

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

Vision

“We lose and lose, but we're still here. Shaking in place, afraid of not doing something. We tire of settling for this because we don't know if something better exists. It has to. What point is there otherwise? We can do something about it. And we will.”

— Veronica Rossi, *Through the Ever Night*

While we don't truly feel that we lose and lose we do know there is more out there. There is more for our children; there is more for our teachers; there is more for our parents and our community. Our goal is to work to find the resources to illuminate the path we must take to prepare our children to sit at the table with any other student educated not only in Georgia but also globally.

The opportunity for this grant comes at the perfect time for the Twiggs County School System. Our GAPSS review from the spring did not paint the picture of success that we want but it did help us begin to shape a vision for what we need to achieve. This evolving process is helping us to develop a clear focus for the delivery of instruction.

Our research has shown that schools in our area have been using the Learning Focused Model of instruction with noted success. The Learning Focused Model, along with a commitment to the Instructional Frameworks, is a proven intervention with significant success. Therefore, in an effort to provide a consistent, research-based, and exemplary instructional model to all of our students, we have decided to implement Learning Focused at TCHS. We believe that the professional learning provided by the Learning Focused Model will provide teachers the support and constant job-embedded instruction necessary for us to increase the capacity of our teachers.

The principal, as the instructional leader, along with the assistant principal and department heads will take the lead in the constant monitoring of instruction that is necessary to implement the Common Core Georgia Performance Standards with rigor and relevance. The administrative staff will lead, direct, and monitor the job embedded and high quality professional development activities that we undertake to build the capacity of our staff. The addition of technology into our classrooms will allow us to attract the attention of the students and to gain their active engagement.

Twiggs County High will build a culture that is not satisfied with good, but strives constantly to be one team striving for excellence. We want teachers to believe that their ability to teach is measured by the learning of their students. We want students to feel supported in their pursuit of academic, sports, and fine arts activities and to learn that they must put forth their best effort, as nothing else should be acceptable. Students will understand that we will provide multiple supports to allow everyone to succeed at high standards regardless of how much support or extra help is necessary. We will encourage everyone to reach their highest levels of performance or achievement in all arenas and prepare them for their place in our global society.

The parent coordinator will help us change the way we communicate with parents and the community. We will seek understanding, support, and help from our stakeholders so our students can be successful. Parents will understand that they and their children are valued and that their concerns are taken seriously. We will do all of this and more, not because of mandates from the state or the pursuit of rewards, but because it is in our hands to shape the future. It is time for us to take a stand and state with certainty that we will always do our collective best in order for Twiggs County students to achieve

Part II: LEA Application 2012
Cover Page

| | |
|--|---|
| LEA Name: Twiggs County School System | LEA Mailing Address: 925 Main Street Jeffersonville, GA 31044 |
| LEA Contact for the School Improvement Grant | |
| Name: Elgin Dixon | |
| Position and Office: Superintendent Twiggs County Board of Education | |
| Contact's Mailing Address: 925 Main Street, Jeffersonville, GA 31 | |
| Telephone: 478-945-3127 | |
| Fax: 478-945-3078 | |
| Email Address: | |
| Board Chairman (Print Name): | Telephone: |
| <i>Terrahn W. Chaney</i> | 478-945-3127 |
| Signature of Board Chairman: | Date: |
| <i>Terrahn W. Chaney</i> | 6-11-13 |
| Superintendent (Printed Name): | Telephone: |
| Elgin L. Dixon | 478-945-2192 |
| Signature of Superintendent: | Date: |
| X <i>Elgin L. Dixon</i> | 6-11-13 |
| The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application. | |

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LEA Name: Twiggs County School System

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

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

| SCHOOL NAME | NCES ID # | PRIORITY | INTERVENTION | | | |
|--------------------|-----------|----------|--------------|---------|---------|----------------|
| | | | turnaround | restart | Closure | Transformation |
| Twiggs County High | 1305220 | X | | | | <u>X</u> |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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

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LEA Name: Twiggs County School System

School Name: Twiggs County High School

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

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

Twiggs County High School Profile

LEA Name: Twiggs County High School

Grade: 9, 10, 11, 12

School Enrollment Total 307

| |
|--------------------|
| SCHOOL DATA |
|--------------------|

| | 2012- 2013 | 2011- 2012 | 2010- 2011 |
|---------------------------------------|---------------|---------------|---------------|
| Number of days within the school year | 174 | 180 | 180 |
| Number of minutes within the | 420 | 420 | 420 |

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| school day/year | | | |
| Percentage of limited English proficient students who attain English Language proficiency utilizing the ACCESS exam | 0 | 0 | 0 |
| Dropout Rate | 3.3 | 2.1 | .05 |
| Student attendance rate | 5 and Less-43.9 6 to 15- 34.8 15 an More- 21.2 | 5 and Less-39.2 6 to 15- 39.2 15 an More- 21.5 | 5 and Less-73.6 6 to 15- 6.8 15 an More-9.5 |
| Number of discipline incidents | 476 | 378 | 620 |
| Number of truants | 21.2% | 21.5% | 9.5% |
| Teacher attendance rate | 91.25% | 93.00% | 90.12% |
| Distribution of teachers by performance level as designated on the LEA's Teacher evaluation system | Prof: 6 ND: 11 Ineff: 1 | Sat: 22 Unsat: 2 | Sat: 22 Unsat: 6 |
| Graduation Rate | 60.8 | 83.1 | 69.6 |
| Number of teachers on staff | 18 | 24 | 28 |
| Number of teachers evaluated | 18 | 24 | 28 |
| Percentage of students completing advanced 476 coursework, early-college high schools | 0 | 0 | 0 |
| Dual Enrollment-ACCEL | 1 | 0 | 0 |

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|---|-------------|-------------|-------------|
| Advanced Placement | 0 | 0 | 0 |
| International Baccalaureate | 0 | 0 | 0 |
| Distribution of teachers by performance level | | | |
| Percentage of students (by sub-groups) in Grade 11 who met or exceeded the AMO proficiency levels in ELA and Math on GHSGT | 2012 | 2011 | 2010 |
| Black Students | 73% | 75% | 90% |
| White Students | 82% | 90% | 90% |
| Percentage of students passing the Math I and II, ELA: Ninth Grade Literature and Comp, and American Literature and Comp EOCTs | 2013 | 2012 | 2011 |
| Math I | 6% | 31% | 23% |
| Math II | 33% | 29% | 5% |
| Ninth Grade Lit/Comp | 71% | 67% | 48% |
| American Lit/Comp | 59% | 64% | 63% |
| Average scale scores on the Math and ELA assessments listed above | | | |
| Math | 19.5% | 30% | 14% |
| ELA | 65% | 65.5 | 55.5% |

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

Schools must have a clear view of what success looks like in order for there to be success in the classroom (Douglas Reeves, 2000).

Understanding Twiggs County helps understand where we are and where we need to go as a community. According to the census of 2000, there were 10,590 people, 3,832 households, and 2,862 families residing in the county. The racial makeup of the county was 54.88% White, 43.65% Black or African American, 0.21% Native American, 0.11% Asian, 0.03% Pacific Islander, 0.25% from other races, and 0.87% from two or more races. 1.06% of the population was Hispanic or Latino of any race.

There were 3,832 households out of which 33.40% had children under the age of 18 living with them, 52.00% were married couples living together, 17.50% had a female householder with no husband present, and 25.30% were non-families. The average household size was 2.73 and the average family size was 3.20.

In the county the population was spread out with 27.00% under the age of 18, 9.40% from 18 to 24, 29.00% from 25 to 44, 23.30% from 45 to 64, and 11.30% who were 65 years of age or older. The median income for a household in the county was \$31,608, and the median income for a family was \$38,715. Males had a median income of \$31,141 versus \$22,057 for females. The per capita income for the county was \$14,259. About 15.50% of families and 19.70% of the population were below the poverty line, including 25.20% of those under age 18 and 25.80% of those ages 65 or over.

Twiggs County is a small rural district whose economy has suffered in recent years as has many small rural communities dealing with the high rate of unemployment. With no new industries on the horizon, many residents are leaving to look for jobs to support their families. Of our population age 25 and older, only 16% hold a bachelor's degree, (State rate: 24%), and 32% do

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not even possess a high school diploma (State rate: 21%) (U.S.Census, 2000). Our state is recognized as having one of the lowest overall graduation rates (bottom 5) across the nation (Balfanz, et al., 2009) and in 2011, Twiggs County High School (TCHS) had a 3.3% dropout rate. Twiggs County is a rural county, meaning our students could spend from 1-2 hours on a bus every day. This limits our ability to increase the instructional day to increase achievement, but also presents us with an unusual opportunity to capture an additional 2-3 hours of learning time. Another key issue is the combination of low-income and rural placing our students in to the ever widening digital divide of limited technology access guaranteed to impact their future interests and potential jobs. This data analysis will clearly show how this School Improvement Grant opportunity has come at a critical time to help the vulnerable youth of Twiggs County. The formation of our SIG Planning Committee placed a spotlight on the urgency for comprehensive data collection from all stakeholders to collaborate and analyze the contributing root causes of our low graduation rate and low CCRPI score. The committee conducted a survey to assess staff, student, and parent needs and perceptions. Second, data was collected on student achievement, graduation rates, attendance, instructional programs, discipline, student retention, teaching experience, and teacher retention. Finally, we drilled down and looked at all the data by subgroups and by grade levels to complete our data analysis.

- Student Achievement:** Student achievement deficits continue to plague Twiggs County Schools in most areas. Math is of considerable concern as we continue the implementation of the CCGPS. In the 2009-10 and 2010-11 school year, TCHS did not meet Adequate Yearly Progress (AYP) goals. TCHS was in Needs Improvement status, classified as a Tier I school, and is also a targeted assistance Title I school. The following provides an overview of our analysis, which led us to identifying needs and a model selection. As Georgia works to implement the CCGPS with a continued focus on math and ELA we have recognized that TCHS faired far worse when compared to state averages as seen in Table 1-4(GA Report Card, 2011).

Georgia Achievement Data compared to TCHS Achievement Data-Math I EOCT-Meets/Exceeds

Table 1

| | 2012-2013 | 2011-2012 | 2010-2011 |
|-------------------------------|-----------|-----------|-----------|
| State of Georgia High Schools | 61% | 76% | 67.2 |

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|---------------------------------|----|-----|-----|
| Twiggs County High School | 6% | 31% | 23% |
|---------------------------------|----|-----|-----|

Georgia Achievement Data compared to TCHS Achievement Data-Math II EOCT-Meets/Exceeds

Table 2

| | 2012-2013 | 2011-2012 | 2010-2011 |
|-------------------------------------|------------------|------------------|------------------|
| State of Georgia High Schools | 57% | 72% | 57% |
| Twiggs County High School | 33% | 29% | 5% |

Georgia Achievement Data compared to TCHS Achievement Data-9th Grade Literature and Comp EOCT-
Meets/Exceeds

Table 3

| | 2012-2013 | 2011-2012 | 2010-2011 |
|-------------------------------------|------------------|------------------|------------------|
| State of Georgia High Schools | 85.1% | 84% | 82% |
| Twiggs County High School | 71% | 67% | 48% |

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Georgia Achievement Data compared to TCHS Achievement Data-American Literature and Comp
EOCT-Meets/Exceeds

Table 4

| | 2012-2013 | 2011-2012 | 2010-2011 |
|-------------------------------------|------------------|------------------|------------------|
| State of Georgia High Schools | 89.8% | 84% | 88% |
| Twiggs County High School | 59% | 64% | 63% |

- **Low Graduation Rates:** At least one-third of all high school students in Georgia attend a low graduation-rate high school (Balfanz, et al., 2009). Again, the statistics for TCHS indicate an even more severe problem with a graduation rate that is lower than state averages as noted in Table 5 (GA Report Card, 2011). Students with Disabilities and white males are of particular concern.

3-Year Graduation Rate of Twiggs County High School

Table 5

| | 2012-2013 | 2011-2012 | 2010-2011 |
|-------------------------------------|------------------|------------------|------------------|
| State of Georgia High Schools | | 69.7% | 67.4% |
| Twiggs County High School | | 60.78% | 59.05% |
| Black Students | | 54.9% | 61.6% |

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| | | | |
|---------------------------|--|-------|-------|
| White Students | | 72.4% | 58.6% |
| Female Students | | 60.2% | 63.4% |
| Male Students | | 56.7% | 59% |
| SWD | | 9.5% | 6.7% |
| Economically Disadvantage | | 58% | 60.8% |

- Educational Experiences:** Educational experiences, such as academic performance and educational engagement, are key factors that leave students at a greater risk of dropping out (Jerald, 2006). Research shows a significant cause of dropping out is academic failure or inadequate preparation for high school (Bridgeland, Dilulio, & Morison, 2006). Eighth grade performance at our targeted school indicates that rising ninth graders are not academically prepared and are at increased risk of being retained or dropping out. Unfortunately, as shown in Table 6, rising ninth graders are not meeting state standards (GA School Report Cards, 2011). The performance gap is more profound for students with disabilities (SWD).

CRCT Scores for Twiggs County Middle School 8th Graders Failing State Proficiency Standards

Table 6

| Subject | All | Black | White | SWD | ED |
|---------|-----|-------|-------|-----|-----|
| ELA | 24% | 27% | 31% | 73% | 24% |
| Math | 44% | 40% | 26% | 60% | 44% |
| Science | 38% | 40% | 35% | 70% | 38% |

- Attendance:** Attendance is another factor impacting our failure rates and academic

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performance. TCHS had 21.2% of their students absent 15 or more days during the 2011-2012 school year (GA School Report Cards, 2011). Students who are absent the most include: White students (30%); and students with disabilities (21.2%).

Our attendance goal will be to decrease the number of students absent 15 or more days by 8% in 2013-2014, 5% in 2014-15, and 3% in 2015-16. There will be an intense focus on White, and SWD populations where the absentee rate was above 30%.

The TCHS Student Council and identified student representatives will comprise a team that will evaluate on-going concerns, such as students' attendance. They will review the suggestions below and develop additional strategies to address attendance issues and other concerns.

-Create a campaign with announcements and commercials to be broadcast during the morning announcements helping promote student attendance and value of a full school day.

-Post the names quarterly of perfect attendees in a highly visible place.

-Hold a drawing for special prizes donated by local businesses. Use perfect attendance as the eligibility requirement for the drawing.

-Send commendation letters to students and parents for perfect attendance and improved attendance.

-Seek financial incentives from business partners to be awarded to the classrooms with the best attendance record.

-Develop an "Adoptee Program" in which volunteers make weekly informal contacts

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with high-risk students.

Administrators will:

-Refer students with frequent absences to a counselor to diagnose the problem and recommend solutions to alleviate the circumstances that are contributing to the truancy. If the absences persist they will be recommended to a School Attendance Review Team (SART), which will include teachers, administrators, and counselors. The parent/guardian and the student will be required to attend the SART meeting.

-Implement a Saturday study program for students with attendance issues.

- **Community and Social Characteristics:** Families in Twiggs County face a multitude of obstacles that impede academic success. Some of these factors include students who are poor, become parents, and are from single parent families, among others. Social background is another key factor that positions students at a greater risk for dropping out (Jerald, 2006). For the past six years our school district has qualified for a waiver that gives us a 100% free and reduced status, allowing all students to eat breakfast and lunch free of charge. This is indicative of persistent, inter-generational poverty. The risk indicator statistics presented in evidences further evidence of inter-generational poverty in Greene County Table 7(Kids Count, 2007-09; US Census, 2000-08; Annie E. Casey Foundation, 2011).

Risk Indicator Rates The effects of inter-generational poverty in Twiggs County are evidenced by the risk statistics presented in Table 7.

Table 7

| Indicator | Twiggs County | Georgia |
|------------------------------------|---------------|---------|
| Children Living in Poverty | 33.9% | 23% |
| Children Living with Single Parent | 35% | 26% |

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| | | |
|--|----|-----|
| Juvenile Commitment Ages 10-16 (per 1000) | 7 | 2 |
| Substantiated Child Abuse/Neglect (per 1000) | 25 | 11 |
| Teen Births Ages 15-19 (per 1000) | 62 | 52 |
| Graduation Rate | 61 | 81% |

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

Twiggs County has one Priority School and two Reward Schools. We believe that the LEA Team led by the Title I Director and the Assistant Superintendent under the Direction of the Superintendent can provide the guidance and oversight necessary to implement the Transformation Model at TCHS.

The Title I Director and the Assistant Superintendent will be the primary monitors of the on-going plan and will act as a liaison between the grant team and the BOE to facilitate the grant team and the implementation. They will report on this monitoring to the Superintendent and BOE. TCHS has completed the process for the implementation of a Title I school-wide plan and the Title I Director along with the Assistant Superintendent will help the school utilize this plan to improve instruction.

For the past year, a Central Office instructional leader has served on the school's leadership team to provide support for the implementation of the school improvement plan. The Assistant Superintendent will be assigned to help implement and monitor the implementation of the Transformational model at TCHS and some of her roles and responsibilities are:

- Attend assigned school's Leadership Team (LT) and Better Seeking Teams (BST) meetings on a regular basis
- Periodically attend content area meetings and/or other professional learning activities
- Assist the school based members of the LT to develop their skills and take the responsibility for school improvement
- Assist the school in monitoring and developing the School Improvement Plan and 45 day plans
- Participate in Focus Walks and classroom observations and share feedback with the principal

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- Communicate progress, suggestions, and concerns to the Superintendent
- Act as the liaison to the GaDOE for reports on the implementation of the 1003(g) SIP Grant.

The Assistant Superintendent will provide on-going support for the instructional changes by participating in school level walk-throughs and monitoring of instructional delivery. She will also provide resource information for additional funding and budgetary concerns from local and state funding sources.

The Assistant Superintendent will provide ongoing instructional support to the administrative team and lead the system level team for school walk-throughs using the Teacher Keys instructional template.

The Technology Director and the Student Data Director, as members of the LEA Team will provide on-going academic and instructional support to enhance the implementation of school improvement plan.

The school administrators completed implementation of Teacher and Leader Keys, a performance-based teacher evaluation system, during the 2012-2013 school year.

TCHS has established a strong partnership with the Georgia Department of Education Division of School Improvement and hopes to keep our current School Improvement Specialist to continue to work with us as we move into the Transformation Model. We will be sending teams from the high school along with Central Office staff to the Summer Leadership Academy and will continue to seek the support and technical assistance of this division.

Twiggs County utilizes a data management program, Data Director, to collect and organize assessment data to inform instruction.

- We will continuously analyze various forms of data to differentiate instruction with a goal of meeting all students' academic needs. Analyzing data will become a principal component of all leadership team meetings, professional learning communities, vertical team meetings, grade level meetings, and student conferences.

This Grant will give us the opportunity to increase parental involvement by utilizing a new Family/School Liaison to conduct parent workshops, develop community forums, monitor students' attendance, and help parents connect with appropriate community resources.

Twiggs County supports the administration in developing schedules which maximize learning time within the school day as well as extending learning through the Before, After, and Saturday School Academies. We will form a committee at TCHS to explore the various types of school schedules to determine the best fit for student achievement.

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

Twiggs County School System will serve Twiggs County High School as the only Priority school in the system.

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

Twiggs County considered all four of the models and rejected the following:

1a. Turnaround Model: We feel that there is more than 50% of the current staff that are highly qualified and effective, and we would be forced to eliminate staff that could be successful in helping improve student achievement.

1b. Restart Model: We believe that we have the capacity within Twiggs County to create a model school with the application of additional funds and flexibility that preclude the use of this model.

1c. Closure: Twiggs County High School (TCHS) is the only high school in Twiggs County and the closest high school out of county is 20 miles away.

We believe that we have the capacity within Twiggs County to create a model school with the application of additional funds and flexibility that preclude the use of this model.

The Twiggs County High School team has made a careful and strategic analysis of the data collected and determined that the Transformation Model most closely aligns to guidance required to turnaround the school performance deficiencies. A root cause analysis revealed the need for increased rigor in an instructional model and increased monitoring of instruction would bring about systemic change in the school and ultimately increase student achievement. The needs assessment process included a review of the 2013 GAPSS Analysis (see Appendix) that was required, as a Priority School, to better inform school improvement initiatives. Some of the issues identified through careful examination of the GAPSS study, student achievement data, CCRPI, attendance and graduation rates, stakeholder input, and demographics informed the decision to use the Transformation Model.

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Areas of required immediate change for improved student achievement include delivery and monitoring of instruction, attendance, and engagement. Our comprehensive evaluation system, Teacher and Leader Keys, will provide guidance and support for leader, teacher, and staff change. The data analysis revealed the need for shifting practices in the school that have not brought about improvement in overall performance, and perhaps have contributed to continued declines. The Transformation Model will serve to improve Twiggs County High School through comprehensive curriculum reform, job-embedded professional learning, extended learning time, and flexible scheduling. This model closely aligns with initiatives for school improvement already in progress, such as recently development of standards-based classroom practices and improved instruction in the areas of math and ELA, including technology enhancements in all departments. Work is already in progress to include a data-driven approach to instruction and assessment with formative and summative assessments being incorporated into the instructional program along with common assessments and benchmark assessment practices. The support of the School Improvement Grant will allow opportunity for the school to develop capacity over the three-year period so that improvement efforts are sustainable and enduring. The requirements for the Transformation Model closely align with the needs of the school and community and the direction for improvement as suggested by the GAPSS analysis and other data examined.

Transformation Model: We believe that we have the capacity within Twiggs County to create a model school with the application of additional funds and the flexibility that preclude the use of this model. The changes needed to push TCHS to a higher degree of excellence are within our capacity with the implementation of an instructional learning focused model with fidelity.

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

After careful analysis of available data on student learning, demographics, instruction, assessment, and our other data, Twiggs County High School is ready to accept the challenge of creating a system to successfully implement the CCGPS with assessments in place that will monitor student progress. This will in turn align instruction to standards and move students from where they are to where they need to be. We intend to strengthen the Instructional Leadership Team and add the necessary staff to ensure the implementation of this model. We also believe that the additional staff and training will allow us to re-engage parents and the community and to improve the quality of our school and community.

Twiggs County High School plans to follow the implementation process outlined below:

Year One: Initial Implementation (2013-2014)

- Building school-wide commitment to and understanding of the transformation design

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- Developing school-wide understanding of standards and the role of student work in driving school improvement
- Building a professional learning community
- Fully embracing the Learning Focused Model of Instruction and Rigor and Relevance with CCGPS
- Implementing a greater focus on Credit Repair & Recovery and Targeted Tutorials to prevent failure
- Implementation of a redesign of Transition Classes for 9th grade
- Implementation of a redesign of Honors/Enrichment Classes
- Planning for the growth of ACCEL Student Participation

The outcome of year one will reflect the reform's effectiveness and create the environment for continued improvement.

Year Two: (2014-2015)

- Building on using the Data for Results approach for using data to improve learning
- Continuing the development of a professional learning community
- Deepening the school-wide use of standards and student work in standards-based instruction
- Continued implementation of increasing Advanced Placement Opportunities
- Continued implementation of increasing Career Pathways
- Implementing the plan for growth of ACCEL Student Participation

Year Three: (2015-2016)

- Extending the work around content literacy to other subject area teachers
- Deepening the data analysis work focused on student performance
- Continuing the development of a professional learning community

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

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

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

Having a newly appointed superintendent and newly hired high school principal coincides. With this new leadership, targeted training, and the branding of a new High School delivery model, all stakeholders agreed and supported the transformation model. This was also presented at our May Board of Education meeting and was enthusiastically endorsed by all Board members. All stakeholders are eager to gain significant improvement in the school climate and student achievement results. We believe this grant opportunity and transformation model will assure our success.

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

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

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

Twiggs County seeks to establish a foundation for success with this grant. The first year is critical in establishing buy-in and developing the team that will work toward goals set forth in the grant. At this point there are not pre-implementation activities that are needed to serve to meet the needs of the goals of the grant.

Pre-Implementation Needs:

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We have no pre-implementation needs.

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| Personnel | |
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| Professional and Technical Services | |
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| Purchased Services | |
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| Supplies | |
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C. BUDGET: An LEA must complete a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve.

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

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

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

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

The LEA must assure that it will—

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

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

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

- "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.

- Implementing a schoolwide program in a Priority Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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Attachment 1d-Transformation Model

LEA Name: Twiggs County School System

School Name: Twiggs County High School

The LEA must:

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

Actions:

We began the selection of a Turnaround Leader by going through list of current leaders in the system and ranking them based on the turnaround leader rubric.

There was a standout Principal who was considered and interviewed.

A new principal has been approved by the Twiggs Co. BOE and will work with the Transformation Team to design the plan and begin to work toward implementation.

The qualities of our new principal that led us to approve her for the Turnaround Leader include her desire to successfully implement the GLISI model of Better Seeking Team/School Improvement Team process in order to achieve greater academic achievement, higher teacher morale, and increased use of standards based classroom as evidenced by a GAPSS review.

Timeline:

April, 2013:

Selection of the Turnaround Leader begins.

May, 2013: Principal names

June 2013: Turnaround Leader becomes part of the planning team.

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| <p>Rewards tied to Student Achievement: All staff rewards will be directly tied to student achievement. We will study various student achievement measures and determine the degree that they can be used to determine staff effectiveness. We will look at current student data using school year 2013-14 as a baseline. These measures may include such things as GHSGT test results, EOCT results, and reduction in student discipline infractions and increased student attendance.</p> <p>Study Committee: A committee is being created now that will develop the compensation rubric.</p> | |
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| <p>A4. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p> | |
| <p>Actions:</p> <p>Deciding on PL: Based on school and system level data and needs, the district updates its Comprehensive System Improvement Plan annually. The curriculum leaders, along with the established Professional Learning Committee, develop a professional learning plan based on the goals of the system and program evaluation from the previous year(s). The Professional Learning Committee works to ensure that all faculty and staff have the opportunity to participate in the identification of professional learning activities for their schools. The Assistant Superintendent and Principal are an</p> | <p>Timeline:</p> <p>August, 2013-Administratives teams from both TCHS and the central office will conduct the first meeting to disaggregate the teacher keys data and how that data determines and guides professional learning with the SIG Grant initiatives guiding those needs.</p> |

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integral part of the process in order to determine priorities for funding and implementation.

The plan is further based on needs assessment data as well as student, teacher, and parent surveys where applicable. Recommendations via school council members, CSRA RESA consultants, GA DOE facilitators, SACS reviews, and GAPSS reviews are considered. Monthly system-level planning proves to be an effective format for discussion of updates.

Effectiveness of PL: All professional learning activities are measured with an evaluation, a debriefing, or a plan of redelivery. All activities are posted on the Professional Learning website. This includes district, RESA, ETC, state, regional, and national workshops/conferences. Many of our activities are webinars, particularly those offered by GADOE. A growing number of the activities are online and in cases where faculty and staff are seeking advanced degrees directly related to their responsibilities, some tuition reimbursement is available.

Professional learning activities will have defined, observable outcomes that we will be able to see in classroom observations, walkthroughs, and in student work. We will compile data on the measures of each professional learning activity to determine effectiveness

We use the needs assessments compiled from information gathered by surveys, TKES observations, summative and formative data to help determine the needs of our students and teachers. We look at these data points in Better Seeking Team meetings and when we are developing the overall school improvement plan as well as our 45/60 day short term action plans. Data points allow us to determine a need and then the ability to monitor our progress toward meeting that need. We do not choose Professional Learning activities based on desires, likes, etc. but on the data that we collect from various sources.

PL Decisions: Twiggs County High School also provides professional learning designed for specific contents, grade

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| <p>levels, and individual growth plans. The school's Better Seeking Team (BST) plays a big part in decision-making regarding professional learning.</p> <p>Teacher Keys Effectiveness System/Leader Keys Effectiveness System: In order to facilitate the initiatives in this plan, we know that staff development will play a major role in the reframing of this school. First and foremost will be continued training on our teacher evaluation system, TKES/LKES.</p> <p>LFS: Currently plans are in place to provide the teachers training in a model of learning focused schools. We plan to contract with a consultative group for a three-year implementation plan at TCHS.</p> <p>Rigor and Relevance: We started this year, and want to introduce Rigor and Relevance training for each department. This training will be geared toward the teachers re-evaluating and rewriting the curriculum for each class.</p> | <p>August, 2013</p> |
| <p>Assessment: We plan to bring in consultants from Middle Georgia RESA to help teachers develop meaningful formative and summative assessments.</p> | <p>September, 2013 Middle Georgia RESA</p> |
| <p>TCHS is looking at multiple possibilities for assessment development but are starting with a book study on Formative Assessment We are also planning on the Formative Assessment Training provided by the Middle Georgia RESA. In addition, we have found the GaDOE School Improvement Specialist assigned to TCHS, to be a valuable resource to help us find quality workshops and consultants.</p> | <p>August, 2013</p> |
| <p>TAA: Another goal of ours is to implement TAA (Teachers as Advisors) in the school year 2013-2014. This will also require staff development in order for it to be an effective tool. The Teachers as Advisors Training had no associated costs with it as it is an ongoing process that started in the 2009-10 school year. We will utilize the Elluminate/Webinar sessions that have been provided on this subject. The process will be started</p> | <p>July, 2013</p> |

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| <p>and will be led by the TCHS/TCMS guidance counselors.</p> <p>Job-Embedded: We must make sure that all teachers participate in learning teams throughout the year and meet regularly to plan for instruction (e.g., develop lesson plans, examine student work, and monitor student progress). We will implement job-embedded learning during common planning time with appropriate protocols to monitor the implementation and effectiveness.</p> <p>We will make sure that there is collaborative planning time set aside for this purpose and that this process will have meeting protocols and be monitored by the Instructional Coaches. Two days per week a portion of common planning will be devoted to analyzing student work, unit building, building common assessments, differentiated instruction, and job embedded professional learning based on walk-through data. The Administrative team will ensure that the collaborative work is aligned with the school improvement goals.</p> <p>PL Online: We are committed to providing high quality professional learning resources in order to support professional learning including job-embedded professional learning. We will ensure that job-embedded learning takes place during the workday by providing the time and resources necessary.</p> <p>Technology: Professional learning will be provided on 21st Century Classroom technologies and the effective use of instructional technology. This technology will include the use of AppleTV, LCD, iPad, Infinite Campus, Data Director and student instructional software.</p> <p>Summer Leadership Academy (selected personnel)</p> | <p>August, 2013-December, 2013 January, 2014-June, 2014</p> <p>We will re-evaluate our needs at the end of the first semester and make needed modifications.</p> <p>2013-14 School Year 2014-15 School Year 2015-16 School Year</p> <p>During common planning time during 2013-14, 2014-15, 2015-16 school years-using live webinars/elluminates and recorded webinars/elluminates.</p> <p>During common planning time during 2013-14, 2014-15, 2015-16 school years-using technology coordinator, service providers, and teacher redelivery.</p> <p>June, 2013, June, 2014, June,</p> |
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| <p>Stipends for PL for Staff during non-working hours. Stipends are awarded based on the amount of PLU's or time associated with an activity. This ranges from \$100 to \$400. The 4 days of training this summer for the LFS training are set at \$400 per staff member who is not on contract time.</p> <p>Create PL Room at TCHS to Facilitate Professional Learning Opportunities</p> <p>Common Planning: We have carefully arranged the teaching schedule for 2013-14 in order to make common planning occur in a way that allows all core subject teachers to have common content planning time for at least 60 minutes per week. We also plan to have an Instructional Coach that will be available during the same time. We have further set up 2 days per week where PL activities will be guided by the administrative team and will involve unit building, common assessment, data analysis, or other selected topics. CTAE teachers will be associated with the content area teams where the majority of their standards occur.</p> | <p>Learning Focus Training will begin in pre-planning-July, 2013 through June 2016. Learning Focus implementation plan in A6.</p> <p>August, 2013</p> <p>2013-14 School Year 2014-15 School Year 2015-16 School Year</p> |
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Attachment 1a - Turnaround Model

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

Actions:

Financial Incentives Plan: We will begin to study the rewarding of school leaders, teachers, and other staff starting in the fall of 2013 and develop a reward plan to be implemented for the 2013- 2014 school year.

Rewards tied to Student Achievement: All staff rewards will be directly tied to student achievement. We will study various student achievement measures and determine the degree that they can be used to determine staff effectiveness. We will look at current student data using school year 2012-13 as a baseline. These measures may include such things as GHS GT test results, EOCT results, reduction in student discipline infractions and increased student attendance.

Study Committee: A committee is being created now that will develop the compensation rubric.

Staff Opportunities and Work Conditions Plan: A School Culture Committee will be formed to research and determine strategies for the needs of TCHS. Twiggs County will begin Winter 2013 to identify increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff.

We understand that all rewards have to be tied to student achievement but incentives do not have to be tied to student achievement. Stipends are an incentive. While we may be able to articulate the difference, the overall staff at TCHS does not yet understand the difference. This is one of the reasons that we have chosen to take the time to build consensus among our staff before implementing the rewards and incentives.

Timeline:

August, 2013-Administratives teams from both TCHS and the central office will conduct the first meeting to begin planning for a structure to reward plan. A calendar will be developed for implementation and communication.

June, 2013

July, 2013

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| <p>We expect to have the participation of the GaDOE School Improvement Specialist in this process and we will present the plan to the GaDOE for approval before implementing. We are in a rural area and there are limited promotions available to our staff but we will provide opportunities for teacher leaders to work with BST's, BSST's, SIP Teams and other opportunities.</p> <p>We will also provide opportunities for staff to attend conferences in order to support career growth. We decided to take a year to plan in order to make sure that we have an organized plan that will be fair and equitable to all staff.</p> | |
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| A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. | |
| <p>Actions:</p> <p>A GAPSS analysis was completed in the Spring, 2013. The official report was presented to all stakeholders in April, 2013. Several areas were noted for concern, but primarily the instructional delivery model was inconsistent as was the understanding of how to use rigor and relevance with the Georgia Performance Standards.</p> | <p>Timeline:</p> <p>April, 2013</p> |

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Therefore, we have chosen to implement a learning focused school model and will have this delivered and monitored with assistance from consultative partners. The model will provide training and support on a yearly basis for support in standard based teaching aligned to the CCGPS in order to increase student achievement. The training will include the following:

- Leadership team along with all Instructional staff will receive 4 days of professional learning each year to extend the knowledge of understanding in each of the following areas: Exemplary Practice in Acquisition, Connecting Extending Thinking, Planning Learning Units, and Transforming Standards into Learning.

Year 1-Exemplary Practice in Acquisition

Year 1-Connecting Extending Thinking

Year 1-Planning Learning Units

Year 1-Transforming Standards into Learning

Year 2-Extended Exemplary Practice in Acquisition

Year 2-Extended Connecting Extending Thinking

Year 2-Extended Planning Learning Units

Year 2-Extended Transforming Standards into Learning

Year 3-Extended Exemplary Practice in Acquisition

Year 3-Extended Connecting Extending Thinking

Year 3-Extended Planning Learning Units

Year 3-Extended Transforming Standards into Learning

- Consultative Staff and administration will spend 3 days observing classes along with leadership team and conferences with teachers for improvement.

August, 2013-September,2016

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- Consultative Staff and administration will spend 2 days observing classes along with leadership team and conferences with teachers for improvement

Exemplary schools research indicates that for a school to replicate student achievement data of exemplary schools, a school should have a plan for implementation, focus on quality, and adhere to a consistent and pervasive philosophy. Inconsistent implementation with no plan or focus on quality will not help improve a school's achievement data. Therefore, TCHS will implement this program with fidelity and the guidance of consultative staff for a 3-year plan of improvement.

Credit Recovery using computer based instruction and teacher assistance during the day as well in the Saturday and After-School Programs.

Academic Intervention (Zeros): This program allows for students to make up zeros during lunch and after-school sessions. TCHS currently uses a software program by UMA Education Solutions that has proven to be successful in providing interventions for students individually.

Revamp Freshman Focus -curriculum to remediate math and reading skills with computer based remediation software where needed.

Establish 9th grade transition protocol for struggling students starting in year one we will start to develop more ways to keep this critical group on track.

Utilize the student survey from TKES for planning and data driven decision-making.

Increase AP offerings/enrollment: Determine needs for increase in AP offerings and how to increase student access

September, 2013

August, 2013-Leadership Team

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| <p>to these courses.</p> <p>Increase CTAE Offerings: Work with CTAE Department to ensure that all available funds and support are being used to increase these offerings and assist with Grant funding when possible.</p> <p>Increase Dual Enrollment: Determine how we can increase student access to Dual enrollment opportunities.</p> <p>Re-align course curriculum and Rewriting/Writing Curriculum to match DOE frameworks: Continue to re-align to rigor of DOE.</p> <p>Require a dedicated network driver/server for lesson plans, and sharing lessons; Necessary to allow the sharing of resources within the school.</p> <p>Implement home room advisement process: Homeroom teachers will continue to have the same group of students as they progress from grade to grade in order to ensure greater advisement.</p> <p>Revamp ISS structure: Improve student access to subject help is provides along with computer based remediation.</p> <p>Differentiated Instruction (assessment focus): Make sure that instruction is being differentiated in order to support student learning.</p> <p>Server and laptops for student engagement and interventions. We would like to explore and consider other research based programs such as Read 180, and</p> | <p>August, 2013-determine certification needs and student requests-Georgia Virtual School may provide assistance in this area</p> <p>January, 2014-implement new AP courses</p> <p>August, 2013</p> <p>July, 2013-meeting with Middle Georgia State College and Central Georgia Tech.</p> <p>January, 2014</p> <p>August, 2013-September, 2013</p> <p>September, 2013</p> <p>Teacher training Fall, 2013 Implementation Spring, 2014</p> <p>August, 2013</p> |
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Classworks, etc. This will give us the necessary information to make a careful and deliberate decision for programs that will increase the achievement of our students.

Add AppleTV, LCD, tablets, along with student response systems, and document cameras.

Reduce Tardiness with use of Digital Displays in commons area to act as countdown counter and to deliver student information at other times

Upgrade science labs as a priority for technology for student experiments. The Science scores at TCHS lag far behind the State averages. In order to support science achievement we intend to improve the instructional delivery of science with the Learning Focused Model enhanced concentration on GPS and the utilization of an Instructional Coach. The next step would be to improve the labs in order to give more activities that would engage the students and give greater understanding.

September, 2013-Middle
Georgia RESA partnership

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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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| <p>Actions:</p> <p>We will work with teachers from each academic area department and the Instructional Leadership Team (Principal, Vice Principal, Assistant Principal for Academics, Instructional Coaches) to fully implement the assessment program in all departments. We have been working on this for the last few years to some effect, but it is time to utilize assessment for learning. We have pockets of success in this area and all departments give common assessments. The addition of Instructional coaches will allow us to facilitate this process along with other strategies in the common planning meetings. This will result in the consistent use of this model throughout the school.</p> <p>Twiggs County High School will utilize various assessment techniques to monitor student achievement and contribute to the decision-making process for teachers by enabling them to differentiate instruction to meet the needs of individuals within their classroom. Pre-assessment strategies will be implemented to determine student initial understanding of concepts and establish flexible grouping patterns with the following: checklists, pre-tests, KWL charts, student discussions, student demonstrations, writing prompts, and writing samples.</p> <p>Formative assessments will be employed to improve course content, to shape the method of instruction, to plan the next steps in instruction, to provide students with feedback to improve the quality of their work, and to help students control their journey toward success. The following strategies will be instrumental in the transformation process:</p> | <p>Timeline:</p> <p>Ongoing</p> |
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| <p>conferences, cooperative learning opportunities, demonstrations, exit cards, interviews, journals, learning logs, peer evaluations, product creation, and self-evaluations. Summative assessments will be given periodically to determine at a particular point in time what students know, and they will be used as an accountability measure as it pertains to student attainment of desired educational results.</p> | |
| <p>Common Planning Formative Assessment Teams: All departments will fully implement the use of common (formative) assessments to determine the levels of student mastery of standards. These results will be utilized to determine best strategies for remediation. Part of the designated PL time during common planning will be the development of common assessments and using the data for student achievement.</p> | <p>Teams will be in place by September, 2013</p> |
| <p>Designated PL time during common planning will continue to be utilized for the continued development of balanced assessments and using the data for student achievement. This will continue to be facilitated and monitored by the administration.</p> | <p>2013-14 School Year 2014-15 School Year 2015-16 School Year</p> |
| <p>DATA Teams: The administration will work with the Instructional Coaches in the use of data.</p> | <p>Ongoing</p> |
| <p>Common Planning DATA Teams: Administrators will begin facilitating DATA Teams during the designated PL time in common planning.</p> | <p>2013-14 School Year 2014-15 School Year 2015-16 School Year</p> |
| <p>Continue to send teams to the Data Teams Training and Formative Assessment Training Sessions. These team members will increase the capacity of our data and</p> | <p>We will partner with Middle Georgia RESA over the course of the next three years to develop</p> |

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| <p>Common Planning: We will also implement common planning time, after school and Saturday professional learning opportunities for staff that will have stipends offered for successful implementation.</p> <p>We will create common planning for the instructional staff that will result in increased job-embedded professional learning.</p> <p>Flexible Groups: We will begin training our staff on the utilization of Flexible Groups to increase student achievement. We will start training with local personnel until we can determine if other training is necessary.</p> <p>Credit Repair and Recovery: This will be available for a student who meet attendance criteria and received or currently has a 63-69 course average in the core-content classes. Credit Repair and Recovery opportunities will be available 4 days per week throughout the school year.</p> | |
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| <p>A9. Provide ongoing mechanisms for family and community engagement.</p> | |
| <p>Actions:</p> <p>Twiggs County will offer a community-oriented school that will seek to create an environment conducive to cultivating a meaningful partnership between the school, the home, community-based organizations, and other local agencies. The Transformation Model has been chosen to refurbish the school's current family and community engagement environment. Twiggs County High School's goal will be to ensure that the parent, school, child, community organizations to include faith-based organizations, and community agencies work to coalesce resources to ensure the success of every child, regardless of socioeconomic status.</p> <p>The goal of the family and community engagement component is to implement –a continuum of effective community services, strong family supports, and comprehensive education reforms to improve the educational outcomes for children (A Blueprint for Reform: The</p> | <p>Timeline:</p> <p>September, 2013-communicate plan at different venues</p> <p>Ongoing</p> |

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Reauthorization of the Elementary and Secondary Education Act, March 2010). This process will be transparent and will always keep the needs of the children in the forefront.

Parent Input: Parents often do not feel welcome at the school. There appears to be a strong need for more communication from the staff, and parents indicated that the perception of the school within the community at large is negative. Parents indicated a strong need for a Parent Teacher Association (PTA) at the school, and they suggested that transportation and hard economic times are key issues for parents' lack of participation at the school. Parents would like to see a parent resource center housed at the school that will provide resources to assist parents.

Staff Input: Staff members agreed that diversity training that focuses on poverty and diversity needs to be offered at the school. Staff members also reaffirmed the fact that the school needs some form of organized structure (PTA) at the school to support better communication with parents. It was also mentioned that many of the parents are young, and that alternative means of communication should be explored in order to reach these parents. On the other end of the spectrum are grandparents that are raising many of these children. These grandparents have a different set of issues that must be addressed.

We do not have a Parent Involvement staff member for TCHS. Therefore, this position will be created. We will work with GaDOE Parent Involvement to implement this program.

A new survey from the National School Public Relations Association (NSPRA) provides data on the need for changes in communication with parents and stakeholders. Relationships are built on communication. And NSPRA recently surveyed 50 of its member districts (ranging from small to large and urban to rural, with a total of 43,310 responses in 22 states) to learn the communications

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| <p>preferences of both parents and non-parents.</p> <p>The survey asked parents their preferred delivery method for school news. Internet communications clearly won. The top five answers:</p> <ul style="list-style-type: none"> • E-mail from the district/school • Online parent portal • District/school e-newsletters • District/school website • Telephone/voice messaging system <p>As NSPRA President Ron Koehler points out, "Consumer needs are changing. The backpack folder is no longer the primary source of information for parents. They want and prefer instant electronic information. ... [T]he data demonstrates parents and non-parents alike turn to the web when they need information, and they want it now."</p> | |
| <p>A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</p> | |
| <p>Actions:</p> <p>Twiggs County LEA commits to provide intensive professional development and on the job training to ensure that current and future leaders are knowledgeable of instructional practices and are prepared to lead for change. In addition, TCHS will implement the needed staffing initiatives, based on TKES/LKES, that allows for placing highly effective leaders into challenging and hard to staff areas. Central office personnel will collaborate with TCHS personnel to identify the district's most effective leaders based on student achievement data and instructional competencies. We are making a commitment of a support to a transformational principal and administrative team, which is meant to create stability for the school with a highly effective leader in place.</p> <p>The school improvement specialist at TCHS will serve as the liaison between TCHS and the central office. The school improvement specialist will be responsible for organizing and conducting monthly meetings of the TCHS grant team and the central office grant team.</p> | <p>Timeline:</p> <p>August, 2013-ongoing</p> |

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| <p>The principal will be enrolled and attend the University of Georgia ECPRP program. The purpose of the Early Career Principal Residency Program (ECPRP) is to develop leaders who have the knowledge and ability to promote the success of all students; continue the learning experience beyond initial leader preparation phase to the induction/residency phase; provide intentional support to the principals in the early career phase; provide a support structure through coaching, networking with other leaders, and learning from accomplished leaders and scholars; align learning experiences with school year calendar.</p> | <p>January, 2014</p> |
| <p>The principal and leadership team will be enrolled and attend the Georgia Leadership Institute on School Improvement. Teacher and future leaders will make up the next two cohorts.</p> | <p>October 28-30, 2013 December 9-11, 2013 Fall, 2014 Fall, 2015</p> |

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| <p>A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p> | |
| <p>Actions:</p> <p>Employ a school improvement specialist to monitor and oversee the implementation of the school reform model.</p> <p>This includes, but is not limited to:</p> <ul style="list-style-type: none"> *Coordinate professional learning activities. *Monitor budget, expenditures, and provide financial reports. *Assist with monitoring of instructional strategies. *Assist with evaluation of teaching staff. *Provide administrative oversight. *Communicate frequently with system administrators. *Monitor grade level/content area collaborative meetings. *Assist with data collection, analysis, and publication. <p>Upon completion of the grant period, the duties of monitoring Transformation Model strategies will become the responsibility of the school administration.</p> | <p>Timeline:</p> <p>August, 2013</p> |

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Attachment 1a - Transformation Model

B-1. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

| | |
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| <p>Actions: No pre-implementation activities.</p> | <p>Timeline:</p> |
|--|-------------------------|

C. Align additional resources with the interventions.

| | |
|---|---|
| <p>Actions:</p> <ul style="list-style-type: none"> ➤ Twiggs County Transportation: We will provide additional transportation to students participating in any of the various after-school programs. This will assure that after-school is available to all students. ➤ Assistant Superintendent: This person has been designated to provide ongoing support and monitor the implementation of the 1003(g) SIP and to work with the GaDOE School Improvement Division to assure compliance. This individual will report to the Superintendent and make sure support is provided to TCHS from all available resources. ➤ Implement a Student Advisory Committee (3 students from each grade) to meet monthly with the Principal and provide the student perspective of the functioning of the school and to feel a part ownership in the school ➤ Assistant Principal: This position is locally funded and necessary to keep all of the Transformation reforms monitored and on track. This will allow the Principal and all Leadership Team members to be involved in instruction on an ongoing basis. ➤ Director of Technology ➤ Title I School-Wide Plan approved in FY12 | <p>Timeline: September, 2013-ongoing</p> |
|---|---|

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| <ul style="list-style-type: none"> ➤ <u>E-Rate Funds</u> ➤ Title IIA are used to provide Professional Learning ➤ Perkins funds are utilized to support CTAE activities at TCHS ➤ AppleTV and tablet training: provide training and support to teachers who need additional training locally. | |
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| | |
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| <p>D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.</p> | |
| <p>Actions:</p> <p>The Transformation Team and Principal have been meeting regularly with the Superintendent and the BOE to inform, and they have been given the flexibility to determine the needs of TCHS and any changes necessary to prevent barriers.</p> <p>The team discovered that TCHS had misinterpreted rules about a variety of student issues. One specifically that came to light was the awarding of credit in the A/B format. We have presented this to the Superintendent and received the flexibility needed to try to graduate students affected by this policy. This has also promoted the research into the need for policy review at Twiggs County.</p> <p>The Transformational Team has identified some disciplinary policies that need to be discussed and the Twiggs BOE has indicated they welcome the team to discuss these with them at the July BOE meeting.</p> | <p>Timeline:</p> <p>Monthly during the course of the grant</p> <p>June, 2013</p> <p>June, 2013</p> |

E. Sustain the reform after the funding period ends.

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| <p>Actions:</p> <p>The Transformation Team and Principal have been meeting regularly with the Superintendent and are looking at ways to sustain the reforms after the 1003(g) SIP funding ends. We intend to concentrate our efforts requiring increased personnel and technology in year one and be able to eliminate some of these positions over the 3 years due to increased capacity of staff.</p> <p>Year 1 and Year 2: 4 Instructional Coaches, Parent Involvement Coordinator, Credit Recovery Specialist, and SIG Grant Coordinator will be supported Full time with 1003(g) SIP Funds.</p> <p>Year 3: Instructional Coaches will be supported 50% of their time with 1003(g) SIP Funds and teach or be replaced 50% of the day and Funded by State and Local Funds.</p> <p>Year 3: Credit Recovery Specialist will be supported 50% of their time with 1003(g) SIP Funds. We believe that this should be sustainable with Title I funds taking the place of the 1003(g) Funds in Year 3 and beyond.</p> <p>We need to re-build the Technology Infrastructure of TCHS. We have been able to build this capacity in our elementary schools with various Title II-D grants, and Title I funds but have not been able to provide these resources at TCHS. We believe that once we have 21st Century Classrooms (AppleTV, tablets, LDC projectors, student response systems, access to mobile computer labs), then we will be able to sustain this level of technology with existing funds from Local, State, and Title Programs.</p> | <p>Timeline:</p> <p>July, 2013-monthly during the duration of the grant</p> <p>2013-2014</p> <p>2014-2015</p> <p>2015-2016</p> <p>2015-2016</p> <p>August, 2013-October, 2013</p> |
|---|--|

| E. Sustain the reform after the funding period ends. | |
|---|--|
| <p>Actions:</p> <ul style="list-style-type: none"> • Career and Technical programs supplemented through Carl D. Perkins and Georgia State grants; • CTAE will apply for the HSTW state grant through the CTAE consolidated application | <p>Timeline:</p> <p>2016-2017 School Year</p> |

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| <ul style="list-style-type: none">• Title I, Title IIA, IDEA Funding remains • School Improvement Plan Review at the District-level continues the accountability of data analysis and identification of instructional strategies • Twiggs County School System Technology Instructional Specialists will be assigned to TCHS part time • School Improvement Specialists will be located at Priority School. <p>After establishing the expectation and providing the sustained support for each and every classroom to be a Standards Based Classroom committed to the CCGPS and Instructional Frameworks during the three grant years, the foundation is set for the continuation of the initiative.</p> <p>Teachers As Advisors will be well established during the three grant years. Intensive training and a three-year implementation period ensures the continued success of the program.</p> | <p>2016-2017 School Year</p> |
|--|------------------------------|

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Year 1 Attachment 2 - Budget Detail

LEA Name: Twiggs County School System

School Served: Twiggs County High School

Intervention Model: Transformation Model

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

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

| Object Class | | Item Description | Costs |
|--------------|--------------------------------|--|---------------------|
| 100 | Personal | 1 Math Instructional Coach | 55,000 |
| | Services (Salaries) | 1 Graduation Coach | 58,000 |
| | | 1 Credit Recovery Specialist | 26,000 |
| | | 1 School and Family Liaison | 42,000 |
| | | 1 SIG Grant Coordinator (.49) | 41,000 |
| | | 1 Literacy Coach (.49) | 36,000 |
| | | Substitutes | 6,000 |
| | | Extended Day for Teachers, Before-School ISS, Lunchtime Intervention | 16,000 |
| | | After-school, Saturday School, Summer Remediation | 25,000 |
| | | PL Stipends | 25,000 |
| | | Reward Stipends | 35,000 |
| | | | Object Total |
| | | | \$365,000 |
| 200 | Benefits | Math Instructional Coaches | 19,000 |
| | | Graduation Coach | 16,000 |
| | | Credit Recovery Specialist | 11,500 |
| | | School & Family Liaison | 12,500 |
| | | SIG Grant Coordinator | 13,000 |
| | | Literacy Coach | 12,000 |
| | | Substitutes | 1,500 |
| | | Extended Day for Teachers, Before-School ISS, Lunchtime Intervention | 2,200 |
| | | After-school, Saturday School, Summer Remediation | 2,000 |
| | | PL Stipends | 2,000 |

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| | | | |
|------------|--|---|---------------------|
| | Reward Stipends | 2,678 | |
| | | | Object Total |
| | | | \$94,378 |
| 300 | Purchased Professional & Technical Services | Professional Learning Component- PL Days with support/all materials/travel for trainers-3 years | 43,600 |
| | | Data Utilization Training | 3,000 |
| | | Formative Assessment Training | 4,500 |
| | | UMA Education Solutions Training-Credit Repair/Recovery-Supplemental to current program | 17,500 |
| | | Georgia Summer Leadership | 24,000 |
| | | GLISI | 36,000 |
| | | | |
| | | | \$128,600 |
| 500 | Other Purchased Services | Travel for Professional Learning | 12,000 |
| | | Travel for Family Involvement | 6,000 |
| | | Advance Placement registrations/travel | 15,000 |
| | | Student travel for Before & After, Saturday, and Summer | 10,000 |
| | | | Object Total |
| | | | \$43,000 |
| 600 | Supplies | AppleTV | 3,960 |
| | | tablets-teachers | 20,000 |
| | | tablet Cases | 1,600 |
| | | Document Cameras-per department | 3,500 |
| | | LCD Projectors | 16,000 |
| | | 4 Mobile Laptop Labs (30 x 4) 120 laptops | 164,000 |
| | | UMA-Credit Repair/Recovery Software | 50,000 |
| | | Laptops for Administrative Teams-Collaboration | 16,000 |
| | | Desktops for ISS Interventions/Credit Repair/Recovery | 28,000 |
| | | Server to increase student access, allocate student email | 11,000 |
| | | Server to increase instructional resources, allocated shared space for collaborations | 11,000 |
| | | Printers and mobile access points for labs | 13,000 |
| | | Additional CTAE Pathway materials (after Perkins funds) | 10,000 |
| | | Equip PL room with AppleTV, tablets, laptops, and displays | 26,000 |
| | | Add Digital Displays to Commons area for parent, student, stakeholder information and student recognition | 6,000 |

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| | | | |
|---|---|-------|---------------------|
| | Binders, flash drives, toner, paper, pencils, pens, calculators, notebooks | 9,000 | |
| | | | Object Total |
| | | | \$389,060 |
| (Property Capitalized Equipment) | | | Object Total |
| | | | \$ |

| | | | | |
|------------|--------------------------|--|----|---------------------|
| 800 | Other Objects | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | \$ | - |
| 900 | Other Uses | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | \$ | - |

School Total

\$1,020,038.00

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Year 2 Attachment 2 - Budget Detail

LEA Name: Twiggs County School System

School Served: Twiggs County High School

Intervention Model: Transformation Model

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

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

| Object Class | | Item Description | Costs |
|--------------|--------------------------------|---|---------------------|
| 100 | Personal | 1 Math Instructional Coach | 55,000 |
| | Services (Salaries) | 1 Graduation Coach | 58,000 |
| | | 1 Credit Recovery Specialist | 26,000 |
| | | 1 School and Family Liaison | 42,000 |
| | | 1 SIG Grant Coordinator (.49) | 41,000 |
| | | 1 Literacy Coach (.49) | 36,000 |
| | | Substitutes | 6,000 |
| | | Extended Day for Teachers, Before-School ISS, Lunchtime Intervention | 16,000 |
| | | After-school, Saturday School, Summer Remediation | 25,000 |
| | PL Stipends | 25,000 | |
| | Reward Stipends | 35,000 | |
| | | | Object Total |
| | | | \$365,000 |
| 200 | Benefits | Math Instructional Coach | 19,000 |
| | | Graduation Coach | 16,000 |
| | | Credit Recovery Specialist | 11,500 |
| | | School & Family Liaison | 12,500 |
| | | SIG Grant Coordinator | 13,000 |
| | | Literacy Coach | 12,000 |
| | | Substitutes | 1,500 |
| | | Extended Day for Teachers, Before-School ISS, Lunchtime Intervention | 2,200 |
| | | After-school, Saturday School, Summer Remediation | 2,000 |

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| | | | |
|---|---|--------|---------------------|
| | PL Stipends | 2,000 | |
| | Reward Stipends | 2,678 | |
| | | | Object Total |
| | | | \$94,378 |
| Professional & Technical | Professional Learning Component- PL Days with support/all materials/travel for trainers-3 years | 43,600 | |
| | Data Utilization Training-2 nd Cohort | 3,000 | |
| | Formative Assessment Training-2 nd Cohort | 4,500 | |
| | Georgia Summer Leadership | 24,000 | |
| | GLISI | 36,000 | |
| | | | |
| | | | \$111,100 |
| 500 Other Purchased Services | Travel for Professional Learning | 12,000 | |
| | Travel for Family Involvement | 6,000 | |
| | Advance Placement registrations/travel | 15,000 | |
| | Student transportation for Before & After, Saturday and Summer | 10,000 | |
| | | | |
| | | | \$43,000 |
| 600 Supplies | Supplemental tablets, cases, AppleTV, LCD | 13,000 | |
| | 2 Mobile Laptop Labs (30 x 2) 60 laptops | 82,000 | |
| | Printers and mobile access points for labs | 13,000 | |
| | Additional CTAE Pathway materials (after Perkins funds) | 10,000 | |
| | Binders, flash drives, toner, paper, pencils, pens, calculators, notebooks | 9,000 | |
| | | | |
| | | | \$127,000 |
| 700 Property (Capitalized Equipment) | | | |
| | | | |
| | | | |
| | | | |
| | | | \$ |

| | | | |
|--------------------------|--|--|------|
| 800 Other Objects | | | |
| | | | |
| | | | |
| | | | |
| | | | \$ - |
| 900 Other Uses | | | |
| | | | |
| | | | |
| | | | |
| | | | \$ - |

School Total \$740,478

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Year 3 Attachment 2 - Budget Detail

LEA Name: Twiggs County School System

School Served: Twiggs County High School

Intervention Model: Transformation Model

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

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

| Object Class | | Item Description | Costs |
|--------------|--------------------------------|---|---------------------|
| 100 | Personal | 1 Math Instructional Coach | 27,500 |
| | | 1 Graduation Coach | 58,000 |
| | Services (Salaries) | 1 Credit Recovery Specialist | 13,000 |
| | | 1 School and Family Liaison | 42,000 |
| | | 1 SIG Grant Coordinator | 20,500 |
| | | 1 Literacy Coach | 18,000 |
| | | Substitutes | 4,500 |
| | | Extended Day for Teachers, Before-School ISS, Lunchtime Intervention | 10,000 |
| | | After-school, Saturday School, Summer Remediation | 12,500 |
| | | PL Stipends | 12,500 |
| | | Reward Money | 35,000 |
| | | | Object Total |
| | | | \$253,500 |
| 200 | Benefits | Math Instructional Coach | 9,000 |
| | | Graduation Coach | 16,000 |
| | | Credit Recovery Specialist | 4,000 |
| | | School & Family Liaison | 12,500 |
| | | SIG Grant Coordinator | 7,000 |
| | | Literacy Coach | 6,500 |
| | | Substitutes | 1,500 |
| | | Extended Day for Teachers, Before-School ISS, Lunchtime Intervention | 4,000 |
| | | After-school, Saturday School, Summer | 5,500 |

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| | | | |
|------------|---|--------|---------------------|
| | Remediation | | |
| | PL Stipends | 5,500 | |
| | Reward Stipends | 2,678 | |
| | | | Object Total |
| | | | \$74,178 |
| 300 | Purchased | | |
| | Professional Learning Component- PL Days with support/all materials/travel for trainers-3 years | 43,600 | |
| | Formative Assessment Training | 4,500 | |
| | | | |
| | Georgia Summer Leadership | 24,000 | |
| | GLISI | 36,000 | |
| | | | |
| | | | Object Total |
| | | | \$108,100 |
| 500 | Other Purchased Services | | |
| | Travel for Professional Learning | 12,000 | |
| | Travel for Family Involvement | 6,000 | |
| | Advance Placement registrations/travel | 15,000 | |
| | Student travel for Before & After, Saturday, and Summer | 10,000 | |
| | | | |
| | | | Object Total |
| | | | \$43,000 |
| 600 | Supplies | | |
| | Supplemental tablets, cases, AppleTV, LCD | 6,000 | |
| | Additional CTAE Pathway materials (after Perkins funds) | 10,000 | |
| | Binders, flash drives, toner, paper, pencils, pens, calculators, notebooks | 9,000 | |
| | | | |
| | | | Object Total |
| | | | \$25,000 |
| 700 | Property (Capitalized Equipment) | | |
| | | | |
| | | | |
| | | | Object Total |
| | | | \$ |

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| | | | | |
|------------|--------------------------|--|--|---------------------|
| 800 | Other Objects | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ - |
| 900 | Other Uses | | | |
| | | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ - |

School Total

\$503,778.00

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Attachment 2a - Budget Template

| LEA Cohort 3 BUDGET | | | | | |
|----------------------------------|---------------------------|-------------------------------------|----------------------|----------------------|-------------------------|
| | Year 1 Budget | | Year 2 Budget | Year 3 Budget | Three-Year Total |
| | Pre-Implementation | Year 1 – Full Implementation | | | |
| Twiggs County High School | 0.00 | \$1,020,038 | \$740,478 | \$503,778 | \$2,264,294 |
| LEA-level Activities | | | | | |
| Total Budget | 1,020,038 | | 740,478 | 503,778 | \$2,264,294 |

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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 Tier I and Tier II schools. Write the annual goals below.

Reading/English Language Arts

2013-2014 School Year

The percentage of TCHS students who meet and exceed standards on the Ninth Grade Literature EOCT will increase by 7 percentage points over the 2013 school year scores increasing from 71% meets and exceeds to 78% as measured by the Spring 2013-2014 EOCT.

The percentage of TCHS students who meet and exceed standards on the American Literature and Composition EOCT will increase by 12 percentage points over the 2013 school year scores increasing from 59% meets and exceeds to 71% meets and exceeds as measured by the Spring 2013-2014 EOCT.

2014-2015 School Year

The percentage of TCHS students who meet and exceed standards on the Ninth Grade Literature EOCT will increase by 7 percentage points over the 2014 school year scores increasing from 78% meets and exceeds to 84% as measured by the Spring 2014-2015 EOCT.

The percentage of TCHS students who meet and exceed standards on the American Literature and Composition EOCT will increase by 12 percentage points over the 2014 school year scores increasing from 71% meets and exceeds to 83% meets and exceeds as measured by the Spring 2014-2015 EOCT.

2015-2016 School Year

The percentage of TCHS students who meet and exceed standards on the Ninth Grade Literature EOCT will increase by 7 percentage points over the 2013 school year 71% meets and exceeds as measured by the Spring 2015-2016 EOCT.

The percentage of TCHS students who meet and exceed standards on the American Literature and Composition EOCT will increase by 12 percentage points over the 2015 school year scores increasing from 83% meets and exceeds to 95% meets and exceeds as measured by the Spring 2015-2016 EOCT.

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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 Tier I and Tier II schools. Write the annual goals below.

Mathematics

2013-2014 School Year

The percentage of TCHS students who meet and exceed standards on the Coordinate Algebra EOCT will increase by 25 percentage points over the 2013 school year scores increasing from 6% meets and exceeds to 31% as measured by the Spring 2013-2014 EOCT.

The percentage of TCHS students who meet and exceed standards on the Math II EOCT will increase by 15 percentage points over the 2013 school year scores increasing from 33% meets and exceeds to 48% as measured by the Spring 2013-2014 EOCT.

2014-2015 School Year

The percentage of TCHS students who meet and exceed standards on the Coordinate Algebra EOCT will increase by 25 percentage points over the 2014 school year scores increasing from 31% meets and exceeds to 56% as measured by the Spring 2014-2015 EOCT.

The percentage of TCHS students who meet and exceed standards on the Math II EOCT will increase by 15 percentage points over the 2014 school year scores increasing from 48% meets and exceeds to 63% as measured by the Spring 2014-2015 EOCT.

2015-2016 School Year

The percentage of TCHS students who meet and exceed standards on the Coordinate Algebra EOCT will increase by 25 percentage points over the 2015 school year scores increasing from 56% meets and exceeds to 81% as measured by the Spring 2015-2016 EOCT.

The percentage of TCHS students who meet and exceed standards on the Math II EOCT will increase by 15 percentage points over the 2015 school year scores increasing from 63% meets and exceeds to 78% as measured by the Spring 2015-2016 EOCT.

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Graduation Rate

2013-2014 School Year

The TCHS Graduation rate will improve by 9.5 percentage points over the 2012-2013 Graduation Rate of 60.78% Graduation Rate for 2013-2014 striving for a 70.28 Graduation Rate.

2014-2015

The TCHS Graduation rate will improve by 9.5 percentage points over the 2013-2014 Graduation Rate of 70.28% Graduation Rate for 2014-2015 striving for a 79.78 Graduation Rate.

2014-2015

The TCHS Graduation rate will improve by 9.5 percentage points over the 2014-2015 Graduation Rate of 70.28% Graduation Rate for 2015-2016 striving for a 89.12 Graduation Rate exceeding the ESEA Graduation Rate.

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Attachment 3 - Checklist

| Section A. SCHOOLS TO BE SERVED | |
|---|---|
| <p>The chart is complete:</p> <ul style="list-style-type: none"> ✓ All Priority schools are identified. ✓ Intervention models are selected for each Priority school. ✓ If more than nine schools will be served, only 50 percent or less have selected the transformation model. ✓ An explanation for the Priority schools that the LEA is not applying to serve has been provided. | <p>X</p> <p>X</p> <p>X</p> <p>X</p> |

| Section B. DESCRIPTIVE INFORMATION | |
|---|---|
| <p>1. Comprehensive Needs Assessment, Data Sources and Narrative</p> <ul style="list-style-type: none"> ✓ The narrative reflects that a comprehensive needs assessment and analysis has been conducted in order to select the appropriate intervention. ✓ The narrative reflects the analysis of the required data sets to determine school needs. If the narrative reflects the analysis of additional sources of data, such as process, demographic and/or perception data, summary reports for the data must be attached to the application. ✓ A rationale for selection of intervention model is provided within the narrative. | <p>X</p> <p>X</p> <p>X</p> |
| <p>2. Capacity</p> <ul style="list-style-type: none"> ✓ Description identifies multiple resources (e.g., human, material, technical, etc.) and related support (e.g., commitment of school board to remove barriers, credentials of staff, recruitment process, area technical colleges and universities, job-embedded professional learning, etc.). ✓ Complete all parts of Section B. 2. ✓ The link below (Public Impact) provides a resource tool that may be used to assist the LEA in the selection of a turnaround leader. http://www.publicimpact.com/publications/Turnaround_Leader_Compencies.pdf ✓ To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for: <ul style="list-style-type: none"> • Demonstrating capacity to devote staff, facilities, funding, services, and other resources exclusively to the management contracting function. • Demonstrating flexibility in removing barriers for the contract schools. • Ensuring that the LEA's central office staff will support successful | <p>X</p> <p>X</p> <p>X</p> <p>X</p> |

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| | |
|---------------------------------|--|
| implementation of the contract. | |
|---------------------------------|--|

Attachment 3 – Checklist

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| <p>✓ To ensure that the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively, the SEA will look for specific examples of the following actions for:</p> <ul style="list-style-type: none"> • Reviewing local board policies which would restrict a school’s ability to implement requirements of the intervention models for Priority schools. • Ensuring that the LEA’s central office staff will support successful implementation of the interventions and school improvement strategies. • Demonstrating flexibility in removing barriers that will interfere with the intervention models selected. | X |
| <p>3. Description</p> <p>✓ The appropriate portion of Attachment 1 (1a: Turnaround Model, 1b: School Closure Model, 1c: Restart Model, 1d: Transformation Model) is complete and provides specific examples of actions that the LEA has taken or will take to implement the selected model for each Priority school applying for this grant.</p> <p>✓ To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for:</p> <ul style="list-style-type: none"> • Developing a written policy and procedure for selecting external providers and utilizing the process. • Demonstrating that it has used a rigorous selection process to choose contract school providers, which will include: <ul style="list-style-type: none"> ○ A Public Notice of Intent process. ○ An assessment of the applicant provider’s knowledge of, skill with, and success rate related to the intervention model selected. ○ A thorough review of each applicant’s administrative, organizational structure, legal, and financial perspectives. ○ Documentation that references have been contacted to verify prior successful implementation of the selected intervention model. • Ensuring that the providers know how to choose and manage school leaders who have the competencies to work effectively in a reform environment. • Clarifying the roles for the school provider and LEA that will be a part of the contract. • Defining a process for cancelling the contract and restructuring when a contract provider is not successful. • Including stakeholders such as parents and community groups throughout the entire process. • Establishing clear goals and closely monitoring school performance. | X |

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| <ul style="list-style-type: none"> Establishing a clear timeframe for measuring gains in student achievement. | |
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Attachment 3 - Checklist

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| <ul style="list-style-type: none"> ✓ To ensure alignment of other resources with the interventions, the SEA will look for specific examples of actions the LEA has taken or will take for: <ul style="list-style-type: none"> Developing a plan complete with strategies that focus on the individual school's student achievement needs. Ensuring Title I schoolwide schools are consolidating ESEA funds to upgrade the entire educational system of the school. Providing job-embedded professional learning for teachers. Ensuring that each school has developed the intervention model that aligns all funding available to the school to implement specific strategies. ✓ To ensure that reforms are sustained after the funding period ends, the SEA will review the LEA process for: <ul style="list-style-type: none"> Developing a plan with a timeline for continued implementation of the intervention strategies. Measuring progress and adjusting strategies that have not proven to be effective. Aligning funds to continue supporting successful intervention efforts and progress. Providing continued professional learning opportunities that link to the intervention strategies and annual goals for student achievement. | <p>X</p> <p>X</p> |
| <p>4. Timeline</p> <ul style="list-style-type: none"> ✓ Found in Attachment 1 (1a: Turnaround Model, 1b: School Closure Model, 1c: Restart Model, 1d: Transformation Model), the timeline addresses implementation of the basic elements of the selected intervention model and ensures that the basic elements of the intervention model will be initiated by the beginning of the 2013-2014 school year. The timeline provides a clear picture of implementation of the intervention model throughout the duration of the grant. | <p>X</p> |
| <p>5. Annual Goals</p> <ul style="list-style-type: none"> ✓ Annual goals are written for student achievement on the State's assessments in Reading/English Language Arts and Mathematics for the Priority school(s) as defined in Section B. ✓ Annual goals are written for the graduation rate for Priority high schools as defined in Section B. ✓ Annual goals are written for three years. ✓ The annual goals are specific, measurable, attainable, results-oriented, and time bound. | <p>X</p> <p>X</p> <p>X</p> <p>X</p> |

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Attachment 3 - Checklist

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| <p>6. Stakeholder Representation</p> <ul style="list-style-type: none"> ✓ Relevant stakeholders have been consulted regarding the LEA's application and plans for implementation of school improvement models selected for its Priority school(s). ✓ Evidence is provided addressing stakeholder notification and involvement (e.g., agendas and minutes from school council meetings, web postings, newsletters, etc.). | <p align="center">X</p> <p align="center">X</p> |
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| B-1. Pre-Implementation Activities and Budget | |
| <ul style="list-style-type: none"> ✓ Pre-implementation activities are described. | <p align="center">X</p> |
| <ul style="list-style-type: none"> ✓ A proposed budget is included. | <p align="center">X</p> |

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| Section C. DEVELOP A BUDGET | |
| <ul style="list-style-type: none"> ✓ The LEA has completed a budget on Attachments 2 and 2a for each Priority school. ✓ The budget is reflective of allowable SIG 1003(g) expenditures, as outlined in the FY10 SIG Guidance. | <p align="center">X</p> |

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| Section D. ASSURANCES | |
| <ul style="list-style-type: none"> ✓ The superintendent agrees to the assurances for the School Improvement Grant. | <p align="center">X</p> |

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| Section E. WAIVERS | |
| <ul style="list-style-type: none"> ✓ The superintendent agrees to the waivers included in the School Improvement Grant. | <p align="center">X</p> |

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Attachment 4 - Rubric

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

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

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

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

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

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Attachment 5 Twiggs County High School GAPSS Analysis

Twiggs County High School Commendations

Georgia Assessment of Performance on School Standards

February 12, 13, & 14, 2013

Curriculum, Assessment, and Instruction

- ★ Lesson plans were aligned with state standards in 85% of classrooms observed. C-1.1

- ★ A data room has been established and used to analyze and monitor
 - student achievement in all core areas, including individual progress toward graduation
 - discipline referrals
 - student and teacher attendance
 - process data from guided focus walksA-1.1; A-3.1

- ★ A common organizing framework is widely used to guide and inform the teaching and learning process. I-1.1

- ★ A majority of students interviewed (71%) were able to identify the learning standard or goal. I-1.3

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- ★ The school has recently implemented a daily Instructional Focus Time block to provide an opportunity for students to receive extra support and/or accelerate their learning. I-2.6

Student, Family, & Community Support

- ★ The school employs a variety of means to communicate with parents and the community, including a school website, parent nights, an automated calling system, and email. SFC-1.1

Professional Learning

- ★ Teachers meet weekly to participate in varied job-embedded professional development activities. PL-1.1

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Leadership

- ★ The school's scores on the Georgia High School Writing Test (GHSWT) increased 14% from the 2011-12 school year to the 2012-13 school year. L-1.2; L-1.3
- ★ The school makes effective use of central office, regional, and state resources (e.g., Georgia Department of Education, RESA, district specialists) to provide support for positive change and enhance the academic program. L-3.3
- ★ The school leadership team is operational and representative of the school staff. The team is chaired by a teacher and meets regularly to review data in order to address problems and make decisions. The team has developed protocols to deal with issues related to student needs, staff productivity, and organizational performance. L-4.1; L-4.2; L-4.3

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Target Areas for Improvement

| | | |
|------------|------------|-------------|
| Curriculum | Assessment | Instruction |
|------------|------------|-------------|

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Ensure that teachers' collaborative planning sessions are regularly scheduled, structured, and focused on

- developing a clear, consistent, shared understanding of what students should know, understand, and be able to do in order to achieve state standards
- analyzing recent formative assessment data and student work products to identify learning gaps and adjust instruction at the classroom level
- designing common assessment practices which are clear, balanced, and authentic
- implementing research-based instructional strategies

C-2.1; C-2.2; A-1.2; A-1.3; A-1.4; I-2.1; I-2.4

Seek ways to increase the use of diagnostic assessment at the classroom level in order to monitor and adjust instruction. A-2.1

Make research-based instruction and high expectations for student achievement standard practice in all classrooms by

- moving away from whole-group, teacher-centered learning
- increasing the use of teaching and learning strategies that promote active student engagement
- requiring authentic student work products that integrate higher-order thinking skills and demonstrate a depth of understanding of the standards
- incorporating the language of the standard throughout the sequencing of the lesson
I-2.1; I-2.2; I-2.4; I-3.1

Differentiate instruction in all classrooms by content, process, product, and/or learning environment, and ensure that all students benefit from the use of purposeful, flexible groups which are developed based on diagnostic and formative assessment data. I-2.3; I-2.5

Increase teacher and particularly student use of instructional technology as an effective tool to

- increase student engagement
- collect formative assessment data
- reinforce higher-order thinking skills
- enhance differentiation of instruction
- expand students' ability to investigate and analyze information

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I-2.7

Implement strategies to allow students and teachers to jointly establish challenging learning goals. Consider having teachers and individual students collaboratively write SMART goals as a way to fully implement this process. Provide increased opportunities for students to take greater responsibility for their own performance by increasing the availability and use of self-monitoring and self-evaluation tools. I-3.2; I-3.3

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Planning and Organization

Ensure that the school improvement plan

- includes input from all teachers and stakeholders
- is clearly communicated to all teachers and staff
- guides the day-to-day operations of the school
- is closely monitored and evaluated by the leadership team on a regular basis and that frequent feedback regarding the implementation of the plan is provided to all staff

PO-2.1; PO-2.3

Seek ways to ensure effective selection and use of human, technological, and material resources; in particular, examine the role and responsibilities of the instructional coach, the active participation of co-teachers in classroom instruction, the availability of consumable instructional supplies, access to textbooks, and availability of computers for student use. PO-3.2; L-2.2

Articulate, communicate, and implement rules, policies, and procedures consistently and effectively in all facets of school operations to ensure the school provides a safe and orderly learning environment. Review student data to ensure that the school-wide discipline plan is consistently administered. PO-4.1

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Professional Learning

Provide additional opportunities for staff members to participate in instructional leadership development experiences and to serve in instructional leadership roles with an emphasis on engaging teachers in planning, supporting, and communicating professional learning in the school.

PL-1.3; L-3.2

Review current professional learning practices and student data to expand and implement a long-term, in-depth plan for job-embedded professional learning which focuses on strategies that will most significantly impact teachers' depth of understanding and student achievement. Communicate clearly the expectations for implementing the targeted strategies so that the professional learning enables teachers to use the new instructional strategies routinely. Monitor professional learning regularly to assess its impact on specific teacher practices and student achievement; use classroom observations and focused walks to provide specific feedback and coaching to teachers. PL-2.1; PL-2.2; PL-2.4; PL-2.5; PL-2.6

Ensure that targeted professional learning activities promote the sustained development of teachers' deep understanding of content knowledge and are designed to assist teachers and staff to

- increase their ability to interpret and use the results of educational research and to monitor and improve group processes
 - develop the knowledge and skills to implement state standards (using research-based instructional practices, developing performance tasks, incorporating higher-order thinking skills/questioning techniques, communicating high expectations, engaging students in active learning, using a balanced variety of diagnostic and formative assessment tasks to inform instruction.)
 - increase understanding of the planning and processes needed to provide differentiated instruction through flexible grouping and tiered assignments
 - integrate technology into classrooms to support research-based, active instruction
 - implement strategies to increase family involvement in supporting student learning
- PL-2.3; PL-2.7; PL-3.1; PL-3.2; PL-3.3; PL-3.4

Correlated to Georgia School Keys and Implementation Resource Guide

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Leadership

Provide a more supportive learning environment for all teachers and students by ensuring that consistent management and organizational practices are implemented by all school leaders. Review all organizational practices for consistency (e.g., expectations for collaborative planning, use of the academic coach and special education co-teachers, expectations for implementing the school-wide discipline plan, and communication of school improvement goals). L-2.3

Increase opportunities for all staff members and other stakeholders to provide input and to share in decision-making and problem-solving in order to ensure collective responsibility for achievement of student and organizational performance targets. L-3.1

Student, Family and Community Support

School Culture

Develop and implement a parenting outreach and training program to encourage parents to take a direct and sustained role in promoting student achievement. SFC-1.2; SFC-1.3

Establish and expand the opportunities for students, families, and community members to play a more active role in school governance, decision-making, and problem-solving. SFC-2.1

Expand the number and quality of partnerships with businesses and community service agencies to support the school. SFC-3.2

Seek ways to ensure that all staff members gain a greater sense of belonging and inclusion in the learning community. SC-2.1