountability of this Grant. This part-time person has agreed to work with Taliaferro Co for two years to train, coach and oversee the full time SIG Coordinator to ensure that person has a proper accounting procedure, creates a positive, working relationship with GADOE and is accessible to those employed by the school through the Grant and the external providers for correct information concerning the Grant. Being small as we are, a limitation is not having anyone with experience nor the work force already here to train a SIG Coordinator, so to overcome this barrier we have made this request for the part-time SIG person. In the system’s central office, we are fortunate to have a quality finance person who has operated in many grants before and is well aware of the needs of accounting in this area and we feel very comfortable in operating in this manner. Being small we will have a smooth, seamless operating system, adjacent offices in the school itself, where all things SIG are a part of the normal conversation of the school day. Everyone involved with SIG will be within easy communicating distance, for academic needs, personnel, use of resources, technology, and financial questions. The ultimate overseer, the Superintendent/Principal is also in an adjacent office, so that effective oversight is in the same building, managed by highly qualified people, who understand the need for meeting the exacting standards. We believe that what will set Taliaferro Co K-12 apart from any other school applying is we have been informed that while this Grant will be a Godsend to our school, there are exacting standards and rules that must be met on a timeline that must be adhered to in order to meet the requirements. We fully understand that we will have a job to do that can be tough on many days, but Taliaferro Co is up to the task to meet these exacting standards and relish the task at hand.

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As mentioned throughout the Grant application, in the past, positive, welcoming relationships between school and parents has been somewhat tepid due to a lack of someone that can connect with them, get them interested in their child's education and work to help the school become a better place for their children. Our new Parent Liaison has dealt with the problem directly and within two months gotten more families and parents involved than in the previous several years combined. We also have a part-time Counselor that we want to make into a full time position to serve as our Student Support/Counselor position. We believe our diversity between Pre-K and Twelfth grade ages and their variety of issues and problems, the students in those grades who are void of someone qualified to listen to their personal situations and having someone always here that can help students plan for their future, whether it is a job or college, makes it imperative to fully serve our students, inform teachers and assist families. We believe that having a Family Liaison person working alongside our school Counselor, the Inside person and Outside person, will ensure the development of a positive communication network between parents and school to bring about needed change in our school. Our Parent Liaison has the following programs scheduled for this year to create a viable, working, and active school-parent connection.

1. We will begin the selection process of interested parents who want to serve as a Parent Council member. They will work with the parent liaison in the school to help create a positive communication pathway between the school's teacher, staff and students. They will make sure that the parents of students in the school are informed about the education of the students and the vision and mission of the school. Together the parent liaison and council members will build relations and involve parents with the process of educating all students. The council will listen to parent concerns and how they can get involved to help achieve the goals of the school. The council will try to get all parents active in the school as a council member, volunteer, grade mom or grade dad or in another area that parents are more comfortable in working with in the school.
2. We want to establish a Grade Moms and/or Grade Dads program, which will allow parents to volunteer on occasion. Each grade level will have volunteers to come in and help teacher with the students in areas such as one to one teaching, reading to a group, helping with social events, or as a chaperone on a field trip.
3. One of the goals of the Parent Involvement program is to encourage parents to take a keen interest in their child's education and become a supporter of what is taking place in the classroom. We want the parents to take an interest in their child's classes; to do this, sessions will be held to help parents understand what is asked of their child in the Instructional setting and how to support their child's learning by focusing on some learning and teaching strategies to help and encourage the student to learn.
4. Parents will be given classes to expose them to what their student will be doing each nine weeks, along with a syllabus, which will be given to the parent to let them know what their child will be studying next during the next quarter. It is important that we work with the parents to let them know the strengths and weaknesses of their child and how they can work with the student to improve in both areas. We want the parents to see firsthand some of the great things that are going on in Taliaferro County Schools and encourage them to take more of an active part of the school and the great strides it is making.
5. We also want to involve people in the community to become mentors for our children and expose them to careers and opportunities that exist for them, locally, in Georgia, and in a global setting. We have many retired people living in the county who can be great resources for our students.

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As the parent Liaison is new to the job, but not to the school or community, she will have an advantage in asking and getting parents to become involved in a positive manner, keep up with the progress of their child(ren), and become a part of the active community of caring parents involved with the school. While it is almost overused, Taliaferro K-12 is the village that must raise many of these children and our parents and community as a whole need to be a part of this program. We believe that our Parent Liaison will have a tremendous impact on this part of our Grant.

We also want to address our poverty we have in Taliaferro Co K-12 and in the community. It is imperative that we educate our teachers on the adverse effects that poverty can have on the attitude and learning of a student. Most teachers come from homes that were encouraging, educated, and economically sound, enough so that they all went to college, which for almost all of our students, a dream that can only be made real by the hard work of our faculty and staff. We believe that the Poverty program from SREB, based on their experiences in schools across the nation and extensive research, including the work of Ruby Payne, inserted into our work at Taliaferro Co K-12 will provide positive results in helping our teachers better understand our students and the many outside factors that affect their lives and that our community perceives our school as making a qualitative effort to understand where many of them are and how we can work together, K-12 to ensure our work together to lead these students out of poverty and into prosperity. We complain about lack of work and jobs in Taliaferro Co, we believe in doing our part to solve this problem by creating an educated student and allowing them to exit this vicious cycle of poverty.

Of course the object of the Grant is to allow schools to do in year one, two, and early three what may take five to ten years under normal, consistent circumstances (which would require keeping the same Board, Superintendent, and Principal who support and agree with each other, which in today's society is highly unlikely). Then the mission of the Grant in year late three, four and five is to plan to sustain what you have created with this Grant. However, Taliaferro K-12 believes the sustainability part takes place even before the Pre-Implementation part because you have to create the plan with the next twenty years in mind; request personnel and equipment that you can use and where needed, fund long after the Grant has expired and retain the capacity to operate what you started. Taliaferro Co has set our vision to extend to 2031 and then went from there to 2016 to plan what we have the capacity to do in 2016 and our perceived capacity twenty years from now, and then incorporate that into our plan. This is why we ask for four part or extra time positions so in 2021 when the Grant expires, we can budget for and retain this staff who have grown into these jobs and the local Board has had several years to plan for these positions. We ask for two full-time positions, an Instructional Coach and Instructional Technology Coach) that we will keep to ensure our academic and technology work is continuous. We will also have a walk up system of technology where each year we purchase two sets of computers, one for fifth grade to last for four years, and one for ninth grade to last for four years. We also have a plan in place to assign each student their own computer as this allows us to track the use of it, the student becomes more responsible for his or her computer, and teachers learn the can assign a variety of work to different student computers to accommodate different assignments and even differentiate instruction. We believe very strongly that the true strength of this Grant is not during the Grant, but what a school and the supporting system can show after the Grant is over. Being a K-12 school, our mission is to ensure that the next five years are a great success in moving toward our goals of academic progress and technological excellence, but we believe the real measure of success is we plan to make the next decade and

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beyond even better; our Elementary students deserve the same opportunity that our Middle and High School students will receive from this Grant, and we will do that!

In order to effectively implement academic change at Taliaferro Co, we have been resolute in our discussions, research and selection of evidenced based strategies. Our research shows the definition of evidence-based strategies refers to any concept or strategy that is derived from or informed by objective evidence—most commonly, educational research or metrics of school, teacher, and student performance. Among the most common applications are *evidence-based decisions*, *evidence-based school improvement*, and *evidence-based instruction*. The related modifiers *data-based*, *research-based*, and *scientifically based* are also widely used when the evidence in question consists largely or entirely of data, academic research, or scientific findings. (Great Schools Partnership, the GLOSSARY OF EDUCATION REFORM)

Our Leadership Team investigated the writings of Rosenthal, Merrill, American Psychological Association, and Australian Society for Evidenced Based Teaching, et al and discerned the following tenets Taliaferro Co K-12 will choose to follow in our mission to consistently teach in classrooms using evidence-based strategies.

First, Taliaferro Co believes that to make evidence-based strategies work in our classes, we must implement all of these strategies with Authenticity, Fidelity, and Consistency, and we have chosen two external providers, SREB and the Schlechty Center, who will provide instruction, coaching, support, and clarification in our teaching, using evidence-based strategies.

Second, we will continually ask these five questions to ensure we have a focus on where we are and where we want to go in our teaching and learning.

- How do students think and learn?
- What truly motivates students as a whole and as an individual?
- Why are social context, interpersonal relationships and emotional well-being important to student learning?
- How can the classroom best be managed? and
- How is student progress assessed?

Third, we have decided on what are several items we will focus on over the implementation of the Grant so we can utilize our own motivation to succeed, make maximum use of the external providers, and continually review and refresh our instructional strategies with our Instructional Coach, Instructional Technology Specialist, and teachers to ensure we are always progressing.

We will strive to put into place in our school and classrooms the following practices and why:

Clear Lesson Goals - It is crucial that you are clear about what you want your students to learn during each lesson. The effect that such clarity has on student results is 32% greater² than the effect of holding high expectations for every student (and holding high expectations has a sizeable effect). If you cannot quickly and easily state what you want your students to know and be able to do at the end of a given lesson, the goal of your

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lesson will be unclear. Clear lesson goals help you (and your students) to focus every other aspect of your lesson on what matters most

Show & Tell - You should normally start your lessons with show and tell. Put simply, telling involves *sharing information or knowledge* with your students while showing involves *modelling how to do something*. Once you are clear about what you want your students to know and be able to do by the end of the lesson, you need to tell them what they need to know and show them how to do the tasks you want them to be able to do. You don't want to spend your entire lesson having the kids listening to you, so focus your show and tell on what matters most. To do this, have another look at your lesson goal.

Questioning to Check for Understanding - Research³ suggests that teachers typically spend a large amount of teaching time asking questions. However, few teachers use questions to check for understanding within a lesson. However, you should always check for understanding before moving onto the next part of their lesson. Techniques such as *randomized sampling*, *student answer-boards* and *tell-a-friend* help you to check for understanding before moving on from the show and tell part of your lesson while you can use other questioning techniques at different stages of your lesson.

Summarize New Learning in A Graphical Way - Graphic outlines include things such as mind maps, flow-charts and Venn diagrams. You can use **them to help students to summarize** what they have learned and to understand the interrelationships between the aspects of what you have taught them. Studies show that it doesn't seem to matter who makes the summary graphic, be it you or your students, provided the graphic is accurate. Discussing a graphical summary is a fantastic way to finish off your *show and tell*. You can then refer to it one more time at the end of your lesson.

Plenty of Practice - As saying says, *practice makes perfect*. Practice helps students to retain the knowledge and skills that they have learned while also allowing you another opportunity to check for understanding. If you want to harness the potent power of practice, you must ensure that your students are practicing the right things. Your students should be practicing what they learnt during your *show and tell*, which in turn should reflect your lesson goal. Practice is not about mindless busy work. Nor does it involve assigning independent tasks that have not been previously modelled and taught. Finally, research⁴ shows that students do better when their teacher has them practice the same things over a spaced-out period of time.

Provide Your Students with Feedback - Feedback is the breakfast of champions, and it is the breakfast served by extraordinary teachers around the world. Put simply, giving feedback involves letting your students know how they have performed on a particular task along with ways that they can improve. Unlike praise, which focuses on the student rather than the task, feedback provides your students with a tangible understanding of what they did well, of where they are at, and of how they can improve. In John Hattie's view⁵, any teachers who seriously want to boost their children's results should *start by giving them dollops and dollops of feedback*.

Be Flexible About How Long It Takes to Learn - The idea that given enough time, every student can learn is not as revolutionary as it sounds. It underpins the way we teach martial arts, swimming and dancing. It is also the central premise behind *mastery learning*⁶, a technique that has the same effect on student results as socio-economic

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status and other aspects of home life⁷. When you adopt *mastery learning*, you differentiate in a different way. You keep your learning goals the same, but vary the time you give each child to succeed. Within the constraints of a crowded curriculum, this may be easier said than done; however, we can all do it to some degree.

Get Students Working Together (in productive ways) - Group work is not new, and you can see it in every classroom. However, productive group work is rare. When working in groups, students tend to rely on the person who seems most willing and able to the task at hand. Psychologists call this phenomenon *social loafing*. To increase the productivity of your groups, you need to be selective about the tasks you assign to them and the individual role that each group member plays. You should only ask groups to do tasks that all group members can do successfully. You should also ensure each group member personally responsible for one step in the task.

Teach Strategies Not Just Content - Earlier, I highlighted the importance of *show and tell*. You can increase how well your students do in any subject by explicitly teaching them how to use relevant strategies. When teaching children to read you need to teach them how to attack unknown words, as well as strategies that will deepen their comprehension. When teaching them mathematics, you need to teach them problem-solving strategies. From assignments **and studying, to characterization**, there are strategies underpinning the effective execution of many tasks that you ask students to perform in school. And, just as with content, you need to tell students about these strategies, to show them how to use them and to give them guided practice before asking them to use them independently.

Nurture Meta-Cognition - Many teachers believe they are encouraging students to use meta-cognition when they are just asking students to use strategies – strategies such as *making connections* when reading or *self-verbalizing* when solving problems. Meta-cognition involves thinking about your options, your choices and your results – and it has an even larger effect on student results than teaching strategies. When using meta-cognition your students may think about what strategies they could use before choosing one, and they may think about how effective their choice was (after reflecting on their success or lack thereof) before continuing with or changing their chosen strategy., and of course,

Assessment - The three principles devoted to the process of student evaluation discuss methods for creating and implementing valid and fair assessments that contribute to student learning.

1) *Formative and summative assessment*

Formative and summative assessments are both important and useful, but they require different approaches and interpretations.

Formative assessments are typically used as a part of everyday practice and are given either prior to or during instruction. Such tools are designed to collect evidence regarding the progress of student learning in order to provide effective guidance. Summative assessments, on the other hand, result in an overall evaluation of student learning or program effectiveness and are typically utilized at the end of a unit or course thus having more limited impact on current instruction. Frequent use of formative assessment accompanied by immediate and specific instruction helps students achieve learning goals and assume a greater responsibility of their own learning process. The analysis of data collected through formative assessment allows the instructor to differentiate instruction and provide appropriate individualized support.

2) *Assessment development*

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Student skill, knowledge, and ability are best measured with assessment processes grounded in psychological science with well-defined standards for quality and fairness.

Formative and summative assessments need to be evaluated for both reliability and validity. Instructors can improve the reliability and validity of formative and summative assessments by aligning them to learning targets, utilizing item analysis, discussing the results with other educators, and monitoring outcomes for discrepancies across groups or subgroups of students.

3) *Assessment evaluation*

Making sense of assessment data depends on clear, appropriate and fair interpretation.

Effective teaching requires that instructors be able to accurately interpret test results and clearly communicate the results to students and parents. Students can use what they learn about testing and statistics to evaluate the various assessments given in class for reliability and validity. Discussions of descriptive statistics are more meaningful when students examine their own assessments.

While our ultimate goal is to exceed state averages in all state mandated testing categories, Taliaferro Co K-12 has established what we believe are reasonable, attainable goals to establish a pattern of success that gives clear reason for the path of our work and the effort we are requiring of our teachers and students to achieve these results. We firmly believe that we can make the academic goals we set in the categories we have mentioned previously and sustain those goals every year. We fully understand that a regular routine monitoring process is required by the SIG, but because of our K-12 configuration and convenient location of our proposed office area where the Coaches will be located, we will have the ability to meet, discuss, and evaluate how our implementation of all things SIG on a daily basis. We will expect our Coaches to have formal and informal discussions about instructional strategies, both academic and technological, they have taught to teachers and students, what their future plans are, and what intended results are to ensure teachers understand the purpose of what the Coaches duties and responsibilities are.

Our timeline for the Pre-Implementation Year is

August 2016 – Prepare and submit Grant application

If Approved:

November 2016 – Advertise for positions of Instructional Coach (IC), Instructional Technology (IT) Coach, and SIG Coordinator, in appropriate area newspapers and on Teach Georgia. Prepare office suite for new Coaches.

Prepare office for SIG Coordinator. Order appropriate technology, office furniture, and supplies for Coaches.

November/December 2016 – Interview applicants. Hire External Provider (SREB) for Math Design

Collaborative (MDC) program to begin February 2017 (Proposal is already in hand).

January 2017 – Continue interview (process if necessary). Hire for positions at January 16th Board meeting (or called meeting, if necessary). Work with PeachNet and Wilkes Telephone Co to increase bandwidth from 100 mgs to 200 mgs. (Began process in September 2016)

January/February 2017 - IT Coach attends and/or takes part in Microsoft certified training.

February 2017 – Begin teachers training in MDC. Order for teacher technology to be delivered immediately, order for student technology to be delivered in April.

February through April 2017 - Teacher technology training and certification

February through June 2017 – MDC training for and teachers.

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February/June 2017 – IC attends appropriate Schelchty training as discussed by LEA and Schlechty Center. Schedule SREB/MDC and Schlechty Whole School training for March and April In-service days.

June/July 2017 – Attend appropriate national conferences for SREB and Schlechty.

June 2017 – Meet with SREB and Schlechty representatives to schedule 2017-2018 individual, small group, and whole school training, as appropriate.

Taliaferro Co plans to make great effort to recruit quality teachers to our system and retain them. We will use, what we believe are good attractions of a small school, with small classes, an excellent support group of Academic and Technology Coaches, and the most modern resources available in a safe and welcoming environment. We will recruit heavily in the Athens/Clarke Co and Columbia Co/Richmond Co areas, which are an easy drive to Crawfordville, to attract young and energetic teachers to our school, but we also want to bring in veteran teachers who want a change to a school that desires to be on the cutting edge of educational innovation and change. The desire of our school is to transform itself into a unique, singular school that provides the best education possible for our students. We also want to have a major impact on and in our community. Taliaferro Co K-12 cannot rest on our aging population, along with a majority who did not attend this school to come to us. We will develop a working plan, built to invite parents and community members to the school to show them what we are doing with the Grant and the tremendous education we will provide to our “children of the community.” Because we realize many of our parents do not have adequate internet or computer availability, the school will create a working Parent Center, where we will invite parents who want to continue their education to use a specified computer area to access their child’s information (grades), work with our Parent Liaison, Counselor, Technology person, and teachers to learn about school and what is expected in a child’s education now and in the future, to be actively informed in what we are doing to improve education at Taliaferro Co K-12, and finally, what we believe will be a wonderful impact, to institute a parent school to help parents who may have dropped out of school get their High School diploma or assist them in any further education they may want in an after-hours situation if they have working hours. Over a few years of implementation of this Parent Center, we believe Taliaferro Co K-12 will be a major educator in our county. We also want to be a continuous part of our former student’s lives by keeping them welcome and involved with school and our resources, at least until they are 21. Too many of our students do not have the resources at home to further their studies and continue to learn, whether in school or not; we must become that place for our students. It is going to be our duty to remain a part of this child’s life and see them through to a successful life. Walking across the stage at graduation is a great milestone in their life, but we will not treat it as a separation of us and who will always be our child.

As we have mentioned, our Superintendent and Principal are the same person, who has been involved in the successful implementation of a School Improvement Grant at another school and was a recipient of the only Apple ConnectED Grant awarded in the state of Georgia. We can assure you that there will be instant communication shared between both positions because they are housed in one person who will ensure this Grant works to its fullest extent and is sustainable for many, many years. Already on board are our Director of Special Education and Federal Programs, who sees so many opportunities in which our special education students and teachers can prosper with new instructional strategies specifically addressing their needs and make use of technology to increase learning opportunities that are not only in the school, but outside of the school where their IEP can indicate use of individual technology that takes them to learning sites they do not currently have on a daily basis at Taliaferro Co K-12. As indicated earlier, we also make use of our Federal Funds to provide Tutors, an EIP teacher, and a part-time parent Liaison to assist our teachers and students further in getting a quality

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education and working with the parents to get them involved in the school and their child's education. Our system Finance Director is also fully committed to working with the Principal, SIG Coordinator, and Coaches to ensure proper financial oversight occurs, with appropriate time scheduled to work with the SIG Coordinator to discuss financial transactions, and that strict financial accountability measures are in place to maintain the integrity of the Grant. The Principal understands that the instruction and technology pieces are of paramount importance and their success are imperative to the Grant, but also understands the financial part of the Grant is very important and all monies must be expended as noted, purchased equipment, supplies, and services are fully accounted for and inventoried, and expenditures are transparent and documented. This is why, during the Grant writing process, the Principal has kept the Finance office fully abreast of the financial aspect of the Grant. The overall governing of the writing of the Grant, planning, discussion, and implementation of the Grant was done through the Principal and the School Leadership team. The Leadership team is represented by a K-2, 3-5, 6-7, and 9-12 teacher, our Media Specialist, a Special Education teacher, and our Parent Liaison, along with the Principal. This cross-section of the faculty, some are veterans, some are young, most have been at Taliaferro Co K-12 several years, and some are new to the school. This mix on the team allows us to have knowledge from the past and what has worked, add new knowledge about other programs from other schools, and then generate appropriate plans for our school, not only inside, but outside in working with the parents and community.

This Grant application is inclusive of Taliaferro Co K-12. It includes our obligation to provide quality educational services for every child currently in our school and system, it allows us to plan for those small children not yet in school, those who have left school who will be welcome back to continue high school or college work, and even those not yet born! It is a program of sustainability, which means being a Pre-K - 12 school, in five years an unborn child in Taliaferro Co will enjoy the benefits of this Grant, that is our mission and we will succeed to that end, and keep going.

We believe we have addressed all of the information and hope we have indicated our desire and need to receive this Grant. We believe we have in place strong leadership in the system and school administration that understands the intended purpose, dedication to consistent implementation, and the preparation now and during the Grant to ensure our vision of successful sustainability are accomplished. We know we are quite fortunate to be a Pre-K-12 school housed in one building which will allow us flexibility like no other school has in this state. By having one person being the Superintendent and Principal we have instant communication and understanding of what we want to do, need to do, and can do to make this Grant succeed at all levels. We have thoroughly analyzed our past data, have reviewed the several programs we have implemented in the past to address academic needs of the teachers and students and added personnel and programs as needed or available. Each and every day all of our instruction is geared to address the future of our students at Taliaferro Co K-12 and how are we preparing them for the next grade. The Principal is trained as a TKES Evaluator and visits each classroom at least three times a week to have a clear understanding of what teaching is taking place in the classroom. Taliaferro Co K-12 also uses the services of CSRA RESA to assist new and veteran teachers. Since July, we have been using them on a weekly basis to direct, support, and coach these teachers to ensure continuous intervention. However we believe strongly that this Grant will allow us to move into a more national setting of educational knowledge though use of the consulting agencies we will use. While it is important we understand our roots, it is important we see the world and expose ourselves to innovative education that this Grant will allow us to do.

The Principal, Leadership Team and faculty and staff fully understand that we are planting the seed of educational excellence in the Winter of 2017, and that we are that seed. We are determined that we will become a living Oak Tree of sustainability by 2021. With the External Providers, Coaches, technology, and leadership, use of those

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tremendous resources, and the mission to succeed, we use these to grow over the next five years and many years into the future. The actions of the Superintendent/Principal will be reviewed by the Board on a continuous basis through monthly reports to the board on the progress of the Grant. The Leadership Team will meet two or three times a month to review and address the External Providers and their work, are we on our timeline, and are we getting the results desired and if not, what are our next action steps to address this issue. Our school setting will allow us to align all of our resources to be as vertical as a school can get. Our teachers meet on a regular basis, both formally and informally, to discuss planning and instruction and what are needs of the younger students to meet the standards of the next grade in all academic subjects. Our new Instructional Coach (IC) must be a vibrant, knowledgeable person who can work through grades K-12 with various types of teachers and provide keen insight to assist these teachers to improve or maintain instruction in the classroom. The IC and the-the Instructional Technology Coach (IT), through our External Providers will work to continually encourage our teachers to be innovative, actively seek alternative ways to teach, effectively and frequent use technology, and provide timely and constructive feedback to motivate the teachers and students to move forward.

Although there are some very dedicated teachers who work hard each day, being small and rural leaves them as stand-alone teachers in their respective grade and subject area, having four sets of lesson plans to prepare each day. Therefore it is our desire, through the SIG Administrator, Instructional Coach, Technology Specialist, and external resources to provide training, coaching, and continuous support in the classroom which they do not normally have at Taliaferro County and next, to provide technology for teachers to enhance teaching and for the students, to expand the opportunity for learning by having technology every day so each students has the opportunity to compete for a job anywhere in the world. Through this technology, Taliaferro County wants to be able to make available higher education/postsecondary courses that are not readily available to students. It is a stark reminder that the nearest college or technical school campus is 55 miles away, thus making commuting impossible. Students have limited work-study options dues to the lack of businesses in the county, thus Taliaferro County School must work extremely hard to be the center of learning, hope, and bright future for the children and the county. This School Improvement Grant can be that vehicle that gets, not only the school moving forward, but also the system and the community.

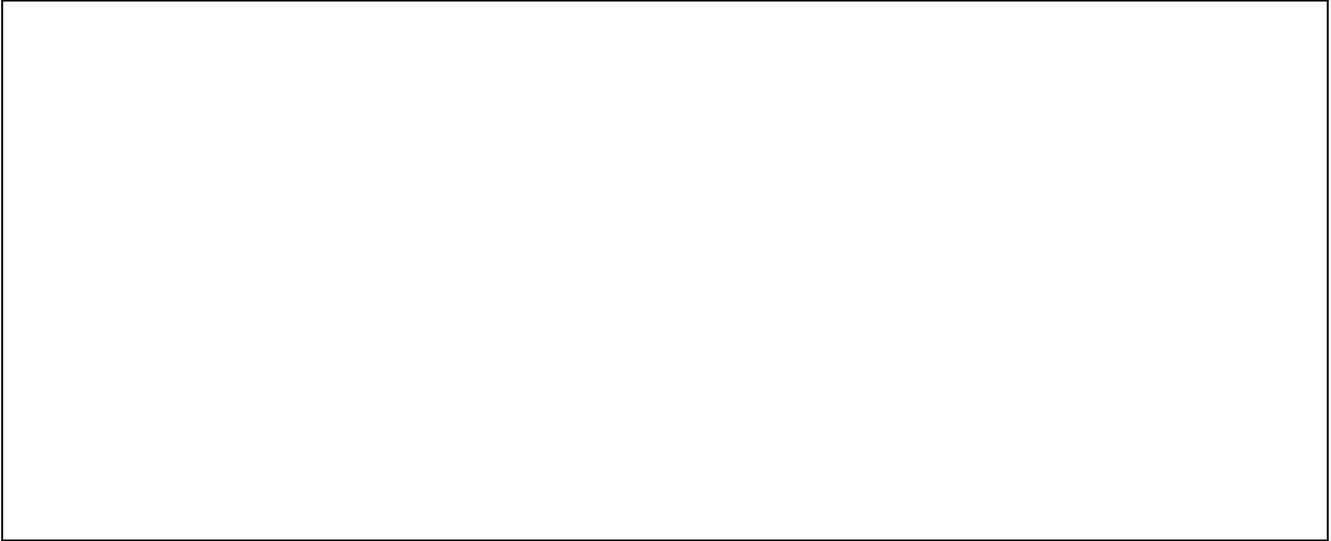
Taliaferro Co K-12 has always had good teacher and student attendance. We are also blessed with good students and have very few discipline problems. As of the writing of this Grant, we are seven weeks into school and have yet to have a discipline problem, except for two boys being told to pull up their pants, to which they said, “yes sir” to the Principal. As the Vertical Approach Grant criteria mandates for feeder School elements, we are a Priority, Title I, singular K-12 countywide school. All of our teachers, including our Pre-K personnel (as allowable) will be included in any educational training, receiving of resources or equipment, qualify for incentives and compensation, and other opportunities provided within this Grant. We believe that our success is measured on individual student achievement in a subject or grade setting, provided by a team of teachers who work together to accomplish overall, whole school positive results. We have put together Grant that will challenge Taliaferro Co K-12 to become a great school in the next five years, it will be up to us to provide an enduring plan of becoming a model school that is rural and impoverished, but stared those two obstacles down, and they blinked.

The School Improvement Grant is a wonderful opportunity for Taliaferro County to take the next step from good to great and provides a 21st Century education for the children of Taliaferro County School. This grant will, without doubt, inspire teachers, motivate our students, and create a parent and community awareness that makes them proud of our small school. Taliaferro County School could use a myriad of excuses or reasons as to why it should not succeed; generational poverty, being rural, small size, uncaring public, not having a high school for

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thirty years, or just plain apathy. However, the school chooses to not use these hindrances as a reason to fail, but as a reason to succeed and prove that the above conditions should be a cause to become a world class school, providing a world class education, and developing world class citizens. Several Presidents of the United States were born in poor or modest, rural communities; they did not use that as an excuse not to succeed. And while Taliaferro County K-12 may or may not have a future President in its' midst, it does have boys and girls with grit and determination to be great contributors to the local, national and world societies, make their mark, and accomplish great things in their lives. Since the county is so small, the school is the place to begin that journey, create a zest for learning, and make sure the students are guided in the right direction of academic knowledge, personal behavior and decorum, and see life's challenges as just that, a challenge that is there to be overcome, learn from and then to move on. For the children of Taliaferro County, this school will be a large part of their lives, so we must make it a grand and wonderful experience, one of education, friendships, and fun (yes, school needs to be fun!) so when they look back thirty years from now, they can tell anyone listening, "I received a great education in a small place on the map and I would not trade it for anything in the world!"

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

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

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

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

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LEA Proposing a Planning Year for One or More Schools

LEA PROJECTED BUDGET: (Enter LEA Name Here) Taliaferro Co

List Below the Priority Schools Identified	Year 1 Budget (Planning)	Year 2 Budget (Full implementation)	Year 3 Budget (Full implementation)	Year 4 Budget (Full implementation)	Year 5 Budget (Sustainability Activities)	Five- Year Total
Taliaferro Co K-12	\$672,523	\$828,500	\$812,600	\$731,650	\$702,468	\$3,747,741
Total Budget:	\$672,523	\$828,500	\$812,600	\$731,650	\$702,468	\$3,747,741

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

The LEA must assure that it will—

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

Georgia Specific Assurances are listed below:

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Georgia Program Specific Assurances
School Improvement Grant 1003(g)

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

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20. The SIG schools will provide increased learning time as defined by the SIG guidance. The increased learning time will include a minimum of 60 additional hours added to the school year for all students.
21. The SIG schools will provide mechanisms for family and community engagement.

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

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

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

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

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

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LEA Name:

School Name:

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

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.

A2. Using locally adopted competencies, measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students:

- (A) Screen all existing staff and rehire no more than 50 percent,
- (B) Select new staff; and
- (C) Implement the Teacher and Leader Effectiveness Systems (TKES/LKES).

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

A4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

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A5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA to obtain added flexibility in exchange for greater accountability.

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

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

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A8. Establish schedules and strategies that provide increased learning time for students (defined as 300 hours of additional time devoted to instruction for all students). Please describe how the school will provide at least 60 hours of instruction (through a longer day, week, or academic year) for all students and how the remaining 240 hours will be offered to all students through additional instructional activities, i.e., enrichment, acceleration, remediation, etc. The 240 hours of ILT required of a SIG school can be provided before school, after school, on Saturdays, and over the summer. These ILT opportunities for students are to be made available to all students, but are not required of all students. Teacher planning and collaboration as well as job embedded professional learning are also necessary but do not serve to satisfy the 300 hours of ILT for all students.

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

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

--

C. Align additional resources with the interventions.

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

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E. Sustain the reform after the funding period ends.

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LEA Name:

School Name:

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Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor SIG 1003(g) schools. Write the annual goals below.

Reading/English Language Arts

2016-2017 School Year:

2017-2018 School Year:

2018-2019 School Year:

2019-2020 School Year:

2020-2021 School Year:

Mathematics

2016-2017 School Year:

2017-2018 School Year:

2018-2019 School Year:

2019-2020 School Year:

2020-2021 School Year:

Cohort Graduation Rate (High Schools Only)

2016-2017 School Year:

2017-2018 School Year:

2018-2019 School Year:

2019-2020 School Year:

2020-2021 School Year:

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LEA Name:

School Name:

School Closure Model: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

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

A. Describe specific action steps that the LEA will take to identify the school for closure, close the school, transfer students to their receiving schools, and inform and engage all relevant stakeholders in the implementation of the closure model.

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

C. Align additional resources with the interventions.

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LEA Name:

School Name:

Restart Model: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

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

A. Provide a rationale for selection of this intervention model. Describe how the restart model will allow the school to implement the interventions consistent with the final requirements of the SIG guidance for the selected model to increase student academic outcomes.

B-1. Conduct a rigorous review process to recruit, screen, and select a charter school operator, a charter management organization (CMO), or an education management organization (EMO). List potential charter school operators, CMO and/or EMO and the qualifications of each.

B-2. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

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C. Align additional resources with the interventions.

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

E. Sustain the reform after the funding period ends.

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LEA Name:
School Name:
Annual Goals: The LEA must establish annual goals for student achievement on the State’s assessments in both Reading/English Language Arts and Mathematics to be used to monitor SIG 1003(g) schools. Write the annual goals below.
Reading/English Language Arts
2016-2017 School Year:
2017-2018 School Year:
2018-2019 School Year:
2019-2020 School Year:
2020-2021 School Year:
Mathematics
2016-2017 School Year:
2017-2018 School Year:
2018-2019 School Year:
2019-2020 School Year:
2020-2021 School Year:
Cohort Graduation Rate (High Schools Only)
2016-2017 School Year:
2017-2018 School Year:
2018-2019 School Year:
2019-2020 School Year:

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2020-2021 School Year:

LEA Name:

School Name:

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

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.

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

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.

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.

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

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

--

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.

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A8. Establish schedules and strategies that provide increased learning time for students (defined as 300 hours of additional time devoted to instruction for all students). Please describe how the school will provide at least 60 hours of instruction (through a longer day, week, or academic year) for all students and how the remaining 240 hours will be offered to all students through additional instructional activities, i.e., enrichment, acceleration, remediation, etc. The 240 hours of ILT required of a SIG school can be provided before school, after school, on Saturdays, and over the summer. These ILT opportunities for students are to be made available to all students, but are not required of all students. Teacher planning and collaboration as well as job embedded professional learning are also necessary but do not serve to satisfy the 300 hours of ILT for all students.

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

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.

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).

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

C. Align additional resources with the interventions.

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

E. Sustain the reform after the funding period ends.

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LEA Name:
School Name:
Annual Goals: The LEA must establish annual goals for student achievement on the State’s assessments in both Reading/English Language Arts and Mathematics to be used to monitor SIG 1003(g) schools. Write the annual goals below.
Reading/English Language Arts
2016-2017 School Year:
2017-2018 School Year:
2018-2019 School Year:
2019-2020 School Year:
2020-2021 School Year:
Mathematics
2016-2017 School Year:
2017-2018 School Year:
2018-2019 School Year:
2019-2020 School Year:
2020-2021 School Year:
Cohort Graduation Rate (High Schools Only)
2016-2017 School Year:
2017-2018 School Year:
2018-2019 School Year:
2019-2020 School Year:

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LEA Name: Taliaferro Co

School Name: Taliaferro Co K-12

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

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

The Taliaferro Co Board of Education replaced both the Superintendent and Principal for the 2016-17 school year. Because Taliaferro Co is a very small school with about 170 students in K – 12, housed in one building, it was decided to hire one person to serve in both roles and who has had extensive experience with school and system administration in similar situations in Georgia. This administrator also has experience in applying for, receiving, and implementing a successful School Improvement Grant in another system in Georgia. This allows the school to have leadership which understands and supports this effort with knowledge of the preparation and work involved in order to make this grant serve its' immediate purpose and have sustainability for many years to come.

The School Board is very cooperative and excited about the opportunity to participate in this grant application and has expressed unanimous support to implement and support whatever needs to be done to ensure needed local funding, acquiring needed human and capital resources, and work with the waivers as allowed by the systems participation in the SWSS Plan. The Board is unquestionably excited about participating in this grant application process.

By being the same person, the Superintendent/Principal has full operational flexibility to operate the school in a consistent, professional way, yet have the freedom to be flexible and innovative that will enable the school to implement the grant fully.

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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.

The Principal is fully trained in TKES and by being the only administrator to do this will have the opportunity to give teachers clear, concise feedback and support their efforts to carry out the vision of the grant. This will allow teachers and the administrator, along with the Curriculum and Instructional Coordinator requested in the grant to give daily support in providing high quality teaching. Part of our TKES plan for all teachers is to become a research – based faculty seeking new and innovative methods of teaching in order to inspire continuous learning among the students. Our TKES plan will encourage teachers to investigate and use evidenced based strategies aimed at improving teacher performance and enhance the learning environment in the classroom.

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.

Being a K-12 school with one class of each grade, we believe that every teacher should be recognized for positive student achievement, just as we accept responsibility when goals are not made. Therefore, when goals are made, particularly in the areas of K-4, 4-5, 6-8, and 9-12, and as an entire school, all certified and non-certified staff involved should be recognized and rewarded. In a small school, housed in one building, everyone is important, in either teaching or having taught a majority of the students and being a part of their educational life. It is imperative that in a tight school family such as ours, every teacher who has played a part in the child's upbringing and education, and has enjoyed the successes of the child, and having suffered in their difficult times be a part of the process of being identified and rewarded for the accomplishments of the students. In a school such as ours, it is also important that each teacher understands his or her responsibility to continue their formal and informal education in order to move to another degree, earn endorsements which will enhance their opportunity to specialize in areas of teaching, and take an active part in the professional development that this Grant will enable us to do, then use to the best of their abilities these talents to continually improve education at Taliaferro Co K-12. The entire faculty will also be informed

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that anyone not improving their education and teaching abilities, during the Grant period and after the Grant expires, will be asked to move on so someone with energy and enthusiasm to teach, learn, and motivate can be hired.

**Taliaferro County K - 12
Taliaferro County School System
Rewards and Incentives Program**

Higher Degree and Endorsement Incentives and Rewards

Reasoning: to encourage further education and retain teaching staff

Criteria	Position	Award Amount	Distribution of Award
Teacher obtains a higher degree from a SACS accredited College or University and receives certification from GAPSC or Parapro earns degree and certification	All K-12 Certified Teachers and Parapros.	\$4000	Award to be distributed after verification of documentation and signing of contract for another year.
Teacher obtains an Endorsement via approved programs, Colleges, RESA, or PL in a specific field (Gifted, ESOL, Special Ed, etc) that is applicable to use at Taliaferro Co K-12 and approved by the GADOE and GAPSC	All K 12 Certified Teachers	\$2500	Award to be distributed after verification of documentation and signing of contract for another year.

Graduation Rate and EOCT/Georgia Milestones

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Reasoning: To encourage teachers and leaders to motivate students to pass state mandated assessments and graduate high school.			
Column 1			
Criteria Graduation Rate Baseline: 80%	All Certified Staff at TCS	\$3000	Award to be distributed after verification of documentation of Graduation Rate by GaDOE.
Criteria: End of Grade Test 3 rd Grade English/Reading: 72-80% 3 rd Grade Math: 72-80% 5 th Grade English/Reading: 72-80% 5 th Grade Math: 72-80% 8 th Grade English: 72-80% 8 th Grade Math: 72-80%	K-3 teachers will receive award for 3 rd grade scores, 4 th & 5 th grade teachers will receive award for 5 th grade scores, 6 th – 8 th Grade teachers will receive award for 8 th grade scores, the Instructional Tech Specialist, and the Academic Coach will be eligible to receive rewards. The Special Education teacher who serves students as per the IEP, in a Core Content Course listed in	\$3000	Awards to be distributed after verification of documentation of Georgia Milestone scores 2017 by GaDOE. Rewards will be in SIG budget, throughout life of the Grant and sustained by the local Board upon expiration of the Grant.

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	<p>column #1 and Parapro who assists the teacher of record in achieving the goal will be eligible for the reward in said course.</p>		
<p>Criteria EOCT: Every year 9th Grade lit: 72-80% American Lit: 72-80% Coordinate Algebra: 72-80% Analytic Geometry: 72-80% Physical Science: 72-80% Biology: 72-80% US History: 72-80% Economics : 72-80%</p>	<p>Certified teacher of record, the Instructional Technology Specialist, and the Academic Coach will be eligible to receive rewards. The Special Education teacher, who serves students as per the IEP, in a Core Content</p>	<p>\$3000</p>	<p>Awards to be distributed after verification of documentation of Georgia Milestone scores 2017 by GaDOE. Rewards will be in SIG budget, throughout life of the Grant and sustained by the local Board upon</p>

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	Course listed in column #1 and who assists the teacher of record in achieving the goal, will be eligible for the reward in said course.		expiration of the Grant.
Achievement of Grad Rate Goal and/or at least 7 of the 14 Milestones Goals	Principal, Special Education Director	\$3000	

Taliaferro Co also sees everyone employed in our system as an important part of a child's education. This why we will ***locally*** fund \$1500 bonuses to our Custodians, Bus Drivers, Office Staff, and Lunch Room workers upon attaining the same goals set for the Principal. ***Being a small system, we believe these people are an integral part of the total educational environment of our school and they should be a part of the recognition of success, just as a teacher or a parapro should be. The bus drivers get our students to school and home safely, our lunchroom workers prepare good meals for our student's nourishment and our custodians keep the classrooms, and bathrooms clean for student teacher use. We feel the connection of these people with our school in doing their jobs correctly has a direct correlation to the success of our students and we want them to be a part of the reward system. We have already budgeted for this in our local budget and is not a part of the SIG budget request.***

Taliaferro Co strives to teach at a rigorous level so that every student can pass state mandated assessments and graduate. However, we want to set reasonable goals; because of our small numbers, each student may count 7 to 12 percentage points, so only having one student to not fulfill Graduation/EOCT/EOG requirements has tremendous impact on our scores. This is why we request a range on our scores.

Note: Incentive awards based on verification of documentation including graduation rate and state mandated assessment results. To be eligible for rewards, one must be returning to Taliaferro County Schools for the school year 2017-2018, have TKES scores of a 3 average, and approved to teach for the 2018-2019 school

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year, or have left TCS due to a promotion or retirement in good standing as approved by the Superintendent. This action is also for the '19-'20 and '20-'21 school years pending GADOE/SIG Office approval. The Instructional Coach, and Instructional Tech Specialist may be eligible for up to \$10,000 rewards aligned to each Georgia Milestone assessed courses, grade 3-12.

A list will be attached of those TCS staff eligible for rewards, the reward categories and the possible reward amounts.

To ensure communication and understanding by all, the following will be signed by all and filed for documentation.

Signature: _____ Date: _____
(Your signature indicates I have read and understand the R and I Plan.)

A4. Provide staff ongoing, high-quality, job-embedded professional development (e.g., Professional Learning Communities that focus on 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.

The Taliaferro Co K-12 leadership team and faculty has done much research and held lively discussions concerning how best to provide professional learning opportunities which are rich in teaching and learning strategies and address the needs of the faculty. Conversations have been held as to the appropriate way to provide authentic, proven, and valid delivery and training on instructional techniques to be used in the classroom allowing us to move toward whole school innovation using a reputable external provider. It is a major concern of the administration from past experiences and the faculty and staff that too much information with such a small staff may cause confusion and not allow us to clearly focus on our major goals of improving Math and ELA scores and using our flexibility for specific purposes to have an innovative school and achieve these ultimate goal. We have talked a great detail about what we need as listed below, what our priorities are and probably the most important aspect of this discussion is what is our capacity for PL and what can a small faculty truly absorb to make this time effective and meaningful. We have discussed, researched and spoken with representatives of Schlechty Group, Marzano's Organization, ICLE/ Daggett,

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SREB, Karen Bailey, Max Thompson, et al. We have discussed those groups who are involved in school change and those involved with direct classroom instructional change and not confuse the two. We want the external provider to cause classroom change, the school as a whole and the flexibilities we have will cause school change. With this said, we believe that the selection of an external provider who will train the faculty as a whole in developing a comprehensive instructional program with a consistent set of goals (our priorities) which can serve the vertical needs of a one school/one building K-12 school will be most effective. We believe this will cause deep collaboration, one set of consistent goals through the school, that each teacher understands what the grade teacher above and below him or her in a grade is doing and that the teacher next door is on the same page as they are. With DOE and RESA consultants, plus our own well-qualified Academic Coach in and out of the classrooms, we believe that adding anyone, much less two or three others will be too many people and cause more confusion than learning. We believe having a consistent message about instructional strategies, given by a quality provider, where over time, the Academic Coach eventually becomes that provider will be in the best interest of Taliaferro Co K-12. We want to rely on a singular message of the items we need improving and customized focused on who we are and what we need in 2016-17 and will still be appropriate in 2021. It is also imperative that our administration and faculty are able to speak of the value, consistency, and power of what we are doing in the school to the parents and community as one voice so they feel comfortable in our work and our vision about where we are and where we want to take our school. Anyone can use words like innovation, authenticity, or differentiation, but in our community we need to be able to explain these terms and the actions we are taking to make our mission not just a motto or a slogan, but something that is truly happening, a daily event, right before our and their eyes.

Already TCK12, is using or beginning to use these methods to address the needs of all students in the school particularly the needs of students by acquiring the professional training, learning, and development needed to ensure proficiency related to the academic content and student academic achievement:

- Positive Behavior Intervention Systems (PBIS)
- Response to Intervention (RTI)
- Increased Learning Time (ILT)

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- Formative Assessment Lessons (FAL)
- Data Teams
- SMART Goals
- Instructional Focus Time (IFT)
- Differentiated Instruction
- Positive Behavior Interventions and Supports (PBIS)

- **Georgia Standards of Excellence** - The GSE are transparent expectations for instructional delivery, student accountability, and assessment. In an effort to support teachers in this implementation, the instructional platform follows the principles of the standards based curriculum. In standards-based instruction, the standards guide instruction is focused on student learning. The standards further provide an overview of student and teacher expectations by establishing a platform for the content to be taught.

- **Differentiating Instruction** – We are using some forms of DI, but understand that we are not effective in our use throughout the school and need to address this immediately.

- **SMART Goals** – According to research, goal setting is the single most powerful motivational tool in a leader’s tool kit. (Blanchard, 2007 pg. 150). Schools with teachers who learn and students who achieve use clear, agreed-upon student achievement goals to focus and shape teacher learning and student achievement. (Learning by Doing 2006 Solution Tree Press) Consistently higher performing high schools set explicit academic goals that are aligned with and often exceed state standards. (Dolejs, 2006 p.1). TCK12 wants to implement greater use of SMART Goals and utilize their impact on student learning.

- **Collaborative Planning** – That we have only one teacher per class/subject in K -12 allows us to vertically plan in P-2, 3-5, 6-8 and 9-12 quite often in a formal and informal basis along with our ParaPros, Tutors and Special Education teachers involved with these grades. These teachers will participate

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in Collaborative planning two days per week. One session will involve reviewing student work and assessment data and from teacher and state tests to formulate lessons, and the second meeting will be to discuss instructional strategies that are helpful to prepare quality lessons to engage students and prepare them for daily success and get them ready next grade in the four major academic subjects. We want to make viable use of anticipatory content in every class, every grade, and every subject, every day.

- **Data Driven Decision Making** - Data driven research, which guides instructional decision-making, helps the teachers to understand the place of students along the “learning line,” thus their individual needs to support, remediate and accelerate learning. There is continual ongoing, formative assessment embedded in instruction. Research based best practices, inclusive of technology integration, inquiry, problem solving, and collaborative learning will be utilized. Teachers will further utilize strategies that incorporate higher-order thinking skills by use of activities that increase the depth of knowledge of the students.
- **Technology Assisted Instruction** - As we have mentioned before, we must teach for today, but plan for tomorrow, that being ten, twenty, and thirty years from now in teaching use of technology. Thus it is important that consistent, relevant, and pervasive use of technology is incorporated into our everyday fabric of teaching and learning at Taliaferro Co K-12. With a school leader who has actively supervised implementation of technology as a teaching and learning tool that is recognized state-wide, we believe that Taliaferro Co can do the same thing with even more success.
- **Co-Teaching** - Students with special needs are increasingly being served in the general education classroom. Co-teaching is one service delivery option designed to meet those needs. Most accommodations policies and evidence-based practices address assessments. High school regular and special educators collaborated in focus groups to articulate a model based on their practices and perceptions of best practice (Council for Learning Disabilities, 2010). We want our Co-Teaching to occur in such a manner, that if anyone was observing a classroom, they would not know the difference in the regular

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teacher or the co-teacher. We believe that if you have the title of teacher, that is what you should be in any classroom, in any subject.

- **Response to Intervention – RTI** -Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. We already incorporate into our daily schedule, which provides time to help a student who may be behind.
- **Project Based Learning – PBL** – Taliaferro Co K- 12 will be implementing during the 2017-18 school year a model class of PBL. We will work with Southern Regional Education Board, who is one of the national leaders in this area. In the 2018-19 school year we will move this class out into the school for incorporation as a whole school instructional strategy. The Principal is a certified PBL trainer and will work with the Instructional Coach to identify qualified teachers who will receive the training during the SREB Summer Conference in July '17 and implement as indicated above.
- **During and After School Tutoring** – Taliaferro Co K12 already has during school and after school tutoring in grades K – 5 and in implementation of the Grant will expand the tutoring services into grades 6 – 12 to work with any students who want or need tutoring. Tutoring differs from ILT as noted below in that tutoring may be a few individuals getting different help in different subjects with an adult present to help that may occur in an area other than a classroom.
- **Increased Learning Time (ILT)** - ILT is structured learning time in a classroom setting where specific needs of students are addressed in a particular subject. TCK12 increases the amount and quality of learning time by adding an additional 30 minutes each day for intense instruction at the end of the day for those students who need this extra time in order to progress.

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- **Small Group Work**– If awarded this Grant, Taliaferro Co K-12 will implement small group work for students that can be provided at any time of the day as allowed by waivers approved in our SWSS application. These may be for students who need to make up work or grades, or need the opportunity to earn a credit previously lost due to a failing grade or transfer from another system or state. This can be done through the technology we hope to acquire via the Grant and with a certified teacher present that can assist the students to make progress needed.
- **Thinking Maps** - Thinking Maps will be utilized throughout the instructional framework in order to promote student understanding of the Georgia Standards Excellence
- **Intervention Instruction** - Daily intervention activities will be provided for all students at TCK12. Placement is determined after the strengths and areas of improvement are analyzed for each student. Intervention activities will remediate and accelerate according to the needs of the students.
- **Professional Learning** – As mentioned in several areas, TCK12 will provide professional development that supports the implementation of the instructional framework and strategies (opening, work time, assessment, and closing). The language of the standards will be utilized throughout the instructional framework by the teachers and students in order to enhance student performance as evidenced on walkthroughs, informal and formal evaluations.

Taliaferro Co strongly believes it can be a small learning community, even as a whole school. In order to provide for collaborative and vertical planning, Taliaferro Co K-12, being a self-contained Pre-K – 12 school, already allows for a variety of planning times and types. All of our faculty meetings are designed to incorporate designated time for professional development among the entire staff. We also have collaborative planning time at least one day a week in the K-2, 3-5, 6-8 and 9-12 areas to encourage teachers to work and plan together using the resources of scheduled DOE visits and RESA personnel to accomplish certain definitive goals. With the Leadership Team on the forefront, we plan vertically for the entire

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schoolwe have developed consistent curriculum guides aligned with the standards to ensure our teaching and learning is structured, guided, and assessed to create knowledge among our teachers of what is expected in their instruction. We have developed our REAL Time, which will serve as half day professional Development Days every other Friday, In-Service Days and Faculty meetings during the Pre-Implementation time to address the above mentioned Instructional Strategies, incorporate this time into the daily schedule of our school and into the routine of the teachers and students. We are and will continue to train our teachers in the in-depth use of data analysis to determine what our students are and are not achieving, why, and what instructional strategies to implement in order to improve teaching and learning. From this data we develop SMART Goals to give us a direction that while challenging is appropriate and attainable. Through this Grant, we will be able to make incredible use of technology for every day teaching and learning and to enable so many of our teachers and students to break the boundaries a small school places on learning and now have unlimited access to universal knowledge. Taliaferro Co K-12 currently makes good use of tutors we have in place in the Elementary School and practices quality Co-teaching with our Special Education teachers in various classrooms. Through this Grant, access to external resources, (conferences and consultants) and Coaches we will have in place, we will have further training to move from good to great in our use of these valuable educators. We have an active RTI program in place in the Elementary, Middle and High School to address specific student needs and effective ways to work with the students. We already have in place the ILT and REAL Time as noted above and look forward to increasing out Learning time to the afternoons and Saturdays. The Principal is a Project Based Learning consultant through SREB and will lead the effort to incorporate the use of the Greenhouse as a CTAE program and in the academic classes, especially in the area of Science and Math. We have a wonderful opportunity to become a self-sustaining system that continues to use outside resources, while being a place that continually teaches itself to be better and grow, manages its' own needs, and uses all of these qualities to become a truly remarkable school.

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

Taliaferro Co K-12 wants to motivate teachers to teach to a higher level by providing them with training and development to appeal to their work ethic and dedication to motivating students to work to their highest ability. However, the reality of any educational situation is that to teach and motivate students, the faculty and staff must themselves be motivated to perform to the highest level. You can give all of the hoorah speeches, motivational messages, even sing kumbaya occasionally, but the root cause of an enthusiastic, high performing worker is monetary compensation in a safe, secure, pleasant and enjoyable work environment. To accomplish this Taliaferro Co K-12 will offer *monetary incentives* to all faculty and the staff who are directly involved, **as indicated in the graph below**, in academic achievement and growth of the individual student and the school as a whole. We believe that as a K-12 school, we are all responsible for every student here, and as we take responsibility for the times we do not achieve our goals, we should all share the satisfaction when we make our goals. With our new Principal, Taliaferro Co K-12 already has a new atmosphere of faculty and staff being appreciated for the job they do through face to face conversations, celebrations, and fun activities, which will create a positive environment that is conducive to quality people remaining on staff and being able to attract outstanding educators to our school. We are already working with our teachers to encourage them to either obtain a higher degree or to

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receive some type of specialized training such as a reading specialist endorsement, gifted endorsement, or attend off campus professional develop classes/courses to further their understanding of teaching strategies which they can apply in their classes and share with other teachers in the building. We hope that we can offer incentives for teachers to move upward in their careers as it is our belief that while outside knowledge and leadership is needed at opportune times, it is very important to grow your own within your school and system. It is our belief that as we start on the path of educational growth and expertise, that our entire faculty and staff will be motivated to continuously improve their teaching and leadership skills so that the people here are as qualified as any educator anywhere. Since we are a small school, we only have one of each grade in our building, so every class is a feeder class, therefore it is imperative that all of our teachers have the understanding of how important it is to work with the teacher and students in the grade above and below, plus as groups of P-3, K-5, 4 – 6, 6-8, 8-12 and 9 – 12, and even P – 12. As in very few schools in Georgia, we are self-reliant on ourselves and have established a camaraderie and working relationship unmatched in our state. What we are now establishing are clear concise goals and to use our flexibility and waivers to weave students throughout our school into grades and classes that best serve their needs and provide for them a significant opportunity to make-up, keep-up, and earn a grade or credit and even allow a student to move forward as our school creates. Already Taliaferro Co K-12 under its' new leadership has changed the school day schedule. In discussions with teachers, students, and parents, and a look at the time allowed for the school day, it was discovered that we were keeping our students in K-5, over two and one half hours too long and middle/high school students an hour and a half too long. We were able to change the starting time of the school to 30 minutes later and still meet state mandates, including maintaining our afternoon Instructional Learning Time in the afternoon.

In our recent Leadership Team meeting, the school leadership discussed other ways to be creative in our scheduling and allowing teachers time to have Professional Development and Professional Learning time during the school day without conflicting with instruction. We also wanted to find students time to remediate for larger blocks of time to catch up or make up work and for those students passing or exceeding in school work an opportunity to participate in other academic or CTAE classes, or have time to participate in other learning activities such as art, band, and other interesting classes we might offer. By having a SWSS waiver, we are allowed to waive some class time to address this need that encompasses the entire school in a

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positive way. This PD/PL/Remediation-Enrichment-Acceleration-Learning time (REAL Time at TCK12) every other Friday from 1:00 to 3:00 will allow us to offer so many new trainings, classes, and opportunities to teachers and students we have never been able to do before. With some flexible scheduling, we will only miss one class over a two-month period in our REAL Time program. We have addressed specific financial rewards and incentives in A3.

A6. Use data to identify and implement an instructional program that is research-based, aligned with Georgia Standards of Excellence (GSE), and vertically aligned from one grade to the next and one school to the next within the feeder pattern of schools in a cluster.

The system and school administration, the K-12 Leadership Team and the teachers have done an in-depth data analysis of state-mandated & local test scores and identified increasing student achievement in Math and English /Language Arts as our top priority in all grades. Our school arrangement of being a P-12 school in one building with one administrator and a complete buy-in of the faculty and staff will allow us to effectively implement a totally inclusive vertical approach in our efforts to increase student test scores and graduation rate in Math and English, plus incorporate these efforts, especially with our Literacy training, to improve Science and Social Studies scores as well. Our teachers in grades above and below have worked with one another before, but this Grant will provide us more explicit and effective training for the entire faculty on a continuous basis in a nationally renowned educational consulting group that provides training in instructional strategies that are proven over time. To immediately address our Math, Taliaferro Co K-12 has chosen to participate in the **Math Design Collaborative** with Southern Regional Education Board during the pre-implementation and following years. This SREB program has been proven nationwide to have had positive results

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and provide innumerable instructional strategies that are effective on a sustaining basis. Taliaferro Co P-12 has also chosen to work with SREB in the areas of developing an effective Projects Based Learning program to our school to be used especially in the Middle and High School to effectively incorporate academic and CTAE work. We also want to participate with SREB in developing a sustaining and nationally recognized program in teaching children of poverty who live in rural areas. While Ruby Payne has been a leader in teaching children of poverty, it is time we inserted her work into the classroom with the powerful trainers of SREB and teachers at Taliaferro K-12 who thirst for this knowledge of understanding a child who lives in poverty and what we can do to change their lives to break this vicious cycle. Our Superintendent wants Taliaferro Co to have the opportunity to be a leader and an advocate in the education of rural and impoverished students. The MDC training will take place school wide during pre-implementation/first year. To address our instruction strategies, the school has chosen the Schlechty Group to be our lead consultant in this area. The Schlechty Group has been a proven educational leader in this area and has a bona fide national reputation as a results oriented group, who customizes its' programs to meet local needs and has expressed a keen desire to become involved with our school and its' mission. Our Schlechty Center training will initially focus on *Designing Engaging Work, Coaching for Design Level II, and ENG: Engaging the Net Generation* the pre-implementation year with the Instructional Coach training and coaching, then continue into the second year with the entire faculty and staff to re-affirm the pre-implementation year training and move to *ENG2: Engaging the Next Generation, Creating a Strategy for Engaging Staff: A Learning Experience for District and School Leadership Teams, Walking to Learn, Strategic Change Agenda.*

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.

TCK12 will use SIG funds to hire an Instructional coach who will have direct effect upon classroom instruction and will collaborate with teachers to create relevant, rigorous, consistent formative and summative assessments for each student and grade that will allow the teacher to receive information on what the student has or has not mastered. Each assessment will spiral to cover standards from previous units to keep students focused on retaining important knowledge and

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learn how to connect previous and current learning. During each unit, the teachers and appropriate coaches will create formative assessments (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 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. Both 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 coaches will perform the following duties and responsibilities:

- Assist 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.

- Assist 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.

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

Sustainability

At the end of the grant period, the *Instructional Coach and Instructional Technology Coach positions* will be continued at TCK12 using available Federal, State and Local funds to ensure continuation of quality teaching and learning. All other positions, Data/Parent Liaison will be continued through local funding. The SIG Coordinator position will be terminated.

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Technology (computers, copiers, software, applications etc) will be renewed each year with the school purchasing two sets of computers, one set for the fifth grade and one set for the ninth grade, which will go with the student during those four years (5-8 and 9-12). After the student graduates, pending state and federal laws of surplus, the student will have the appropriate opportunity to purchase “their” computer to use after graduation

We will continue to budget for teachers and leaders to attend relevant state and national meetings, especially the SREB and Schlechty Center conferences, in order for them to have continuous access to new and innovative ideas and to build a state and national networking system to exchange ideas and information. It is also our goal to become frequent presenters at these conferences, We want to show that you do not have to be a school or system that big, rich, or affluent to have great teachers, teaching great kids who can succeed and compete in a global society.

We will also continue our Tutoring, REAL, and Increased Learning Time (during and after school) in various forms as the situation calls for. If we indeed accomplish our SMART Goals, it will be because of this time and just because we achieve our goals does not mean we quit doing what got us there. We will also continue to offer some rewards and/or bonuses, as we do not want continued success to go unrewarded. We have figured this will cost the system about \$300,000 per year and will plan appropriately in budgeting.

We will also continue our Professional Learning time for teachers in house during faculty meetings and In-Service Days to address local needs and be involved in Professional Development opportunities as offered by SREB, Schlechty Center, GADOE, and RESA in order for our teachers to continue their education and development.

We will also believe that this five-year experience will teach us to be self-motivated to not strictly rely on “others” to tell us what to do, but to be self-reliant and innovative in our own right as a leader in the educational renaissance in Taliaferro Co. As I have mentioned, we have Pre-K at our school, therefore it is our duty to ensure they have the same opportunity as the Middle/High School students who will feel the direct profound effects of this Grant during it’s time. There should be no difference in our work that we will have developed by 2018 which should be the same (or even better) work that we will be doing in 2028.

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A8. Establish schedules and strategies that provide increased learning time for students (defined as 300 hours of additional time devoted to instruction for all students). Please describe how the school will provide at least 60 hours of instruction (through a longer day, week, or academic year) for all students and how the remaining 240 hours will be offered to all students through additional instructional activities, i.e., enrichment, acceleration, remediation, etc. The 240 hours of ILT required of a SIG school can be provided before school, after school, on Saturdays, and over the summer. These ILT opportunities for students are to be made available to all students, but are not required of all students. Teacher planning and collaboration as well as job embedded professional learning are also necessary but do not serve to satisfy the 300 hours of ILT for all students.

Taliaferro Co K-12 currently has a school day that exceeds by 2 hours the state required minutes for K-3, by 1 ½ hours for 4-5 and 1 hour for 6-12. Within this daily schedule, we also include Increased Learning Time from 2:40 to 3:10 for the entire K-12 school to Remediate for grade improvement, Accelerate in current academic classes, or Explore into other interesting, elective classes as a reward or motivator. All students are assigned by the administration or teachers as to need. If we receive the Grant we will build into the school schedule time after school from 3:14 to 4:15 on Tuesdays, Wednesdays and Thursdays to have Increased Learning Time (ILT) for students who need to continue learning to make up grades, spend extra time improving reading or math skills, or for high school students who need time to earn school or on-line course credit in order to graduate. We will also have Saturday School time from 8:30 to 12:30 which will be a time for students to use as they do in the afternoons. We want to make sure that ILT or Saturday School is not perceived as “punishment” time, but as a time to make progress in their education, and enjoy other educational or learning activities rather than being a home doing very little. We want ILT and Saturday School to take on an atmosphere of an Academic Summer Camp where students feel motivated and encouraged to attend and to learn. We firmly believe that a student who feels pressed upon and unmotivated to be at school in the afternoon or on a Saturday will not learn as much as a student who wants to be here in a pleasant and exciting atmosphere. We believe that having classes of extra learning or remediation joined together with other classes that are perceived as reward classes (and are) will offer incentives to attend and work hard so they can attend other classes. These classes can be, but are not limited to art, drama, computer, cad design, scientific research, writing, and

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horticulture. Taliaferro Co is on a modified 180-day year long schedule with 3-week breaks in the fall and spring. We will use at least 8 days during these breaks, scheduled in the Saturday School format, to provide time for make-up work, bringing up grades and other work. We will use the spring break time to use for preparation for End of Grade and End of Course tests, especially for students identified who may struggle on the test. Within the Grant we will ask for salary funding for administrators, teachers, paraprofessionals and bus drivers for the ILT and Saturday School and for sustainability prepare for adding that to the budget at the end of the Grant.

We will also have as Increased Learning Time our REAL Time program (as described in A5) to promote learning and success every other Friday for 16 Fridays during the school year for two extra hours of teaching and instructional time.

By having:

Regular 30-minute period in the afternoons, Monday through Thursday for 36 weeks (4 days x 30 minutes x 36 weeks = 72 hours),

Increased Learning Time for 3 days a week, 1 hour a day for 30 weeks (3 x 1 x 30 = 90 hours),

Saturday School for 4 hours on 23 Saturdays (4 x 23 = 92 hours),

Learning Time during Break, 2 Breaks, Fall and Spring, 16 days total for 3 hours (16 x 3 = 48),

And Real Time Fridays, 16 days for 2 hours per day (16 x 2 = 32)

These times will allow 334 extra hours for learning for all of our students.

However, our vision, as mentioned previously, is for these times to provide many more learning activities for our students than remediation. Our students live in a very rural area where activities are limited. We hope that besides being learning time for students, this can be a time where we have fun activities for younger students, life skills classes for teenagers, preparation for adult life (college, work, military), and a focus on family life. We want these times, especially ILT and Saturday School, to be a time for family to be involved with their child's education and for the community to be able to participate in school activities by offering life skills training, job information, and as role models for many of our students, especially boys, who do not have that at home. Under this Grant and especially this type of Grant, it is imperative to make our parents and community more involved and view these times as wonderful opportunities to assimilate school, parents and community into a singular support system for our students. Our desire is to make us a community school that reflects our place as the center of the community and the place where

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success for students is our goal and the citizens of Taliaferro Co support this with a fervor and pride not found anywhere else in Georgia. (We will work on the USA in a couple of years)

A9. Establish and offer a full-day kindergarten program and establish or expand a high quality preschool program.

Taliaferro Co K-12 can also call itself a Pre-K – 12 school as it has a Pre – K program in place, in the building. The Principal is also the Pre- K Director and is therefore deeply involved in the day-to-day activities of the Pre- K program as well as the Kindergarten program. We feel very fortunate to have these programs in the building and believe this is a key component to our future success. To us, this is why this part of the Grant is so appealing to us as it allows us to do what we have been doing on a limited scale before due to funding issues, but now we can fully develop, with GADOE support, an innovative, vertical program, Pre-K through 12. A student will spend 14 years in this one building, they deserve they very best education we care provide, and more.

A10. 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.

Only here for two months, the new Superintendent/Principal has made every effort to become actively involved in the community. He has met as many parents as possible, greeting them at morning drop-off and afternoon pick-up, meeting them in the office when they come to school regardless if they are just there to pick a student up for a doctor/dental visit or just to check them out. The Superintendent/Principal has spoken to the PTA, where they were informed about the application for the Grant and are unanimously supportive. The Superintendent serves on the Taliaferro Co

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Board of Health and has attended the Fall quarterly meeting and at the most recent meeting informed them as to the intentions of the school to apply for this Grant. Those in attendance were wholeheartedly supportive of this endeavor. The Head of the County Health Agency is the President of the PTA. The Superintendent/Principal has met every officer of the Taliaferro Co Sheriff's Office and is an active part of ongoing communication with them to ensure a safe school. The Deputies provide morning and afternoon security for parents and students coming and leaving school, do occasional school walk-throughs, and frequently talk with one another to keep abreast of any news in the county. The Superintendent has spoken at the local Taliaferro Co Board of Commissioners meeting. He spoke of applying for the Grant and the importance of the school and community working together in order to have a great school of which everyone can and should be proud. He has met and established positive relations with all of the County Commissioners. Taliaferro Co has been asked to be a participant in the Georgia REACH Program. The Superintendent/Principal previously had been involved in this program as one of the first five systems to become involved in Georgia and sees this as a wonderful opportunity to become involved again to provide students scholarships to college. TCK12 is working actively with 4H to make them a viable part of the school and that as many students as possible participate in their activities. Taliaferro Co K-12 is actively seeking any other state agencies and partnerships A small barrier to continued involvement is reaching out to faith based organizations. There are several in the area, and many are very, very small. However, the Superintendent has reached out to the various Pastors and encouraged them to support the school and its' endeavors. All of those who have been spoken with are excited about this opportunity and supporting the school. **As a side note, Taliaferro Co K-12 recently hosted a county wide Health Fair in order to provide the local Health Department with a large enough space to have one, we worked with the local Red Cross for our Gym and Cafeteria to be available for evacuees from Hurricane Mathew if necessary, and have hosted our second blood drive for the year in order to support and work with our community!

A11. 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.

Taliaferro Co K-12 is extremely fortunate to be in one building, with one administrator, a willing Leadership Team to support change and innovation, a

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faculty and staff that has vision and wants to achieve that with a sustained work ethic, and a very supportive Board that understands what we want to do, what we need to do to get there and that this is a journey of a lifetime for these student's at TCK12. Everyone understands that flexibility is a major reason we will succeed in this project and that operating procedures will change as the need arises. We realize that the first decision made may be good, but there may be better ones as we progress in our journey. Everyone understands that our ultimate goal is continuous student learning, every day, leading to each student graduating with an education that makes him or her competitive in today's society. To achieve that outcome or product, the process can be ever changing as we always search for what is best for our school and students, while using common sense and relevant knowledge in researching for authentic, applicable programs that are right for our school, and community. We believe the narrative concerning the Extra or Increased Learning time, Saturday School, and REAL Time shows our ability to be flexible with the school day and school year to motivate teachers and students.

The Board and the Superintendent/Principal had a lengthy discussion about personnel. The Superintendent reminded them that this is not an opportunity to hire local people or friends, but to scour the state and southeastern United States for the most qualified educators to ensure effective and successful implementation, quality work during the program, in order to ensure sustainability of the Grant. For Taliaferro Co this is our opportunity to attract the best quality, forward thinking, hardworking educators who understand the needs of our system, plan accordingly, and take us down the road to those future successes. Our School Board and our community are 100% supportive of this effort and have given our system and school administrators carte blanche (of course with oversight and information) to do what we have to do to make this a success.

A12. 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).

Using previous knowledge, it is necessary that the school establish a plan for assistance, how it will be carried out, and what outcomes of that involvement are desired. As mentioned previously, our situation of being a one building, K-12 school with the Superintendent also being the Principal and having a tremendously positive working relationship with the Board (LEA) ensures this Grant the unlimited support of the local governing body. The Superintendent/Principal, also

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having worked with the SEA for several years, fully understands what is expected of the LEA in carrying out this Grant in the rules set forth by the SEA. The LEA is also aware of what is expected of the SEA and the services it is required and expected to carry out during and after this Grant. The involvement and participation of a third party or external provider must also be carefully guided in order to ensure a fully functioning relationship with flexibility to use its' vast resources, yet serving the common purpose of the Grant with the same focus as the LEA and SEA have. As mentioned previously, the technical assistance provided by the SEA and External Provider are an incredible resource for achieving the goals set in this Grant, however, a clear, concise path with a sharp focus on the goals must be the priority, while also understanding that Taliaferro Co K-12 wants to be on the cutting edge of a revolution in education. The ultimate goal of this Grant is to have the SEA become uninvolved with Taliaferro Co K-12 by achieving the results set forth in the Grant and becoming a successful self-sustaining community-oriented school. The LEA, SEA and External Provider must work together with a common vision and journey down a singular path that includes quality technical assistance in two ways: First, the LEA must endeavor to carry out the academic goals set by the school and ensure that the whole school (teachers, students, and community) is doing the right work to move toward success through its' chosen instructional strategies and providers, use of a common language of teaching and learning, and use its' flexibility to make changes as necessary to meet the stated goals, and second, the LEA must be acutely aware of the fiscal responsibilities in operating the Grant, to adhere to timelines stated in the Grant, and to maintain accurate and timely inventories of equipment and staff. It is also an expectation that the school fully utilizes the resources requested and allocated to ensure full implementation of the Grant.

To accomplish the first part and as stated earlier, an **Instructional Coach** will be hired to work in concert with the Principal, Leadership Team, Faculty and Staff to supervise implementation of instructional strategies in the classroom, investigate and research appropriate new strategies to implement, work actively with teachers in preparing lesson plans, effective use of teaching time, development and use of assessments, use of planning time, and planning for and use of the Increased Learning Time that will be made available to the students. This person will undergo extensive training with local, state and our selected external provider, The Schlechty Group, during the pre-implementation year, and bring this work to the P-12 teachers through individual, pairing, group, grade, and subject workshops. We want

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the IC to be an active part of the Schlechty training, using the training they had had in the winter/spring of 2017 which will begin in the Summer of 2017 through and after the life of the Grant. During the time of the Grant we will insert continuous training to allow our IC to be fully aware of new and improved instructional strategies we can implement at Taliaferro Co. It is the belief that the IC becomes the Instructional Leader of our school within a very short time.

Working with the Instructional Coach, and the Faculty and Staff, the **Instructional Technology Specialist** will develop high quality methods of instruction in which to effectively utilize the technology we request. With the previous experience of the Superintendent/Principal, it is found that training of the teachers and students in effective use of technology as a daily teaching and learning tool is imperative. The results of everyday academic use of technology can raise the level of academic rigor exponentially and create an unmatched enthusiasm for learning by students. It is also important that there are hard and fast rules for use, inventorying, and upkeep of the technology. It is understood that you cannot just issue the technology out and go from there. There are certain steps that a school, system, IT, and students must take so the technology is used appropriately, accounted for, and maintained so the use of the equipment is not interrupted or misused. We want to hire an experienced IT who already has extensive knowledge in the PC platform and Apple/Mac knowledge so our students are experienced in both platforms upon graduation. We have chosen to be a PC based platform school and will use expert trainers from Hewlett-Packard to provide several in-service days for our faculty and staff and to ensure they and our IT person are completely trained in the use of technology as a learning tool. We must understand that this technology is quickly becoming the chalk and chalkboard, and pen and paper of the past, we cannot teach in the past and expect our students to compete in the future. The training of the IT will copy the IC training as they will quickly become our in-house specialists in their respective jobs. We want these people to the very best in Georgia.

A qualified **SIG Coordinator** will be hired to supervise the program in regards to working with the SEA and other agencies involved. It is important that this person has an understanding of Federal and State (SEA) rules and regulations, can be on time with required paperwork, is accountable for the overall operation of the program and can work with people to accomplish these ends. The SIG Coordinator must be the go to person for all things SIG related. The SIG Coordinator will also serve as the **Indistar** process manager for Taliaferro CO K-12

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We want to ensure our students' paths towards graduation are tracked, student needs are met, students and parents are informed of student progress toward graduation and the plans of a student are very real and achievable for all of our students. This will be covered by the Counselor and Parent Liaison position we already have on staff.

For us to ensure that our technology lasts a long time, we will request a **Technology Inventory** person who will keep accurate inventory of the technology, assist teachers in downloading and uploading materials, clean computers, issue and catalog usernames and passwords as an overall security officer for our technology, and trouble shoot technology issues. This will be an extra hours position filled by a person with a Master's Degree in Instructional Technology that we have on staff for 220 days. *We fully understand that technology has two sides, the important teaching and learning side in the classroom, and the other side of care, upkeep, and inventory of the technology to ensure it is accounted, maintained, and will last.*

Finally, we request a **Data/Powerschool/Community Coordinator** to work with **Counselor** in the school to track our student's progress and provide relevant data to inform us of what is working inside and outside of school. We have on-board a part-time Parent Liaison that will fill this role and have an impact in building communications with our parents. We understand that many events occur outside the school that have dramatic effect on student attitudes and learning. We want to make our school-parent-community connection that we are desperate to have work, as our community school cannot just address school issues, but become involved in the community in order for this Grant to achieve its ultimate goal as a permanent model of school success. After all, this is a Grant that uses the term Community-Based, we plan to go there, with great success!

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

The activities of the Pre-Implementation period are:

- Meet with Leadership Team to set up the process and schedule of pre-implementation
- Set job descriptions (already complete) for Instructional Coach, Instructional Technology Coach, SIG Coordinator, advertise for these positions, interview, and hire. (Upon approval of Grant application and hiring completed in November/December) Preferably all positions can start immediately.

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- Ensure school building has Broadband width and power to operate all technology without interruption of service. (in progress)
- Receive information on programs of External Providers and submit to Leadership Team and Administration for review of best provider for Taliaferro Co K-12 needs. (August)
- Hire External Provider (Upon approval of Grant application and hired immediately)
- Schedule External Provider Professional Development sessions with Instructional Coach, faculty, and staff. (February through June)
- Order technology for teachers and classrooms for training purposes. (February)
- Schedule Professional Development for Faculty and Staff that will occur multiple times in use of technology. (January through May, IT and external provider)
- Schedule Professional Development for Faculty and Staff that will occur multiple times in use of Schlechty Instructional Strategies (February through May, Instructional Coach and external provider)
- Order and install technology equipment. (Equipment needs have been determined). Order and installation will be done near end of PD. All teachers must have superior skills in use of technology as determined by IT and external Provider

C. Align additional resources with the interventions.

Taliaferro Co K – 12 will seek other funding sources in order to feed the students who attend Saturday School and Break sessions.

TCK12 will implement a time for former student, parents, and community members to use a technology lab, during ILT, at Saturday School, and at Break time to further their education or learn along with their children. The Academic Coaches, Parent Liaison and School Tutors will serve as supervisors.

Policies, procedures and plans will be reviewed in order to ensure alignment with SIG goals and rules.

Please Read

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In addition to the Academic and Technology aspects of this grant, Taliaferro Co K-12 wants to add a program combining academics with CTAE. When TCK12 was built 14 years ago, a greenhouse was constructed on the property. While the greenhouse is in good condition, it has not been used in the past several years. We want to put this greenhouse back into use as a facility that can be used for teaching and learning by all for a variety of educational purposes. The greenhouse is located adjacent to the K-5 wing of the school, within easy walking distance of all the students to take part in the use of the facility. In a review of K-5 Science curriculum, the greenhouse will become a living laboratory to allow students to plant, watch them grow, ask questions, and see the finished product as they progress through Plants, Plants and Animal relationships, Habitats, Ecosystems, and Earth Science. In Middle School, the greenhouse becomes a Science and Math laboratory, as they continue to learn about Plants, Food, Ecosystems, the Environment, and how Math applies to design of fields, how much is produced and costs of production. In High School, the greenhouse becomes a much-needed Horticulture class that is inviting to all students, male and female. The Board is fully prepared to support this program in the future; however, the funding requested in this grant will allow the greenhouse to have an instant impact on the student population, especially in the K-12 areas of Science and Math. Taliaferro Co K-12 needs another CTAE program and elective, and a place for our young students to experience the Science of what is being taught in the classroom. We have reached out to the University of Georgia College of Agriculture and the Georgia 4-H to assist us with the development of a whole school interactive Horticulture program that will benefit our school and be self-sustaining.

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

As stated several times previously, Taliaferro Co K-12 has the full support of the LEA to modify, amend, or delete any rules, policies, or practices that will in any way, hinder the full implementation of the School Improvement Grant. Operating as a singular K-12 school in the system, we have the full support of our Board of Education who will provide all necessary support and flexibility in order to ensure this Grant is 100% effective and fully implements all aspects of what have been incorporated into the Grant. In applying for a Community Based Vertical Approach model, we have the actively sought and received the support of our parents and community in this Grant application. We have worked very hard during the

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application process, as described elsewhere in this application, to bring together these two important groups in order to ensure this Grant is implemented in its true form of school, parent, and community cooperation.

E. Sustain the reform after the funding period ends.

We believe that throughout this application, you have read where Taliaferro Co P-12 is fully committed to not only making this Grant work during its' five-year life, but is truly dedicated to permanent sustainability. After the Grant, we plan to retain the full time Instructional Coach and Instructional Technology Specialist positions, and the other part time positions into fully functioning positions in Taliaferro Co P-12 to maintain the integrity, vision and authenticity of what we will have worked on for so many years. It is our mission to fully utilize this Grant training to make our teachers great at what they do, have retained these teachers, thus have a professional staff that is self-sustaining.

We will also plan during the Grant to continually up-date technology and the appropriate resources to ensure the equipment we have is well-kept and operational, we have new equipment where or when needed and we have at least a ten-year plan that is updated every year, inclusive of personnel and equipment, both financially and quality of people hired. The Superintendent/Principal fully understands that this Grant is only as good as the sixth, seventh, eighth year and forward if it is to ever be called a success, and it can only be called a success when our Pre-K students graduate in 2030 under the same or better circumstances than our ninth grade in 2020. We believe we have and we will continue to plan for permanent sustainability, and make progress, every day.

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LEA Name: Taliaferro Co
School Name: Taliaferro Co K - 12
Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor SIG 1003(g) schools. Replicate this page and set goals for each school in the feeder pattern. Write the annual goals below.
9th Reading/English Language Arts- Base Line Data Score – 52%
2016-2017 School Year: 5 percentage point increase
2017-2018 School Year: 5 percentage point increase
2018-2019 School Year: 5 percentage point increase
2019-2020 School Year: 5 percentage point increase
2020-2021 School Year: 5 percentage point increase
Algebra - Base Line Data Score – 53%
2016-2017 School Year: 5 percentage point increase
2017-2018 School Year: 5 percentage point increase
2018-2019 School Year: 5 percentage point increase
2019-2020 School Year: 5 percentage point increase
2020-2021 School Year: 5 percentage point increase
Cohort Graduation Rate (High Schools Only) Base Line Data Score – 70%
2016-2017 School Year: 3 percentage point increase
2017-2018 School Year: 3 percentage point increase
2018-2019 School Year: 3 percentage point increase

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2019-2020 School Year: 3 percentage point increase
2020-2021 School Year: 3 percentage point increase

LEA Name: Taliaferro Co
School Name: Taliaferro Co K - 12
Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor SIG 1003(g) schools. Replicate this page and set goals for each school in the feeder pattern. Write the annual goals below.
American Lit Reading/English Language Arts Base Line Data Score – 64%
2016-2017 School Year: 5 percentage point increase
2017-2018 School Year: 5 percentage point increase
2018-2019 School Year: 5 percentage point increase
2019-2020 School Year: 3 percentage point increase
2020-2021 School Year: 3 percentage point increase
Geometry – Base Line Data – 55%
2016-2017 School Year: 5 percentage point increase
2017-2018 School Year: 5 percentage point increase
2018-2019 School Year: 5 percentage point increase
2019-2020 School Year: 5 percentage point increase
2020-2021 School Year: 3 percentage point increase

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LEA Name: Taliaferro Co
School Name: Taliaferro Co K - 12
Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor SIG 1003(g) schools. Replicate this page and set goals for each school in the feeder pattern. Write the annual goals below.
8th Grade Reading/English Language Arts – Base Line Data Score – 62%
2016-2017 School Year: 5 percentage point increase
2017-2018 School Year: 5 percentage point increase
2018-2019 School Year: 5 percentage point increase
2019-2020 School Year: 3 percentage point increase
2020-2021 School Year: 3 percentage point increase
8th Grade Mathematics – Base Line Data Score -58%
2016-2017 School Year: 5 percentage point increase
2017-2018 School Year: 5 percentage point increase
2018-2019 School Year: 5 percentage point increase
2019-2020 School Year: 3 percentage point increase
2020-2021 School Year: 3 percentage point increase

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LEA Name: Taliaferro Co
School Name: Taliaferro Co K - 12
Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor SIG 1003(g) schools. Replicate this page and set goals for each school in the feeder pattern. Write the annual goals below.
5th Reading/English Language Arts – Base Line Data – 62%
2016-2017 School Year: 5 percentage point increase
2017-2018 School Year: 5 percentage point increase
2018-2019 School Year: 5 percentage point increase
2019-2020 School Year: 3 percentage point increase
2020-2021 School Year: 3 percentage point increase
5th Mathematics – Base Line Data – 57%
2016-2017 School Year: 5 percentage point increase
2017-2018 School Year: 5 percentage point increase
2018-2019 School Year: 5 percentage point increase
2019-2020 School Year: 3 percentage point increase
2020-2021 School Year: 3 percentage point increase

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LEA Name: Taliaferro Co
School Name: Taliaferro Co K - 12
Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor SIG 1003(g) schools. Replicate this page and set goals for each school in the feeder pattern. Write the annual goals below.
3rd Reading/English Language Arts – Base Line Data – 58%
2016-2017 School Year: 5 percentage point increase
2017-2018 School Year: 5 percentage point increase
2018-2019 School Year: 5 percentage point increase
2019-2020 School Year: 3 percentage point increase
2020-2021 School Year: 3 percentage point increase
3rd Mathematics – Base Line Data – 53%
2016-2017 School Year: 5 percentage point increase
2017-2018 School Year: 5 percentage point increase
2018-2019 School Year: 5 percentage point increase
2019-2020 School Year: 3 percentage point increase
2020-2021 School Year: 3 percentage point increase

** Our Kindergarten, First and second grades use Dibbels to monitor and measure student growth in Reading/Language Arts and Math. We will set a SMART Goal of 5-percentage point increase in these two areas for each subsequent year of the Grant and further.

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LEA Name:

School Name:

Evidence-Based Whole School Reform Model: An evidence-based whole school reform model is one in which an LEA partners with a provider. An LEA seeking to use SIG funds to implement an evidence-based whole-school reform model in a school must choose from among the models reviewed and identified by the U.S. Department of Education as meeting applicable requirements.

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

A1. Provide a rationale for selection of this intervention model. Describe how the evidencebased whole school reform model will allow the school to implement an intervention model consistent with the final requirements of the SIG guidance, increasing student academic achievement or attainment outcomes.

A2. Describe how the model is supported by evidence of effectiveness and include the following components: school leadership, teaching and learning in at least one full academic content area (including professional learning for educators), student non-academic support, and family and community engagement.

A3. The LEA must define the appropriateness of the model by considering the extent to which the evidence supporting the model includes a sample population or setting similar to the population or setting of the school to be served.

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

--

C. Align additional resources with the interventions.

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D. Modify LEA practices or policies, if necessary, to enable the school to implement the partnership with the model developer (intervention) fully and effectively.

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E. Sustain the reform after the funding period ends.

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LEA Name:
School Name:
Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor SIG 1003(g) schools. Write the annual goals below.
Reading/English Language Arts
2016-2017 School Year:
2017-2018 School Year:
2018-2019 School Year:
2019-2020 School Year:
2020-2021 School Year:
Mathematics
2016-2017 School Year:
2017-2018 School Year:
2018-2019 School Year:
2019-2020 School Year:
2020-2021 School Year:
Cohort Graduation Rate (High Schools Only)
2016-2017 School Year:
2017-2018 School Year:

2018-2019 School Year:
2019-2020 School Year:
2020-2021 School Year:

LEA Name: _____

School Name: _____

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

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.

A2. Establish and offer a full-day kindergarten program and establish or expand a high-quality preschool program.

A3. Implement the Teacher and Leader Effectiveness Systems (TKES/LKES) as a method to improve teacher and leader effectiveness in the school building.
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A4. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

A5. 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.

A6. 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 an early learning school.

A7. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with Georgia Standards of Excellence (GSE).

A8. 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.

A9. Establish schedules and strategies that provide increased learning time for students (defined as 300 hours of additional time devoted to instruction for all students). Please describe how the school will provide at least 60 hours of instruction (through a longer day, week, or academic year) for all students and how the remaining 240 hours will be offered to all students through additional instructional activities, i.e., enrichment, acceleration, remediation, etc. The 240 hours of ILT required of a SIG school can be provided before school, after school, on Saturdays, and over the summer. These ILT opportunities for students are to be made available to all students, but are not required of all students. Teacher planning and collaboration as well as job embedded professional learning are also necessary but do not serve to satisfy the 300 hours of ILT for all students.

A10. 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.

A11. 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.

A12. 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).

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

C. Align additional resources with the interventions.

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

E. Sustain the reform after the funding period ends.

LEA Name:

School Name:

Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor SIG 1003(g) schools. Write the annual goals below.

Reading/English Language Arts

2016-2017 School Year:

2017-2018 School Year:

2018-2019 School Year:

2019-2020 School Year:

2020-2021 School Year:

Mathematics
2016-2017 School Year:
2017-2018 School Year:
2018-2019 School Year:
2019-2020 School Year:
2020-2021 School Year:
Cohort Graduation Rate (High Schools Only)
2016-2017 School Year:
2017-2018 School Year:
2018-2019 School Year:
2019-2020 School Year:
2020-2021 School Year:

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

LEA Name: Taliaferro County

School Name: Taliaferro County K-12

Intervention Model: **State-Determined Model: Community-Based Vertical Approach Model.**

Budget Template Instructions: Please provide a comprehensive five-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please refer to the FY14 SIG Guidance –

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(<http://www2.ed.gov/programs/sif/sigguidance032015.doc>) regarding allowable expenditures.

Function Code	Object Class	Item Description and Rationale	Costs	
2210 for coaches 1000 for teachers 2700 for bus drivers	100 Personal Services (Salaries) <i>[Half Salaries for Inst Coach, Inst Tech Coach, Sig Coord, and D/PS/SC positions during Pre-Imp year. Cut time for Indistar position. Cut Math Coach and fold Student Success Coach into full-time Counselor position(locally paid)]</i>	191-Instructional Coach – Full Time	\$ 32,500	
		161 - Instructional Tech Coach-teaching – Full Time	\$ 32,500	
		161 - Instructional Tech Coach-inventory- 2 hrs per day – 220 to 110 days –\$50 per hour- cert position	\$ 11,000	
		191 - SIG Coordinator – Full Time	\$ 32,500	
		Data/PowerSchool/Community Coordinator – ½ day position – 210 to 105 days – non-cert position	\$ 10,500	
		180 - Bus Driver Pay for After School Learning time. 30 weeks-3 days-120 to 90 days x 5 busses @ \$30 per driver (5)	\$ 6,750	
		116 - Afternoon ILT teachers – 30 weeks (3 days per week) = 90 days. 4 teachers (1 per K-2, 3-5, 6-8, & 9-12) 360 1 hour days, \$100 per hour	\$ 18,000	
		116 - Teacher Incentives - 9 @ \$4000 for higher degree, 8 @ \$2500 for endorsement	\$ 22,000	
		191 – Signing bonuses for Coaches/ Coordinators	\$ 15,000	
				Object Total
				\$180,750
2210	200 Employee Benefits (Break out benefit codes)	Instructional Coach	\$ 15,000	
		Instructional Technology	\$ 15,000	
		SIG Coordinator	\$ 15,000	
		Included in benefits are objects 210 figured at max ins rate, 220 at 7.65%, & 230 at 14.27% at listed salary		
				Object Total

					\$45,000
2210	300	Purchased Professional & Technical Services	SREB-Math Design Collaborative- 8 days @ \$1650	\$ 13,200	Object Total
			SREB – Teaching Children of Poverty – 8 days @ \$1650	\$ 13,200	
			2017 SREB July National Conference for 6 attendees @ \$1500 per	\$ 9,000	
			2017 Schlechty February Conference – <i>ENGII</i> – 3 people @ 1200 per	\$ 3,600	
			2017 Schlechty July Conference – TIME – 5 people @ \$1200 per	\$ 6,000	
			Slechty Training for Instructional Coach summer of 1st yr – 6 days @\$2000	\$ 12,000	
			Microsoft training for Inst Tech Coach to attend Conferences. Winter/Spring/Summer 2017 10 days @ \$1500 per day	\$ 15,000	
			Contracted services for Content Area Specialists for core academic areas teachers	\$ 10,500	
			ILC Conference for Leaders	\$ 1,500	
1000	400	Repairs/Maintenance	432-Labor to upgrade Broadband	\$ 14,000	Object Total
1000	600	Supplies/Equipment	615 - Bretford Link L cart 32 -8 @ \$3500	\$ 28,000	
			616 - Microsoft Surface Pro 4 computers – 200 @ \$999	\$199,800	
			616 - Epsom Brightlink Interactive projectors 20 @ \$2200	\$ 44,000	
			612 - Applications and Licenses – 800 (4 academic per student) @ \$8	\$ 6,400	

	616 - BNDL iMac 21.5" 4K/3.1QC/8GB/1TB APP with AppleCare Protection Plan - 20 @ \$1,518.00 for Apple Lab order # BLRW2LL/A	\$ 30,360	
	616 - iMac 27" 5K/3.3QC/8GB/2TB FD/M395 w/Apple Magic Keyboard & Apple Magic Mouse 2 - 4 @ 2,099.00 for Apple Lab order # MK482LL/A	\$ 8,396	
	616 - Microsoft NuVision TM800W560L Tablets for K & 1 st - 30 @ \$99.00	\$ 2,970	
	615 - Luxor LLTM30 –B-30 Charging Cart – 1 @ 500.00	\$ 500	
	616 - HP Envy 12 Mb 1 TB Intel i5 - 3 @ \$900 – for Coaches	\$ 2,700	
	616 - Canon LBP7110CW Printer – 3@ \$215- for Coaches	\$ 645	
	616 - 24 Canon 131 ink cartridges 6 at 4 colors @ \$68	\$ 1,632	
	615 - Uline metal desk model H- 5685, 3 @ \$580 per	\$ 1,740	
	615 - Uline office chair model H- 4521 3 @ \$170 per	\$ 630	
	616-Upgrade current Broad Band network service to 200 mg (supplies)	\$ 14,000	
	610-Greenhouse maint/equip	\$ 7,000	
			Object Total
			\$ 348,773

				Object Total
				\$ -
	900	Other Uses		
				Object Total
				\$ -
			School Total	\$672,523

***Taliaferro Co School, a single building K-12 school, for whom this Grant application is, has a broadband network that is currently adequate to serve its needs now. We have a server that is rated as being able to run more than 400MB, so we do not need a server upgrade at this time. However, upon the approval of this Grant, we have planned to add several more remote access points (along with the necessary cabling, etc) to ensure more than sufficient coverage. We will also increase Broadband width working with our local cable/fiber optic provider, Wilkes Electric, to increase our download bandwidth to 200MB the first year, expanding to 250 by the third year to ensure complete and continuous coverage for the school, including the gym and greenhouse area. We have worked diligently with Systems Solutions, who is our current technology maintenance provider and Wilkes Electric to understand our current and future needs, plan for those needs over the duration of the Grant and to sustain this relationship after the Grant has ended.

Taliaferro Co K - 12 already has a Computer/Technology Technician on-site through Systems Solution who trouble shoots, repairs and maintains our technology. We plan to either retain him through Systems Solutions, as an independent contractor, or hire him outright as an employee of the school to maintain all of our technology equipment for the duration of the Grant and beyond that time. In addition, our Media Specialist has a master's degree in Instructional Technology and she will inspect and maintain the inventory, check for issues involving software, hardware and applications, and work with the Technician to ensure all of our technology is well kept, properly functioning, and ready for use every day. They already have offices that are side by side in the Media Center, which creates a convenient, efficient work relationship between them and the school faculty & staff. We also have an excellent working relationship with the CSRA RESA technology Department to assist us when needed for technological assistance.

We need to order 3 desks and chairs for the 3 positions we plan to hire through the Grant. Taliaferro currently has no extra desks or chairs for these hires and needs to supply them with appropriate office furniture. While we did ask for new printers and ink we will locally pay for any file cabinets and other common supplies needed, including paper these positions require.

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

LEA Name: Taliaferro Co

School Name: Taliaferro Co K-12

Intervention Model: **State-Determined Model: Community-Based Vertical Approach Model.**

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

Function Code	Object Class	Item Description and Rationale	Costs
2700 for Bus Drivers 1000 for Teachers 2210 for Coaches	100 Personal Services (Salaries) (Salaries are formulated from T6 – 21 yrs, inclusive of 40 extra days. Bonus to sign and stay are included in this object code)	191-Instructional Coach – Full Time 230 days	\$ 83,000
		161 - Instructional Tech Coach-teaching – Full Time – 230 days	\$ 83,000
		161 - Instructional Tech Coach-inventory- 2 hrs per day - 220 days –\$50 per hour- cert position	\$ 22,000
		191 - SIG Coordinator – Full Time – 230 days	\$ 83,000

			180 - Bus Driver Pay for After School Learning time. 30 weeks-3 days-120 to 90 days x 5 busses @ \$30 per driver (5)	\$ 13,500	
			116 - Afternoon ILT teachers – 30 weeks (3 days per week) = 90 days. 4 teachers (1 per K-2, 3-5, 6-8, & 9-12) 360 1 hour days, \$100 per hour	\$ 36,000	
			116 - Teacher Incentives - 8 @ \$4000 for higher degree, 8 @ \$2375 for endorsement	\$ 51,000	
			116 - Teacher rewards and bonuses – 45 @ \$3000 for exceeding goals and retention	\$ 125,000	
			191 - Bonuses for Coaches/Coordinators	\$ 15,000	
			Data/PowerSchool/Community Coordinator – ½ day position – 210 days – non-cert position (already employed)	\$ 21,000	
					\$532,500
2210	200	Employee Benefits (Break out benefit codes)	Instructional Coach	\$30,000	Object Total
			Instructional Technology	\$30,000	
			SIG Coordinator	\$30,000	
			Included in benefits are objects 210 figured at max ins rate, 220 at 7.65%, & 230 at 14.27% at listed salary		
1000 for teachers 2210 for Coaches	300	Purchased Professional & Technical Services	SREB-Math Design Collaborative Year Two-30 days @\$1,650 per day	\$ 49,500	Object Total
			SREB – Teaching Children of Poverty – 10 days @\$1650 Year Two	\$ 16,500	
			2017 SREB National Conference for 6 attendees (Math) @ \$1500 per	\$ 9,000	
			2017 Schlechty National Conference 12 attendees (Literacy) @ \$1500 per	\$ 18,000	
			Slechty Center Literacy Design Program and Training	\$ 60,000	

			Implementation – Year One - 30 days @ \$2000		
			Schlechty Training for Instructional Coach year Two	\$ 5,000	
			2018 Schlechty February Conference –ENG – 3 people @ 1200 per	\$ 3,600	
			2018 Schlechty July Conference – TIME – 5 people @ \$1200 per	\$ 6,000	
			Contracted services for Content Area Specialists for core academic areas teachers	\$ 10,500	
			ILC for Leaders	\$ 1,500	
					\$ 179,600
1000	400	Repairs/Maintenance Other Purchased Services	432- labor to upgrade current Broad Band network service to 250 mg	\$5,000	
					Object Total
					\$ 5,000
	500	Other Purchased Services			
					Object Total
1000	600	Supplies/Equipment	611 - Applications and Licenses – 800 (4 academic per student) @ \$8	\$ 6,400	
			611- Greenhouse supplies	\$ 10,000	
			611 – supplies to upgrade BroadBand	\$ 5,000	
					Object Total
					\$ 21,400
		Other Uses			Object Total
					\$

	900			
	Other Uses			
				Object Total
				\$ -
			School Total	\$828,500

Year 3 – Implementation Year

FY19 - July 1, 2018 – September 30, 2019

LEA Name: Taliaferro County

School Name: Taliaferro Co K-12

Intervention Model: **State-Determined Model: Community-Based Vertical Approach Model**

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

Function Code	Object Class	Item Description and Rationale	Costs	
2700 for Bus Drivers 1000 for Teachers 2210 for Coaches	100 Personal Services (Salaries) (Salaries are formulated from T6 – 21 yrs, inclusive of 40 extra days. Bonus to sign and stay are included in this object code)	191 - Instructional Coach – Full Time	\$ 83,000	
		161 - Instructional Tech Coach-teaching – Full Time	\$ 83,000	
		161 - Instructional Tech Coach-inventory- 2 hrs per day - 220 days –\$50 per hour- cert position	\$ 22,000	
		191 - SIG Coordinator – Full Time	\$ 83,000	
		180 - Bus Driver Pay for After School Learning time. 30 weeks- 3 days-90 days x 5 busses @ \$30 per driver (5)	\$ 13,500	
		116 - Afternoon ILT teachers – 30 weeks (3 days per week) = 90 days. 4 teachers (1 per K-2, 3-5, 6-8, & 9-12) 360 1 hour days, \$100 per hour	\$ 36,000	
		116 - Teacher Incentives - 8 @ \$4000 for higher degree, 8 @ \$2375 for endorsement	\$ 51,000	
		116 - Teacher rewards – 45 @ \$3000 for exceeding goals and bonuses	\$ 125,000	
		191 - Bonuses for Coaches/Coordinator	\$ 15,000	
				\$ 532,500
2210	200 Employee Benefits (Break out benefit codes)	Instructional Coach	\$ 30,000	
		Instructional Technology	\$ 30,000	
		SIG Coordinator	\$ 30,000	
		Included in benefits are objects 210 figured at max ins rate, 220 at 7.65%, & 230 at 14.27% at listed salary		
				\$ 90,000
1000 for teachers 2210 for Coaches	300 Purchased Professional & Technical Services	SREB-Math Design Collaborative Year Three 30 days @ \$ 1,650	\$ 49,500	
		SREB – Teaching Children of Poverty – 10 days @\$1650 Year Three	\$ 16,500	
		2018 SREB National Conference for 6 attendees @ \$1500 per	\$ 9,000	

		2018 Schlechty National Conference 12 attendees @ \$1500 per	\$ 18,000	
		Slechty Center Literacy Design Program Implementation – Year Two -30 days @ \$2000	\$ 60,000	
		2018 Schlechty February Conference –ENG – 3 people @ 1200 per	\$ 3,600	
		ILC for Leaders	\$ 1,500	
		2018 Schlechty July Conference – Coaching for Design– 5 people @ \$1200 per	\$ 6,000	
		Contracted services for Content Area Specialists for core academic areas teachers	\$ 10,500	
				\$ 174,600
1000	400	Repairs/Maintenance	432 - Continue appropriate Broad Band network service(labor).	\$ 2,500
			432 - Greenhouse supplies and upgrade (labor)	\$ 3,000
				Object Total
				\$ 5,500
	500	Other Purchased Services		
				Object Total
1000	600	Supplies/Equipment	611-Greenhouse supplies	\$10,000
				Object Total
				\$ 10,000
				Object Total
	900	Other		

	Uses			Object
				Total
				\$ -
			School Total	<u>\$ 812,600</u>

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

LEA Name: Taliaferro Co

School Name: Taliaferro Co K-12

Intervention Model: **State-Determined Model: *Community-Based Vertical Approach Model.***

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

Function Code	Object Class	Item Description and Rationale	Costs
2700 for Bus Drivers 1000 for Teachers 2210 for Coaches	100 Personal Services (Salaries) (Salaries are formulated from T6 – 21 yrs, inclusive of 40 extra days. Bonus to sign and stay are included in object 100)	191 - Instructional Coach – Full Time	\$ 83,000
		161 - Instructional Tech Coach-teaching – Full Time	\$ 83,000
		161 - Instructional Tech Coach-inventory- 2 hrs per day - 220 days –\$50 per hour- cert position	\$ 22,000
		191 - SIG Coordinator – Full Time	\$ 83,000
		180 - Bus Driver Pay for After School Learning time. 30 weeks-3 days-90 days x 5 busses @ \$30 per driver (5)	\$ 13,500
		116 - Afternoon ILT teachers – 30 weeks (3 days per week) = 90 days. 4 teachers (1 per K-2, 3-5, 6-8, & 9-12) 360 1 hour days, \$100 per hour	\$ 36,000
		116 - Teacher Incentives - 8 @ \$4000 for higher degree, 8 @ \$2375 for endorsement	\$ 51,000
		Object Total	

			116 - Teacher rewards – 45 @ \$3000 for exceeding goals and bonuses	\$125,000	
			191 - Signing bonuses for Coaches/Coordinator	\$ 15,000	
			Data/PowerSchool/Community Coordinator – ½ day position – 210 days – non-cert position	\$21,000	
					\$ 532,500
2210	200	Employee Benefits (Break out benefit codes)	Instructional Coach	\$30,000	Object Total
			Instructional Technology	\$30,000	
			SIG Coordinator	\$30,000	
			Included in benefits are objects 210 figured at max ins rate, 220 at 7.65%, & 230 at 14.27% at listed salary		
					\$ 90,000
1000 for teachers 210 for coaches	300	Purchased Professional & Technical Services	2019 SREB National Conference for 6 attendees @ \$1500 per	\$ 9,000	Object Total
			2019 Schlechty National Conference 12 attendees @ \$1500 per	\$18,000	
			Slechty Center Literacy Design Program Implementation – Year Three 16 days @ \$2000	\$ 32,000	
			SREB Finish up services on MDC and Poverty – Year Four (Aug – Dec) 15 days @ \$1,650 per	\$ 24,750	
			2019 Schlechty February Conference –ENGII– 3 people @ 1200 per	\$ 3,600	
			ILC for Leaders	\$ 1,500	
			2019 Schlechty July Conference –TIME – 4 people @ \$1200 per	\$ 4,800	
			Contracted services for Content Area Specialists for core academic areas teachers	\$ 10,500	
	400	Repairs/Maintenance			Object Total
					\$ -

	500	Other Purchased Services			Object Total
1000	600	Supplies/Equipment	611- Supplies for Greenhouse	\$ 5,000	Object Total
					\$ 5,000
					Object Total
					\$ -
	900	Other Uses			Object Total
					\$ -
				School Total	\$ 731,650

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

LEA Name: Taliaferro Co

School Name: Taliaferro K-12

Intervention Model: **State-Determined Model: Community-Based Vertical Approach Model.**

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

Function Code	Object Class	Item Description and Rationale	Costs
2700 for Bus Drivers 1000 for Teachers 2210 for Coaches	100 Personal Services (Salaries) (Salaries are formulated from T6 – 21 yrs, inclusive of 40 extra days. Bonus to sign and stay are in 500/Other purchased services)	191 - Instructional Coach – Full Time	\$83,000
		161 - Instructional Tech Coach-teaching – Full Time	\$83,000
		161 - Instructional Tech Coach-inventory- 2 hrs per day - 220 days –\$50 per hour- cert position	\$22,000
		191 - SIG Coordinator – Full Time	\$83,000
		180 - Bus Driver Pay for After School Learning time. 30 weeks-3 days-120 days x 5 busses @ \$30 per driver (5)	\$13,500
		116 - Afternoon ILT teachers – 30 weeks (3 days per week) = 90 days. 4 teachers (1 per K-2, 3-5, 6-8, & 9-12) 360 1 hour days, \$100 per hour	\$ 36,000
		116 - Teacher Incentives - 8 @ \$4000 for higher degree, 8 @ \$2375 for endorsement	\$ 51,000
		116 - Teacher rewards – 45 @ \$3000 for exceeding goals and bonuses	\$125,000
			Object Total

			191 - Signing Bonuses for Coaches/Coordinator	\$ 15,000	
			Data/PowerSchool/Community Coordinator – ½ day position – 210 days – non-cert position	\$ 21,000	
					\$ 532,500
2210	200	Employee Benefits (Break out benefit codes)	Instructional Coach	\$30,000	Object Total
			Instructional Technology	\$30,000	
			SIG Coordinator	\$30,000	
2210 for coaches 1000 for teachers	300	Purchased Professional & Technical Services	2020 SREB National Conference for 6 attendees @ \$1500 per	\$ 9,000	Object Total
			ILC for Leaders	\$ 1,500	
			2020 Schlechty National Conference for 12 attendees @ \$1500 per	\$ 18,000	
			Contracted services for Content Area Specialists for core academic areas teachers	\$10,500	
	400	Repairs/Maintenance			Object Total
	500	Other Purchased Services			Object Total
1000	600	Supplies/Equipment	Supplies for Greenhouse	\$ 5,000	Object Total
			Microsoft Surface Pro 4 computers – 32 @ \$999	\$ 31,968	
			Bretford Link L cart 32 – 1 @ \$3500	\$ 3,500	
	900	Other Uses			

			Object Total
			\$
		School Total	\$ 702,468

APPENDICES

Appendix A – Needs Assessment

School Level Descriptive Information

School Comprehensive Needs Analysis:

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Page 1

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

School Name: Taliaferro County K-12 Schools			Selected Intervention Model: Community-Based Vertical Approach Model
Provide a minimum of two years of data where indicated.			Provide a summary and conclusion of the analysis of each area.
1. Student Profile Data	2014-15	2015-16	Taliaferro County K-12 Schools (TCS) is a school that is constantly in flux. Students and their families are often coming and going—even in a repeated manner; we may lose a student one year only to see them return the next year. While student numbers dropped by 13 children from 2014 to 2016, the classroom numbers remain in the double-digits—a trend only seen in recent years. As classroom numbers increase, the data submitted to the state can be more accurately calculated and provided back to the school and community. As parents see the growth of classroom size, they may notice changes in the quality of education through new innovations and opportunities for students—through dynamic grouping and the increased use of instructional technologies, dual enrollment opportunities, and capstone experiences. It is our hope that as the school continues to improve, the student numbers will increase in the same regard. Along those lines, discipline is a very infrequent concern. This is partly thanks to the nature of the K-12 school: as students move from one grade to the next, they have consistency in teachers and classmates. This comradery assists in maintaining an acceptable graduation rate—students are positively encouraged by their peers and teachers; whether past or current teachers. Parent often comment on this wonderful aspect of the school climate.
Total student enrollment	186	173	
Grade level enrollment	K-12, 1st-18, 2nd-15, 3rd-13, 4 th -15, 5 th -11, 6 th -21, 7 th -12, 8 th -10, 9 th -9, 10 th -9, 11 th -13, 12 th -15	K-10, 1 st -12, 2 nd -15, 3 rd -16, 4 th -12, 5 th -10, 6 th -11, 7 th -15, 8 th -12, 9 th -10, 10 th -11, 11 th -10, 12 th -14	
Number of students in each subgroup (List applicable subgroups below.)	Black-142, White- 14, Hispanic-14 Multi-12, Asian-2	Black-136, White-12, Hispanic-12, Multi-6	
Attendance %	97%	96%	
Disciplinary Incidents	-	-	
AP, IB, and Dual Enrollment (#)	0	0	
Graduation Rate	TFS	87.5%	
2. Staff Profile Data	Provide a summary and conclusion of the analysis of each area.		

Current Principal – Allen Fort Length of time in position – 2 months	This is a new Principal that has experience in turning around a school system and has experience in operating in a SIG system and school.
Teaching Staff - 22 Number of years' experience in profession	Our teaching staff is small and many are new teachers. We do have several who are veterans and support the new teachers on a regular basis. One of our major goals is identifying, supporting, and retaining excellent teachers through this Grant. We do believe our young and new teachers are very amenable to continuous learning and our veteran teachers are willing to share and coach so everyone benefits. An added benefit of the small faculty size is the ease in which teachers can vertically plan to better prepare the student body for the content to come. It allows for collaborative planning in a way that many systems are not able to achieve.
1 to 3 - 10	
4-10 years - 3	
11-20 years - 6	
21+ years - 3	
Teaching Staff Percentage (%) of experience in the school	With roughly half of the staff being new, the appropriate deployment of veteran teachers as models, mentors, and leaders is vital. TCS uses its veteran teachers as the primary makeup of its leadership team and teacher mentors. Through their veteran experiences in this unique environment and close work environment, teachers are more capable of providing the type of one-on-one help and tutoring that is most effective.
1 to 3 45%	
4-10 years – 18%	
11-20 years – 23%	
21+ years – 14%	

Teacher attendance rate	2014-2015	2015-2016	One of the most difficult challenges for the faculty is attending school more than 95% of the school year. With the very rural location of the school—50 miles from the nearest city with a population of 25,000—many teachers travel to the school for work each day; most for more than an hour. This creates a hardship in terms of last-minute emergencies. Luckily, our staff is so dedicated to the student body that they do not take more days than truly necessary.	
	93%	92%		
Teacher evaluation data by levels (Level 1 is equivalent to Ineffective and Level 4 is equivalent to Exemplary on TKES)		2015-2016	Even with a fairly new faculty, our ratings are quite impressive. Two of our lead teachers scored a Level 4; these were the same teachers that were paired with the 2 Level 2 teachers as mentors. The remaining faculty was provided PL and assistance as needed.	
		Level 1		0
		Level 2		2
		Level 3		18
		Level 4	2	
Student Achievement Data	2014-2015	2015-2016	Provide a summary of existing status and current needs.	
Reading/Language Arts	TFS →	Too Few Students		
All Students category	HS- TFS MS- 91.2 ES- 78.7	HS-47.37 (Am Lit) MS- 28.95 ES- 29.7	The shift from using the Criterion Referenced Competency Test (CRCT) to the Georgia Milestones Assessment System (GMAS) left an anticipated gap in student achievement. While the numbers of students reaching the Proficient and Distinguished categories was incredibly low, these results were expected based on the pilot phase of testing. We expect that as the classroom rigor and student expectations improve, the student scores will gradually climb to higher levels of achievement. We also believe that as the students become accustomed to the new testing format of the GMAS, that the scores will improve.	

Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity	HS- TFS MS- TFS ES- TFS	HS- TFS MS- TFS ES- TFS	Due to the schools' lack of student numbers, we did not have enough data to provide information that were different from the generalized scores above. It is our hope that the acquisition of this grant will allow the school to create a draw that other surrounding schools cannot offer. By improving the situation at TCS, we will be able to obtain greater students numbers.
Mathematics	TFS →	Too Few Students	
All Students category	HS- 12.5 (C. Alg) HS- 17.6 (A. Geo) MS-76.5 ES-55.3	HS- TFS MS- 40.79 ES- 30.26	The shift from using the Criterion Referenced Competency Test (CRCT) to the Georgia Milestones Assessment System (GMAS) left an anticipated gap in student achievement. While the numbers of students reaching the Proficient and Distinguished categories was incredibly low, these results were expected based on the pilot phase of testing. We expect that as the classroom rigor and student expectations improve, the student scores will gradually climb to higher levels of achievement. We also believe that as the students become accustomed to the new testing format of the GMAS, that the scores will improve.
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Graduation Rate (if applicable)	Too Few Students	87.5	The graduating class of the 2015-2016 school year had 16 students, 14 of whom graduated within the 4-year cohort. Information from the previous years is unavailable due to our lack of student numbers, as is often the case for our unique situation. Regardless of the number of overall students, the graduation rate at TCS proved to be approximately 8% higher than the state average. We expect this trend to continue due to the quality of instruction.

	2014	2015	
CCRPI Score:	HS: 44 MS: 77.2 ES: 59.6 Overall: 58.5	HS: 73.9 MS: 65.1 ES: 59 Overall: 64.4	The 2014 CCRPI data shows a relatively sad story for the high school and elementary school, while the middle school numbers proved relatively high—even when compared to the state average. As the numbers of students fluctuate from one grade to another, our scores change drastically. The 2015 CCRPI data shows a dramatic shift in the high school and middle school scores, while the elementary school scores remained consistent. This exchange of points can be attributed to a large 8 th grade class moving into the 9 th grade at the end of the school year. By having a class with enough students to be counted in several CCRPI categories, the middle school was able to gain extra points that were then transferred to the high school when the students moved on to the next grade. The general performance indicators changed in a few areas, but the level of performance in the middle and high schools did not change. Without the student numbers, TCS suffers from “Too Few Students” being recorded for areas that TCS happens to do perform quite highly—that being special education, career assessments, and Lexile performance. By gaining a larger student body through advancements in technology, the quality of education, and innovation, Taliaferro County Schools may be able to show a much more accurate picture in the future.
School Culture and Climate School Safety Student Health Services Attendance Support Social and Community Support	Provide a summary of existing status and current needs. The culture of the school greatly reflects its rural location. The school is very peaceful and familial, with a friendly and familiar feel. However, this relaxed environment also lacks an air of structure which complements the need for rigor and competition from the teachers and students. This allows us to have a very safe school—physical altercations are practically non-existent—but we have been missing a clear vision for our students in preparing them for the real world, what people expect of you, and how to get and keep a job. As the school grows and adopts new methodologies and innovations, we are able to implement more real-world and applicable skills for students and their parents. Taliaferro County K-12 Schools is an extremely safe environment, with very few discipline problems. Most of our discipline problems typically occur on the busses in the afternoon and even those are very few as we only have 6		

<p>Parental Support</p>	<p>busses. Other incidents are due to seemingly random occurrences outside of school that make their way into the building.</p> <p>Taliaferro County has one nurse on staff who, unfortunately, becomes the pseudo-doctor to many of these students. The closest doctor to any of our students is 20 miles away; as such, many of our students are very lacking in primary medical care. Students may come to school with fairly major health issues that cannot be properly handled by our staff. These situations are reported to parents in the hopes that the child will be taken to a doctor. Due to the lack of medical staff, our athletic events often rely on the athletic trainers or nurses from the visiting schools.</p> <p>We have a Truant Officer who picks up the absences each morning. Based on the report and trends, either a visit or call to the family of every student who is absent may happen. Our attendance rate usually reflects general illnesses that are prevalent at a particular time of the year and any cases of unexcused absences (skipping school) are very rare. Loss of family members tends to cause a large number of absences due to the common kin that students share. Our community is somewhat divided on its support of the school. While many support through donations and giving, many find it difficult to actively participate in school functions because almost all of our parents work outside of the county. We are working hard to increase personal parent involvement during school. In years passed, the community was divided due to a lack of communication. School-Parent communication has been growing each year and is headed in the right direction.</p> <p>TCS truly reflects its small, rural setting and while we are proud of our safe school that provides a welcoming environment, we also understand that we need to intensify our role as a motivator for students to learn and move forward in life through an increased rigor for students and a more involved effort with our parents and community members.</p>
<p>Rigorous Curriculum-Alignment of curriculum with state standards across grade levels</p>	<p>The teacher mentors have developed a collection of documents to support a rigorous curriculum and instructional strategies. These documents include: the state standards (Georgia Performance Standards and Georgia Standards of Excellence), locally-developed pacing guides, state-developed curriculum maps, state-developed Achievement Level Descriptors, and state-developed blueprints with content weights. These documents were provided in both a digital collection as well as a physical notebook to ensure that all teachers have the curriculum documents they need to stay organized and be effective in their planning and implementation. All teachers have also been provided with a planning/collaborative planning flowchart to give teachers an outline for how planning should be conducted.</p>

<p>Curriculum Intervention Programs</p>	<p>Monday through Thursday, students are provided with 35 minutes of Flexible Learning Plan time that focuses on mathematics remediation and acceleration through adaptive individualized learning plans using the Classworks platform (an internet-based program). Every day, tutors are circulated throughout the classes across all grade-levels. These tutors are available to students for a variety of assistance in class and in other scenarios (small-group, one-on-one, computer-based programs, etc.). RTI/SST are offered to all children that are placed in the programs and provides them with the additional assistance that they need to succeed. Documentation is provided and progress monitoring is continuously collected to ensure students are appropriately capable. Grades K-5 also receive support and interventions through any qualifying EIPs that the students may need for success that can help reduce any future skills deficits. During our school-breaks (3 weeks in Sept/Oct, 3 weeks in Dec, 3 weeks in Mar/Apr, and 3 weeks in June), we offer “intersession” to students as a chance for remediation and acceleration. Any students that are failing classes or not performing as expected are encouraged to attend, while others may attend if they would like any additional help. K-5 also receives funding from GOSA to encourage and improve reading programs; such as the “reading blitz” that was a massive success in 2015-2016. The “reading blitz” was a multi-day professional learning program that spanned several weeks and provided teachers and students with modeling and strategies. The faculty is in the process of completing training regarding the effective use of co-teaching for teachers, paraprofessionals, and tutors. Pre-K receives support through Lexia, a reading program that has proven successful in the past when preparing students for primary school.</p>
<p>Enrichment Programs</p>	<p>Students are provided with various enrichment programs through band, physical education, business computer skills, auto-CAD, shop/construction class, and Spanish. We are in the process of implementing a new program referred to as REAL Fridays. REAL represents the Remediation, Enrichment, Acceleration, and Learning that we hope for students to be able to participate in every other Friday. Students will be grouped and selected for remediation, acceleration, or enrichment based upon teacher recommendations and performance. Regardless of where students are placed, they will all be learning and may transition from one placement to another. As students succeed, they may move from remediation to enrichment and then to acceleration depending on their strengths and interests.</p>

Dual enrollment (if applicable)	<p>Dual enrollment was introduced last year with a very positive impact and fair involvement from the student body. TCS paired with Athens Technical College and Augusta Technical College to offer students dual-enrollment opportunities. According to the data, a majority of the students scored well in the classes, receiving an “A” grade. Dual enrollment is being sought again this year with even more students taking on this opportunity.</p>
Advanced Placement (if applicable)	<p>N/A</p>
Instructional Program	
Planning and implementation of research based instructional strategies	<p>In order to effectively implement academic change at Taliaferro Co, we have been resolute in our discussions, research and selection of evidenced based strategies. Our research shows the definition of evidence-based strategies refers to any concept or strategy that is derived from or informed by objective evidence—most commonly, educational research or metrics of school, teacher, and student performance. Among the most common applications are <i>evidence-based decisions</i>, <i>evidence-based school improvement</i>, and <i>evidence-based instruction</i>. The related modifiers <i>data-based</i>, <i>research-based</i>, and <i>scientifically based</i> are also widely used when the evidence in question consists largely or entirely of data, academic research, or scientific findings. We will strive to put into place in our school and classrooms the following practices: Clear Lesson Goals, Show & Tell, Questioning to Check for Understanding, Summarize New Learning in A Graphical Way, Plenty of Practice, Provide Students with Feedback, Be Flexible About How Long It Takes to Learn, Get Students Working Together, Teach Strategies Not Just Content, Nurture Meta-Cognition, Assessment 3 Ways. It is our belief that we fully implement these evidence-based strategies and add as we move forward, our instructional program will be consistent and successful</p>

Use of instructional technology (by students and teachers)	All classrooms in the school have a SMARTBoard and several computers for students and teachers to access. These computers are used for academic interventions, student projects, and the introduction of the benefits of technology in the classroom. Some students use the computers to assist in their note-taking, others use it for remediation, and still more use the computers during instruction to advance their understanding of concepts by doing research on content topics. Teachers also have access to document cameras, websites and web 2.0 tools, projectors, wifi, tablets, and computer labs for students to use in collaboration.
Use of data analysis to inform and differentiate instruction	Teachers are in charge of their own data collection and disaggregation, though they are supported at various levels. The leadership team often reviews the data and then delivers any discoveries back to their represented team-members. Teachers, on their own, have access to our pre-test, benchmark, formative, summative, and post-test data. All teachers in the school have been provided a data-tracking wall-chart and notebook format to assist in their organization and review of collected student data. All teachers have also been given training and reinforcement regarding the use of SLDS for standardized testing score review. Using the data within SLDS, teachers can learn more about students with IEPs as well as review the breakdown of student performance. Breaking down the test results helps the teachers adjust their teaching while learning more about the strengths and weaknesses of their students.
Number of minutes scheduled for core academic subjects	All schools at TCS attend school from 7:30 AM until 3:05 PM. Starting September 8, 2016, the school day has been shortened to 8 AM until 3:05 PM. After reviewing the number of academic minutes spent during instructional time, it was discovered that almost 400 minutes of academic time were being employed for all schools. Looking at Georgia Law and the schools' classification allowed us to adjust the time spent on instruction to better serve the student body. In rural settings, home-life can be fairly unstable for children; to make things easier on children in the morning—potentially allowing them more time to prepare for school or have a few extra minutes of sleep—we hope to positively impact our student absentee rate. Doing so also allows us to potentially avoid morning interruptions to the learning environment due to inclement weather during the winter months. Starting September 8 th , instructional time will be reduced to 360 minutes—not including transitional time, breakfast, lunch, or extended-day.
Assessments	

Use of formative, interim, and summative assessments to measure student progress	Throughout the year, teachers administer a barrage of testing to the students. The beginning, middle, and end of every school year see the use of STAR Math, STAR Reading, Classworks ELA, and Classworks Math benchmark testing. Teachers also administer their own pre- and post- tests based on their unit of study. Throughout the instructional unit, teachers use formative and summative data to track student understanding, strengths, and weaknesses. At the end of each year, students take the state-mandated Georgia Milestones Assessment System.
Timeline for reporting student progress to parents	All students are sent with official progress reports during each halfway mark for the quarter as well as the report card at the end of each quarter. Throughout the semester, parents are informed of student progress using our Parent Portal, Parent Liaison contact, parent nights, and teacher conferences.
Parent and Community Support	Provide a summary of existing status and current needs.
Social, health, and community services to students and families	The community provides support to the school and the community-at-large through food banks and fund-raisers hosted by local church organizations. Our county Health Department is very active in the school with screenings, hygiene tutorials and education, immunizations, athletic physicals, and assistance in organizing the dental bus and blood-drive that we host every quarter. An organization that remains involved throughout the year and during the school breaks by providing enrichment and camps is Touching Taliaferro With Love—a group of parents and community members. A similar group that provides help getting parents involved in the school is Family Connection. DFCS has a presence in the county, though we are considered a sub-group of Wilkes County. They have given us assistance in terms of at-risk-students. The local police department provides the school with support by: performing frequent walk-throughs, DARE presentations, safety demonstrations, and classroom involvement with school supplies and more.
Additional needs identified by families and community partners	According to Parent and Stakeholder Surveys, parents would like more involvement in the classroom and more frequent and detailed communication. Stakeholders would like to see higher levels of achievement as well as better follow-up with alumni to see how successful they are beyond graduation. Graduates are encouraged to return to school as motivational speakers or presenters and are asked to complete alumni surveys at certain intervals. Parents are provided several communication methods through Facebook, Newspaper prints, flyers, Powerschool portal, and Remind 101 texting service.

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