

School Improvement Grants

Application for School Improvement Grant New Awards Competition Cohort 5

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

CFDA Number: 84.377A



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

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

July 2016



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

**LEA Application - Cohort 5
Cover Page
Due Date: September 6, 2016**

LEA Name: Wilcox County School System	LEA Mailing Address: 395 College Street W. Abbeville GA 31001
<p>LEA Contact and Coordinator (person responsible) for the School Improvement Grant:</p> <p>Name: Dale Garnto</p> <p>Position and Office: Federal Programs Coordinator/Central Office</p> <p>Contact's Mailing Address: Wilcox County Board of Education 395 College Street West Abbeville, GA 31001</p> <p>Telephone: 1-229-467-2141 ext. 24</p> <p>Fax: 1-229-467-2302</p> <p>Email Address: garntod@wilcox.k12.ga.us</p>	
Board Chairman (Print Name): Henry B. Collier	Telephone: 1-229-425-3100
Signature of Board Chairman: X <u>Henry B. Collier</u>	Date: September 5, 2016
Superintendent (Printed Name): Julie Childers	Telephone: 1-229-467-2141 ext. 25
Signature of Superintendent: X <u>Julie Childers</u>	Date: September 5, 2016
<p>The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.</p>	

LEA Name: Wilcox 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.

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

SCHOOL NAME	STATE ID #	PRIORITY	INTERVENTION
			(print name of selected model below)
Wilcox County High School	130573002 232	Yes	State-Determined Model
Wilcox County Middle School	130573002 451	No	State-Determined Model (Feeder School)
Wilcox County Elementary School	130573001 836	No	State-Determined Model (Feeder School)

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

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

Funding Priority and Schools to be Served

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

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

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

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

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

Reporting and Evaluation Requirements

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

Fiscal Accountability

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

Program Accountability

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

Fiscal and Program Reporting Requirements

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

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

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

- Discipline incidents;
 - Truants/Chronic absenteeism rate;
 - Distribution of teachers by performance level on the Georgia Teacher Keys Evaluation System; and
 - Teacher attendance rate
4. The school is implementing the selected reform model with fidelity.
 5. The school is utilizing formative and summative assessments to provide continuous feedback to stakeholders and to identify those practices that are most promising in raising student achievement.

Application Instructions and Application Review

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

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

Due Date: September 6, 2016

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

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

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

Application Review

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

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

LEA Capacity

- (1) For each priority school, that the LEA commits to serve, the LEA must complete a comprehensive needs assessment and analysis (Appendix A), resulting in the selection of an appropriate intervention for each school. The LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, based on a needs analysis that, among other things, analyzes the needs identified by families and the community. Utilizing the summary and conclusion of the analysis of each of the areas detailed in Appendix A, provide a narrative that discusses how the needs assessment aligns with the selection of the specific SIG 1003(g) intervention model selected by the LEA for each Priority school.

Wilcox County High School will improve student achievement and increase its graduation rate by implementing the State Determined Model – Community Based Vertical Approach Model. Currently, there are three schools in Wilcox County, all of which are Title I school-wide schools. The feeder pattern is as follows: Wilcox County Elementary School serves grades PK-5 and feeds into Wilcox Middle School which serves grades 6-8. Wilcox County High School is the sole Priority school in the district and serves grades 9-12.

The school system has submitted and been approved to build one PK-12 school over the next 22 to 24 months. The current schools which are all over 20 years old with the high school being over 50 years old will be closed. The receipt of school improvement funds will ensure that the new PK-12 school collaboratively continue to increase student achievement and graduation rate. The community based vertical approach will provide the framework needed at all three schools to consolidate their individual school improvement efforts into one district wide initiative. The new school is slated to be finished by July 2018 and if academic growth continues at the current pace, the new school will be a showcase of South Georgia success.

Wilcox County High School received Cohort 2 SIG funds in FY12. During the course of the initial grant, a transformation occurred at the high school among both the students and the staff. CCRPI scores for our high school increased 4 of the last 5 years and increased above the state average in FY15 but due to our rural size, the district has been limited in providing resources for the other two schools to keep pace. Both the elementary and middle school lag considerably behind the high school. The State Determined Model – Community Based Vertical Approach will allow the Wilcox County School System to increase student achievement and

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graduation rate through a rigorous district-wide comprehensive plan with relevant, on-going, high quality job-embedded, individualized professional learning, increased learning time, differentiated scheduling, data driven decision making, technology rich environment, and increased community support of all stakeholders. The implementation of the School Improvement Plan (SIP) will include standards-based classrooms that will include the implementation of high quality lesson plans, interactive technology, and research-based strategies/practices that will improve instruction and increase student achievement. The Teacher and Leader Effective Systems (TKES and LKES) will be utilized to evaluate and support teachers in their efforts to carry out the schools' initiatives with fidelity and to improve student learning in every classroom.

Each school conducted a thorough review of available assessment data to determine system wide needs to address. The most prevalent needs are as follows:

FY15: Wilcox County High School (WCHS): Three end of course Milestones assessments had proficiency scores below 25% percent. Biology had a 10% proficiency rate, U.S. History had a 12% proficiency rate, and Physical Science had a 24% proficiency rate. Biology scores were an outlier in the group as historically on the old EOCT assessment, Biology scores were in the top three in our region. On the first administration of Milestones only 21 students took the Biology assessment. Curriculum sequences in science were realigned and the majority of students in grades 9 and 10 took Physical Science in FY15.

FY16: Wilcox County High School (WCHS) improved performance on five of eight End of Course (EOC Milestone assessments. U.S History, 11th grade American Literature, and Coordinate Algebra had proficiency rates below 25%. Meaning that 75% or more of students scored at the Beginning or Developing Learner level.

FY15: Wilcox County Middle School (WCMS): Three sub-tests in 6th grade and three sub-tests in 8th grade had proficiency scores of less than twenty-five percent meaning that 75% or more of the students in these subjects scored at Level I-Emerging Learner or Level II-Developing Learner in the following subjects: 6th grade ELA (24%), Math (21%), and Social Studies (20%) and 8th grade Math (13%), Science (20%), and Social Studies (22%).

FY16: Wilcox County Middle School (WCMS): Only one subtest Physical Science had proficiency rates below 25%. Scores improved over the prior year on eight of the twelve subtests but HGRESA rankings dropped in three areas that reflected academic growth.

FY15: Wilcox County Elementary School (WCES): On the new Milestones End of Grade Assessment administered for the first time in Georgia in spring 2015, WCES had six sub-tests with fewer than 25% of students scoring at Proficient or above: Third grade Science (23%) and 3rd grade Social Studies (22%), 4th grade Math (24%) and 4th grade Science (20%), and 5th grade Math (23%) and 5th grade Social Studies (24%).

FY16: Wilcox County Elementary School reflected academic gains on nine of twelve Milestones

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assessments over the previous year. 4th and 5th grade math, 5th grade ELA, and 4th grade science reflected the weakest scores. The aforementioned subtests have proficiency rates less than 27%.

The lowest performing areas on the FY15 Milestones assessment are 8th grade Math, Biology, and U.S. History. Each of these sub-tests had 13 or fewer percent of the students score at Level III or Level IV on the assessment. However, on the FY16 Milestone assessments, ELA performance in grades 5 and 7 dipped. No Milestone assessments were in the teens in FY16 but six subtests reflected proficiency rates less than 27%.

Comparing FY15 Milestones data to FY14 CRCT and EOCT data, all sub-tests and subgroups scores plummeted. The increased rigor of the test and the new expectation of responding to constructed and extended response questions was overwhelming to many of our students. Statewide Milestones scores were also significantly lower than in previous years. African-Americans and Students with Disabilities performed the poorest on the first administration of the Milestones assessment. In order to establish a baseline set of data, Milestones scores were disaggregated by ethnicity, gender, and special populations. To determine which groups have the greatest gaps, any group having 50% or more of its population scoring at Level 1 – Emerging Learner were highlighted in red. Groups with more than 30% of the population scoring at Level III and IV were highlighted in green. Repeatedly across grades 3-8, African-American or Black students and Students with Disabilities had 50% or more of that population scoring at Level I-Emerging Learner. At Wilcox County High School, African-Americans and females had fifty percent or more of that subgroup scoring at Level I in Biology, Economics, Analytic Geometry, and U.S. History. See charts in Appendix A.

Based upon data from our needs assessment, it is evident that performance varies on multiple Milestone assessments from one year to the next. Overall each school improved the number of students achieving at the proficient or distinguished level but no consistent pattern of sustained growth is evident. The State Determined Model will allow our district to embed district wide performance protocols for both formative and summative assessments so all subgroups of students can continue meeting growth goals. Additionally, high quality job-embedded professional learning will be aligned to school improvement plans, the district strategic plan, and SIG initiatives so individual professional growth can occur among staff.

(2) For each priority school, that the LEA commits to serve, the LEA must demonstrate that it has taken into consideration family and community input in selecting the intervention.

What methods and consideration did the LEA use to consult with relevant stakeholders including principals, teachers, staff, parents, student, school board members and community members on the LEA's application and selection of intervention models in its Priority school(s) prior to submitting an application to the Georgia Department of Education?

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On July 21, 2016, School Superintendent Julie Childers met with all central office and school level leadership team members to plan for the FY17 school year. Thirty three of the 181 school employees were represented including both certified and classified staff. Leadership teams spent the day listening to program compliance requirements, completing data analysis, brain storming, and updating school and system improvement plans. Collectively, all three leadership teams agreed that system-wide processes for data analysis, teacher led professional learning, and school reform were needed. District goals were updated and leadership team members redelivered information to grade level and departmental level colleagues during pre-planning. Central office and building level administration met again in August to discuss the grant opportunity. Members watched the webinar outlining the benefits of each intervention model.

Input was solicited from parents via an electronic survey during open house. Sixty seven parents and community members responded. Due to the rural size and closeness of our community, many informal conversations were held regarding the grant opportunity. At the district level, members of the Superintendents' Cabinet were contacted regarding the grant opportunity. Feedback collected from parents/community members and school/district level staff was compiled, reviewed, and disseminated during a called board meeting on August 25, 2016. Board members reviewed the implementation plan and voted unanimously to apply for SIG Cohort 5 funding.

- (3) The LEA must describe actions it has taken, or will take, to design and implement a plan consistent with the final requirements of the turnaround model, restart model, school closure, transformation model, evidence-based whole school reform model, early learning model, or state-determined model.

The Wilcox County School System administrative team and select members of the leadership teams viewed the various models. Since the school system is in the process of building one PK-12 school that will be opened in August 2018, the team decided that the state determined model would be the most effective model to implement to impact change at all levels. After much brainstorming among the group and a thorough analysis of data, actions were developed that would impact change from Pre-K through grade 12. Action steps were developed, alignment to needs was established, a timeline was created, person(s) responsible were assigned, and an estimated budget was developed for indicators A1-A12.

- (4) The LEA must describe actions it has taken, or will take, to determine its capacity to provide adequate resources and related support to each priority school, identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation.

Since July 1, 2016, all school improvement plans and the district strategic plan have been updated using data from previous Milestone assessments. Two cabinet meetings have been held to discuss funding and alignment of school system resources. A preliminary data protocol has been discussed and some information has been shared with all staff via Google Docs.

From January 1, 2017 – June 30, 2017, support staff funded through the grant will be employed, current staff strengths and weaknesses will be analyzed in greater detail to determine in house/resident experts that can provide teacher led professional learning, additional feedback on rewards and incentives will be collected and a plan will be developed, retention bonuses will be paid to eligible staff, and the data protocol will be finalized and shared with staff.

- (5) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such

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providers for their performance. The LEA must demonstrate how they will recruit, screen, and select any vendor that may receive \$75,000 or more, throughout the term of the grant. The LEA must demonstrate a rigorous recruiting, screening, and selection process that includes the following:

- A process for identification of potential providers;
- A protocol for analysis of the connection between the provider's experience and the district and each school's comprehensive needs assessment;
- A description of the provider's responsibilities and alignment with each school's needs, as well as the LEA and provider's shared accountability for the full and effective implementation of the intervention model and student achievement in the selected school.

The district will not employ external providers using SIG funds.

(6) The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.

All three schools use the school-wide planning process to continuously engage students, staff, parents and the community in improvement planning. This process includes all of the funding mechanisms to support school improvement initiatives. Title I-A, Title II-Part A, School Improvement funds and state professional learning will be used to support and continue professional development initiatives. Title I-A parent involvement funds will be used to supplement and continue mechanisms for family and community engagement. Title III consortium efforts will be used to work with ELL families and supplement parent outreach. IDEA funds will be used for additional support of students with disabilities. CTAE funds support pathways and EOPA testing. Our largest partner will be 21st CCLC will currently offers an effective and well attended after school program that met 12 of 12 goals last year. Actions of each supplemental resource is listed in A12 (c).

(7) The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.

Additionally, how will the LEA ensure that the SIG 1003(g) school has sufficient flexibility from barriers that may inhibit the reform efforts? How has the LEA assessed what possible barriers may arise? How will the LEA work with the Local Board of Education to address potential barriers?

The Wilcox County School System now operates as a Strategic Waiver School System. The district is currently reviewing all local and state policies to determine what operational flexibility will promote student achievement. Having received SIG Cohort 2 funding in FY12, the school superintendent and local board are well aware and support providing the necessary operational flexibility to overcome potential barriers. Because the three schools are being consolidated into one facility in 18 to 24 months, barriers such as shared personnel will be resolved. The current superintendent served as the School Improvement Grant Administrator (SIGA) during Cohort 2 SIG funding and is committed to providing operational flexibility to continue improving student achievement.

(8) The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve (for example, by creating an LEA turnaround office).

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The Wilcox County School Superintendent served as the School Improvement Grant Administrator (SIGA) during our Cohort 2 round of funding and is therefore well aware of non-negotiables and program accountability requirements. No fiscal findings were noted during our Cohort 2 round of funding. The current federal programs coordinator has previously served as a building principal of a Focus and RT3 school. The central office administrative team work collaboratively to ensure compliance is maintained at all times. The school improvement coordinator from Cohort 2 is also still employed in the district as a graduation coach and currently monitors Priority school compliance. Monthly cabinet meetings are held the second Wednesday of each month and two building administration meetings are held within each school monthly. Due to the rural size of our school system, daily contact with school principals and support staff occurs. Staff will attend required SIG conferences. Monitoring guidance will be reviewed regularly to ensure consistent compliance.

- (9) The LEA must describe how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.

The Wilcox County School System established a system-wide parent involvement calendar for FY16. As a result, seventy three parent engagement events were held and over 6,000 individuals attended one or more events. The system serves as fiscal agent for Family Connection and has active MOU's with a local dentist, mental health agency, and Department of Juvenile Justice for services provided on-site. Most recently, the district partnered with Family Connections to apply for an innovations grant.

We realize that parent engagement is critical to our continued success. On surveys and during informal and formal conversations, parents have asked for more help with homework, more help understanding the math curriculum, more information about internet safety, and more information on Milestones assessments. During the course of this grant, the parent involvement calendar which includes offering one event per week to the cluster of schools will continue. Parent involvement plans at the school and district level will be updated and provided to all families. Additionally, the website will be redesigned to be more user friendly and will include more resources. The Title I funded parent involvement coordinator will continue to coordinate activities among the schools in the cluster and in the community. He also makes home visits. The cluster of schools will incorporate input from family and community members to ensure staff are sensitive to and equipped to address community concerns related to teaching, learning, attendance, engagement, behavior, and discipline. Feedback will be solicited through surveys, parent action team meetings, formal and informal conversations, and during regularly scheduled parent meetings. Two community lunch and learn meetings will be held annually to strengthen and/or develop community and business partners that provide support and services to the cluster of schools.

- (10) The LEA must describe how it will sustain the reforms in its SIG 1003(g) schools after the funding period has concluded.

Initiatives outlined in the SIG cohort 5 plan builds the capacity of all of our staff and creates building level experts who can sustain initiatives. The core of school improvement is in capacity building. At the end of the grant cycle, local, state, and federal professional learning funds will be

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used to sustain professional growth of educators. Wilcox County High School has successfully sustained and expanded initiatives since the SIG cohort 2 grant. Additional grant funds have been secured to continue some initiatives and staff have increased levels of responsibility in order to sustain other initiatives implemented with previous funding.

Technology recommended for purchase with Cohort 5 funding has a long life span and can be used to positively impact student achievement for years to come. On-going maintenance of technology will be included in the district's technology plan. A replacement cycle is established and alternative funding sources will be provided.

(11) The LEA must describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.

Wilcox County Elementary, Middle, and High School will all implement a comprehensive, research-based instructional program that is vertically aligned from one grade level to the next, using data, including data on achievement gaps between groups of students, to identify, align, and focus on all four content areas but most especially math and ELA. Multi-tiered support for students will be provided using Response to Intervention (RTI), enrichment opportunities, gifted resource classes, after school programming, increased learning time system-wide, and formative and summative assessments. Common assessments that are aligned from one grade level to the next and one feeder school to the next will be developed for all core content areas. These assessments will be administered electronically so data can be easily analyzed and instruction can be adjusted.

All instruction will be aligned to the Georgia Standards of Excellence (GSE) and teacher led job embedded professional learning will be provided by in house/resident experts. Instructional coaches added with SIG funds will model instruction, provide support to individual teachers needing added support, and monitor curriculum planning. Instructional coaches and/or resident experts will redeliver training to colleagues to ensure consistency among grade levels and schools.

(12) The LEA must describe how it will monitor and evaluate progress of each priority school, that receives school improvement funds by

- a. Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics;
- b. Measuring progress on the leading indicators as defined in the final requirements; and
- c. Monitoring implementation of interventions.

All three schools have well developed school improvement plans that align with the district strategic plan. Goals for all four content areas are included on each school improvement plan. Forty five (45) day action plans are developed and monitored at each school. Additionally, the middle and high school utilize IndiStar to track progress toward achieving school improvement goals. Administrative teams at all three schools work together to promote school and student growth. Staff in the school system are devoted to improvement and work to achieve results.

System-wide protocols were implemented this year to share data via Google Docs so all staff can see school improvement plans, performance summaries, meeting agendas, meeting minutes, and next steps on-line. The middle/high school principal successfully led the high school through

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Cohort 2 SIG and has posted CCRPI growth for 4 of 5 years. The graduation rate for FY15 was above the state average and is predicted to increase for FY16. The elementary principal has also posted gains on CCRPI reports for Wilcox Elementary for the last two years.

The LEA administrative team will monitor the implementation of interventions through daily interactions with school level staff, bi-weekly school administration meetings, monthly cabinet meetings, and quarterly SIG monitoring. Progress toward goals will be measured using both formative and summative assessments.

(13) An LEA must hold the charter school operator, CMO, EMO, or other external provider accountable for meeting SIG 1003(g) requirements, if applicable.

The Wilcox County School System will not utilize a charter school operator or external provider.

(14) For an LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school, the LEA must include a description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to a plan with successful implementation of the selected intervention which must begin on the first day of the first school year of implementation.

From January 1, 2017 – June 30, 2017, support staff funded through the grant will be employed, current staff strengths and weaknesses will be analyzed in greater detail to determine in house/resident experts that can provide teacher led professional learning, additional feedback on rewards and incentives will be collected and a plan will be developed, retention bonuses will be paid to eligible staff, and the data protocol will be finalized and shared with staff.

Actions Necessary:	Alignment with Needs:	Timeline:	Staff Responsible:	Budget:
Recruit and hire the incoming instructional staff and support staff.	Instructional support staff are needed to provide individualized professional learning	Jan. 1, 2017 – June 30, 2017	Principals	No SIG funds required
Evaluate the strengths and needs of the current staff and finalize the data protocol	Critical to selecting the right staff to become system-wide experts	Jan. 1, 2017 – June 30, 2017	Title II-A Director and Leadership Teams	No SIG funds required

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Collect feedback on reward and incentive plans	Reward and incentive plan is required	Jan. 1, 2017 – June 30, 2017	Principals and Federal Programs Coordinator	No SIG funds required
Award retention bonuses	Retaining highly qualified staff promotes achievement	June 30, 2017	Superintendent and Board of Education	\$87,000

(15) For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, the LEA must provide rationale for modifying the element and describe in an identified plan how it will meet the intent and purpose of that element.

Wilcox County High School is utilizing the State Determined Model. This section is not applicable.

(16) For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the LEA must describe how it will

- i. Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served;
- ii. Partner with a whole school reform model developer, as defined in the SIG requirements; and
- iii. Sustain the reform at the conclusion of the grant period.

Wilcox County High School is utilizing the State Determined Model. This section is not applicable.

(17) For an LEA that applies to implement the restart model in one or more eligible schools, the LEA must describe the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school or schools. Furthermore, the LEA must demonstrate and document a process to ensure that the charter school, CMO, or EMO has sufficient internal controls and oversight to properly administer Federal education funds. The LEA must describe how the reforms will be sustained at the conclusion of the grant period.

Wilcox County High School is utilizing the State Determined Model. This section is not applicable.

(18) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA's application.

A timeline is provided for each action step for questions A1-A12. The system has planned action steps for each year of the grant.

(19) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.

Wilcox County High School is a Tier I school. This section is not applicable.

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- (20) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

Wilcox County High School is a Tier I school. This section is not applicable.

- (21) What is the LEA's strategy for recruitment and selection of effective Turnaround school leaders, teachers, and staff to work in its lowest performing schools? How does the LEA anticipate utilizing the Turnaround Leader competencies to staff the SIG school(s)?

Turnaround leader competencies are vital to sustained improvement and must be evident from the top down. The three schools in Wilcox County are managed by two principals. One principal oversees Wilcox Elementary School while the other principal oversees Wilcox Middle and High School. Both principals drive their staff for results and have implemented school-wide strategies to meet the needs of all students. They have a strong desire to achieve results and are task oriented. Both leaders are working to improve the data analysis protocols for their schools to ensure that teachers have the information needed to adjust instruction and increase test scores. Both principals are well respected among their staff and have open door policies. They are active members of each school's leadership team and work to develop others into leaders in the building.

Practices for maintaining or establishing a high quality teaching staff will include recruiting, hiring, and retaining effective teachers as an essential component for school improvement. The two schools in the feeder pattern and the priority school will utilize rigorous, transparent, and equitable evaluation and support systems for teachers that meet Georgia requirements. Teacher attendance and performance will be monitored and rewarded to promote professional growth and increased achievement.

- (22) How does the process for support and response to the SIG school(s) differ from the support and response to other, higher-achieving, schools? (e.g.: Principal's direct access on a regular basis to the Superintendent; District organizational structure reorganized to provide direct and differentiated support including district SIG staff and areas of curriculum to SIG school(s), etc.) Describe the LEA School Improvement Grant team that will support and oversee the implementation of selected models and strategies in the SIG school(s). Include descriptions of competencies and responsibilities of any new or existing district staff who will serve SIG schools. Two members of the team must be the district's Director of Federal Programs and the Director of Human Resources.

The Wilcox County School Superintendent served as the School Improvement Grant Administrator (SIGA) during our cohort 2 round of funding and is therefore well aware of non-negotiables and program accountability requirements. No fiscal findings were noted during our cohort 2 round of funding. The current federal programs coordinator also serves as the human resources director. He has previously served as a building principal of a Focus and RT3 school. The central office administrative team consists of three individuals who will work

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collaboratively to ensure compliance is maintained at all times. The district does not plan to employ additional staff to supervise SIG.

Due to our rural size, central office administrators visit schools and meet with principals on a regular basis. Cabinet meetings with all administrative staff occurs the second Wednesday of each month. Building administration meetings occur in each school every other week and include support staff such as assistant principals, counselors, etc. The specific LEA SIG team will include the Superintendent, Federal Programs Coordinator, and Curriculum Director which includes all district level administrators.

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

Wilcox County School System is applying to serve all Tier I Schools. Wilcox County High School is the only school in Wilcox County currently identified as a Priority School. We selected the State Determined Model so all schools regardless of their status could benefit from the SIG 1003(g) grant.

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

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

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

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

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LEA Proposing a Planning Year for One or More Schools						
LEA PROJECTED BUDGET: Wilcox County School System						
List Below the Priority Schools Identified	Year 1 Budget (Planning)	Year 2 Budget (Full implementation)	Year 3 Budget (Full implementation)	Year 4 Budget (Full implementation)	Year 5 Budget (Sustainability Activities)	Five- Year Total
Wilcox County High School (Priority)	735,100	1,025,996				1,761,096
Wilcox County PK-12 School – Wilcox County High School included	Not Open	Not Open	1,275,996	865,996	760,216	2,902,208
Total Budget:	735,100	1,025,996	1,275,996	865,996	760,216	4,663,304

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

The LEA must assure that it will—

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

Georgia Specific Assurances are listed below:

Georgia Program Specific Assurances
School Improvement Grant 1003(g)

1. All funds will be used in accordance with the guidance requirements of the School Improvement Grant (SIG) 1003(g).
2. SIG schools will be served as school-wide and not targeted assistance schools.
3. All teachers in SIG schools will be highly qualified.*
4. There will be no reduction to state funding in SIG schools.
5. The LEA will implement the TKES/LKES evaluation systems in the SIG schools.
6. Incentives may be provided to secure highly effective teachers and high-performing turnaround principals within the SIG schools.

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7. Incentives and rewards will be provided to retain highly effective teachers and high-performing turnaround principals within the SIG schools.
8. A process will be developed for removing teachers from SIG schools, who after ample opportunity have not improved. Further, ineffective teachers will not be transferred to SIG schools.
9. The LEA will maintain a high-performing turnaround principal in SIG schools.
10. The LEA must ensure that principal selection for SIG schools is approved by the GaDOE.
11. The SIG schools will implement the Georgia Standards of Excellence (GSE) and use Georgia's Frameworks in core academic subjects.
12. The SIG schools will establish SMART (specific, measurable, attainable, relevant and time-bound) annual goals for student achievement on the Georgia's assessments in both reading/language arts and mathematics and measure annual progress on the leading indicators in order to monitor each Priority school and feeder school that it serves with school improvement funds.
13. The SIG schools will administer benchmark framework assessments and analyze results to guide instruction.
14. The SIG schools will implement short-term action plans and report the plans via QCIS/Indistar®.
15. The SIG schools will address targeted areas from the GSAPS through short-term action plans.
16. The SIG schools will analyze teacher attendance and develop action plans if needed.
17. The SIG schools will analyze student attendance and develop action plans if needed.
18. The SIG schools will analyze discipline records and develop action plans if needed.
19. The SIG schools will participate in the mandated GaDOE professional learning for School Improvement Grant schools.
20. The SIG schools will provide increased learning time as defined by the SIG guidance. The increased learning time will include a minimum of 60 additional hours added to the school year for all students.
21. The SIG schools will provide mechanisms for family and community engagement.
22. Relevant, ongoing, high-quality, job-embedded professional development for all staff, which may include common planning time, will be provided in SIG schools.
23. The LEA will modify practices and policies that interfere with the implementation of the School Improvement Grant as directed by the SIG guidance.
24. The LEA will provide the principal operational flexibility in the areas of staffing, scheduling, and budget.
25. The LEA will monitor and evaluate SIG funded external providers/vendors to ensure quality performance.
26. The LEA will monitor the SIG school to determine whether the school is implementing the intervention model with fidelity, making progress on the leading indicators described in the SIG Final Requirements, and meeting annual goals established by the LEA for student achievement. The LEA will submit the required monitoring reports via QCIS/Indistar®.
27. The Georgia Department of Education will assign a Turnaround School Effectiveness Specialist to provide technical assistance to the SIG school, and a Lead School Effectiveness Specialist to

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provide technical assistance, and a District Effectiveness Specialist to assist in monitoring the district while serving as a liaison.

28. The LEA will collaborate with representation from the GaDOE Division of School and District Effectiveness Team to support the reform efforts in the SIG school, and to provide a mid- and end-of-year SIG status update to the local BOE and an end-of-year status report for the SBOE.
29. The LEA will monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.

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

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

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

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

LEA Name: Wilcox County School System

School Name: Wilcox County High School (Priority School)

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

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

Wilcox High School plans to retain the current principal. He successfully led the school through our Cohort 2 SIG initiative beginning in FY12 and has continued to show growth in CCRPI scores for the last 4 out of 5 academic years. Over the last three years, our current principal has truly embraced the turnaround principles and is utilizing a comprehensive team building approach to improve student outcomes. The current high school principal also serves as the middle school principal so there are already consistent expectations among the middle and high schools. The principal at Wilcox Elementary School (feeder school) is also an effective leader who has documented growth on CCRPI scores for the last two years.

Actions Necessary:	Alignment with Needs:	Timeline:	Staff Responsible:	Budget:
Retain current principal employed on July 1, 2010.	Maintain a high-performing turnaround principal in the SIG school	July 1, 2016 - Ongoing	Superintendent	No SIG funds required
Retain two assistant principals employed July 1, 2010 and July 1, 2015	Maintains effective administrative support personnel	July 1, 2016 - Ongoing	Principal	No funds SIG required
Recruit new leadership team members	Maintain effective department and grade level chairs and rotate staff in leadership roles to build capacity	July 1, 2016 - Ongoing	Principal	No SIG funds required
Review Strategic Waiver approved June 2016 to embrace and implement flexibility allowed through the waiver.	Provide the principal operational flexibility in the areas of scheduling, staff,	July 1, 2016 - Ongoing	Supt., Leadership Teams, and Local Board of Education	No SIG funds required

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

The Wilcox County School System successfully implemented TKES/LKES beginning in FY13. Since implementation, all certified educators received four walkthroughs for at least ten minutes each, two formative assessments for a minimum of thirty minutes each, and a summative evaluation with post-conferences based on the totality of evidence and the most consistent practice. Pre-conferences and midyear conferences have also been completed with fidelity. In July 2016, the school system selected to implement flexibility allowed under Senate Bill 364 and has completed a yearly observation schedule to ensure compliance with all new TKES and LKES requirements.

Actions Necessary:	Alignment with Needs:	Timeline:	Staff Responsible:	Budget:
For the grant period, all requirements for TKES/LKES will meet the prescribed guidelines of the GADOE, and the results will be used to drive professional learning.	Improves the effectiveness of teachers; Turnaround Principle 2	July 1, 2016 – June 30, 2021	Principal and Asst. Principals	No SIG funds required
Completed Inter-rater reliability (IRR) training with all administrative staff system-wide including Superintendent	Increases the consistency of ratings and improves reliability	July 1, 2016 – June 30, 2021	Supt., Principals, and Asst. Principals	No SIG funds required
Complete and disseminate a yearly observation calendar incorporating flexibility granted by Senate Bill 364.	Maintains consistency with Senate Bill 364	July 1, 2016 – June 30, 2021	Principal	No SIG funds required
Include TKES/LKES training in annual new hire training	Ensures compliance with Senate Bill 364 for all new staff	July 1, 2016 – June 30, 2021	Principal and HR Director	No SIG funds required
Continuous monitoring of teachers through informal and formal (peer observations/focus walks) and a minimum of two	Builds capacity among staff for sustainability after grant ends	July 1, 2016 – June 30, 2021	School Leadership Teams	No SIG funds required

formative observations (TKES)				
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A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

Wilcox High School successfully implemented a reward and incentive plan using SIG cohort 2 funds. Based on results over the last five years, it is evident that current staff have the potential and desire to improve student achievement. SIG cohort 5 funds will be utilized to provide incentives and rewards for professional growth and notable gains in student achievement for staff at all three schools (Priority school and two feeder schools).

Actions Necessary:	Alignment with Needs:	Timeline:	Staff Responsible:	Budget:
Design and implement an employee education incentive plan to grow teachers and leaders from existing staff.	Create a pipeline of educators from existing staff and individuals from our community	July 1, 2016 – June 30, 2021	Principal, Leadership Teams, and Federal Programs Coordinator	\$30,000.00
Design and implement a growth model to identify teachers who increase student achievement and high school graduation rates.	Reward staff who address targeted areas and positively impact achievement results	July 1, 2016 – June 30, 2021	Principal, Leadership Teams, and Federal Programs Coordinator	\$140,000
Provide financial incentives to create in house/resident experts in data disaggregation, Google classroom, technology integration, support software, etc.	Building capacity of staff to sustain initiatives.	July 1, 2016 – June 30, 2021	Board of Education	\$60,000
Compensate leadership team members who attend one annual Leadership Retreat	Building capacity to improve student achievement and attendance	July 1, 2016 – June 30, 2021	Leadership team members and Principals	\$17,500

Offer annual retention bonuses to strengthen continuity in grade levels and departments.	Retaining highly qualified and effective staff	July 1, 2016 – June 30, 2021	Principal and Board of Education	\$160,000
Ineffective staff will be remediated and/or terminated in compliance with GAPSC and state/local policies.	Develop a process for removing teachers who, after ample opportunity, have not improved. Turnaround Principle 2	July 1, 2016 – June 30, 2021	Principal and Board of Education	No SIG funds needed

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

The Wilcox County School System has no formally structured Professional Learning Communities (PLC’s). Beginning in FY17, all three schools have developed a monthly calendar for professional development. All schools have weekly collaborative planning and topics vary based upon identified need. Multiple data sources, including peer observation data, formative observation data, staff and parent surveys, and student achievement data are used to determine professional development topics. The school system wants to expand and customize professional learning opportunities.

Actions Necessary:	Alignment with Needs:	Timeline:	Staff Responsible:	Budget:
Utilize Title II-A surveys, TKES data and student achievement data to identify and customize professional learning needs	AdvancED district accreditation team recognized this area as an Improvement Priority	July 1, 2016 – June 30, 2021	Title II-A Director and Principals	No SIG funds required
Prioritize professional learning needs as indicated by related data	Ensure that all teachers on staff are “highly qualified” and well trained	July 1, 2016 – June 30, 2021	Title II-A Director and Principals	No SIG funds required
Establish a process for collecting, analyzing, utilizing, and communicating	The district needs to establish a data protocol and	July 1, 2016 – June 30, 2021	Principals	No SIG funds required

data in scheduled bi-weekly leadership team meetings and weekly collaborative planning team meetings.	formal communication plan			
Utilize the services of the HGRESA school improvement specialists to provide ongoing support beginning with implementation and continuing through the duration of the grant.	Provide relevant, ongoing, high-quality job-embedded professional development to all staff	July 1, 2016 – June 30, 2021	Title II-A Director and Principals	No SIG funds required
Provide all school staff professional learning on interactive televisions	Interactive TV's are desired for the new PK-12 school and teachers will need training	July 1, 2016 – June 30, 2021	Title II-A Director	\$5000
Employ in-depth Professional Learning (PL) of GSE/GPS by content area specialist already employed in the school system	AdvancED district accreditation team recognized this area as an Improvement Priority	July 1, 2016 – June 30, 2021	Title II-A Director	\$5000

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

Since SIG Cohort 2 it is evident Wilcox County High School staff have the desire and ability to create and sustain change. Even though SIG funding ended, initiatives continued and have been expanded to include Wilcox Middle School. In order to sustain the rate of growth the district is currently experiencing, increased opportunities for staff across the district are needed. Since the charter/strategic waiver requirement, many larger districts have the financial capacity to offer signing and/or retention bonuses to staff. Retention bonuses for all staff will enable the school system to compete with larger systems in hiring and retaining teachers and building capacity system-wide.

Actions Necessary:	Alignment with Needs:	Timeline:	Staff Responsible:	Budget:
Provide teachers incentives for professional achievements and accomplishments on lesson plans,	Immediate feedback on lesson plans, formative assessment,	July 1, 2016 – June 30, 2021	Principals	\$12,000

formative assessment growth, etc.	etc. is needed to drive sustained growth			
Identify teachers who demonstrate content/skill to serve as instructional coaches and/or building level leaders. (Compensation provided for off contract professional learning services.)	Multiple staff members have areas of expertise that need to be shared with colleagues	July 1, 2016 – June 30, 2021	Principal and select teachers	\$76,800
Contract with teachers for professional learning stipends or hourly wages for extra hours worked outside of contract time.	Teacher led professional learning expands the capacity of all staff	July 1, 2016 – June 30, 2021	Principals	\$46,000
Provide school-wide activities to build capacity within staff and maintain positive school climate	School climate is vital to the success of the school	July 1, 2016 – June 30, 2021	School Climate committees	\$19,600
Provide teachers various venues to lead professional development offerings that support research-based best practices that support school improvement	Teacher led professional learning expands the capacity of all staff	July 1, 2016 – June 30, 2021	Department/Grade Level Teams	No SIG funds required

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

The Wilcox County School System recently successfully completed district reaccreditation through AdvancED. One of the two improvement priorities listed by AdvancED was the need for a district wide data sharing protocol. Several research based instructional programs are in place, but, currently data is not systematically collected, analyzed and shared. Using SIG Cohort 5 funds, the district will create a district data protocol so the use of data can be vertically aligned among all

grades in the school system. Instructional software and curriculum will be aligned to the GSE and data from the programs will be used to drive instruction.

Actions Necessary:	Alignment with Needs:	Timeline:	Staff Responsible:	Budget:
<p>Teachers will use diagnostic and prescriptive testing to guide instruction.</p> <ul style="list-style-type: none"> • USA Test Prep diagnostic and/or Study Island prescriptive software to pre/posttest with 80% required for mastery for targeted students • Teachers will create unit benchmark assessments system-wide • STAR testing pre and post testing utilized • STAR testing used to diagnose reading comprehension problems • Use benchmark assessments to adjust pacing guides and differentiate instruction • SRI and GRASP testing for universal screeners • System 44 and I-read assessments for Tier 2 and 3 students 	<p>Individualized plans are needed for specific students so gains can occur</p>	<p>Monthly Data Reports</p> <p>Three times annually</p> <p>August, December</p> <p>January, May annually</p> <p>On-Going</p> <p>August, January, and May annually</p> <p>August, January, and May annually</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>RTI Coordinator</p>	<p>No SIG funds required</p> <p>\$12,000</p> <p>No SIG funds required</p> <p>No SIG funds required</p>

Implement a system-wide data sharing protocol	No data driven process for improvement is currently in place	July 1, 2016 – June 30, 2021	Leadership Teams and Teachers	No SIG funds required
Continue utilizing the standards based classroom instructional model that is aligned from one grade level to the next	Lesson plan templates have improved the instructional focus at Wilcox Middle/High School	July 1, 2016 - Ongoing	Principals and Teachers	No SIG funds required
Use data to recruit students to enroll in advanced placement, honors, and dual enrollment courses.	Disparity among sub groups is evident	In place and Ongoing	Counselors	No SIG funds required

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

Using SIG Cohort 5 funds, the district will create a district data protocol so data can be vertically aligned among all grades in the school system. Instructional software and curriculum will be aligned to the GSE and data from the programs will be used to drive instruction. A specific written plan for the continuous use of data will be developed and implemented with fidelity. Data will be disaggregated by individual subgroups so student achievement targets can be reached.

Actions Necessary:	Alignment with Needs:	Timeline:	Staff Responsible:	Budget:
Create data analysis teams at each school	No data driven process for improvement is currently in place	July 1, 2016 – June 30, 2021	Principals	No SIG funds required
Implement a system-wide data sharing protocol	No data driven process for improvement is currently in place	July 1, 2016 – June 30, 2021	Leadership Teams and Teachers	No SIG funds required
Provide incentives to staff to become data experts (examples Excel certified, SLDS)	Data drives performance so the more data driven teachers become,	January 1, 2017- June 30, 2021	Principals	\$12,000

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

Wilcox County High School currently provides FLP during an extended school day. FLP will be converted to ILT. Currently, students receive 26 minutes of FLP daily or 78 hours annually. These services will be converted to ILT. All students in grades 2-12 currently have an opportunity to participate in our 21st Century Community Learning Center after school program called Patriot Academy for School Success or PASS. The PASS program also offers summer school to all students in grades 2-12. The PASS after school program operates for 144 days for three hours each day for a total of 432 hours per year. SIG funds will be used to compensate teachers so we can serve students in grades PK, K and 1 in the existing after school program. The summer school program operates for 16 days for 5.5 hours per day for a total of 88 hours. Specific enrichment, remediation, and transition activities are listed below. Additionally, teachers will collaboratively plan for a minimum of ninety minutes weekly for 36 weeks (1.5 hours x 36 weeks = 54 hours) plus five days of in-service will be devoted to collaborative planning (8 hours per day x 5 days = 40 hours) plus six days of summer will be devoted to collaborative planning (8 hours per day x 5 days = 40 hours) for a total of 134 hours annually at a minimum for collaborative planning. Additional teacher led professional development will be offered outside of normal contract hours. At least 120 minutes per month of collaborative planning will be spent on vertical alignment.

Actions Necessary:	Alignment with Needs:	Timeline:	Staff Responsible:	Budget:
Continue to offer the Patriot Academy for School Success (PASS) to at risk students for credit recovery, enrichment, and homework help (144 days x 3 hours daily = 432 hours); use SIG funds to pay teachers to serve students in	Supplemental 240 hours available to all students	In place and on-going	21 st CCLC Program Director	No SIG funds required

grades PK, K, and 1st after school				
Provide credit recovery to targeted credit deficient students at all three schools via after school programming (144 days x 3 hours daily = 432 hours)	Supplemental 240 hours available to all students	July 1, 2016 - Ongoing	Teachers	\$32,600
Convert Flexible Learning Program (FLP) time to Increased Learning Time (ILT) for all students. (26 minutes x 180 days = 78 hours); convert instructional extension at Wilcox Middle and Wilcox Elementary School to ILT for all students.	ILT required 60 hours for all students	July 1, 2017 – June 30, 2021	Principal	No SIG funds required
Offer transition academies for students entering 6th or 9th grade (40 hours per grade)	Supplemental 240 hours available to all students	July 1, 2017 – June 30, 2021	Teachers	\$10,000
Collaborative planning 90 minutes weekly for 36 weeks plus 5 in-service days plus 5 summer planning days = 134 hours	120 hours of collaborative planning for staff	January 1, 2017 – June 30, 2021	Teachers	\$90,000

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

Wilcox County Elementary School will serve as the sole feeder elementary school. A high quality Pre-K and Kindergarten program is currently in place.

Actions Necessary:	Alignment with Needs:	Timeline:	Staff Responsible:	Budget:
Continue Pre-K and Kindergarten program at Wilcox Elementary School	Early literacy impacts student achievement throughout school	July 1, 2016 – June 30, 2021	Principal, Superintendent, and Board of Education	No SIG funds required
Convert grading to standards based report card to more accurately measure student progress in grades PK-K	Parents have requested more information about ways to support student learning	July 1, 2016 – June 30, 2021	Principal and Kindergarten Teachers	No SIG funds required

A10. Partner with parents and parent organizations, faith- and community- based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.

The Wilcox County School System established a system-wide parent involvement calendar for FY16. As a result, seventy three parent engagement events were held and over 6,000 individuals attended one or more events. The system serves as fiscal agent for Family Connection and has active MOU's with a local dentist, mental health agency, and Department of Juvenile Justice for services provided on-site. Most recently, the district partnered with Family Connections to apply for an innovations grant. Parent engagement is critical to our continued success. On surveys and during informal and formal conversations, parents have asked for more help with homework, more help understanding the math curriculum, more information about internet safety, and more information on Milestones assessments.

Actions Necessary:	Alignment with Needs:	Timeline:	Staff Responsible:	Budget:
Employ a parent involvement coordinator (PIC) to strengthen home school communication with students and parents	Consistency of scheduled events will increase participation	July 1, 2017 – June 30, 2021	Principals and Board of Education	No SIG funds required; Title I funds used
Provide travel reimbursement for the PIC to make home visits to families.	Consistency of scheduled events will increase participation	July 1, 2016 – June 30, 2017	Accounts Payable Clerk	No SIG funds required; Title I funds used
Host two community wide forums annually to cultivate	By creating a feedback loop, the district can keep	July 1, 2016 – June 30, 2017	Parent Involvement Coordinator	No SIG funds required

meaningful partnerships among the school, home, and community-based organizations.	key partners informed and engaged			
Partner with community agencies to offer mental health and dental services at school in an effort to improve student achievement.	Agencies and businesses are vital to continued growth and are willing partners	In place and on-going	Superintendent	No SIG funds required
Develop action teams at all three schools to regularly communicate progress on school improvement goals; provide compensation for work completed off contract	By creating a feedback loop, the district can keep key partners informed and engaged	July 1, 2017 – June 30, 2021	Principals and Parent Action Teams	\$24,000
Revise the annual written plan for family and community involvement linked to the school improvement plan and specific goals for student learning and development	Develop and implement a plan for student, family and community engagement-Turnaround Principle 7	In place and on-going	Title I Coordinator and Parent Action Teams	No SIG funds required
Host one parent engagement event weekly between the three schools (WCES 1 st Thursday, WCMS 2 nd Thursday, WCHS 3 rd Thursday, and Community event 4 th Thursday) to increase capacity among parents and community members	Develop and implement a plan for student, family and community engagement-Turnaround Principle 7	July 1, 2016 – June 30, 2021	Parent Involvement Coordinator and Leadership Teams	\$3200

Publish school activities via local media, the school website, a quarterly newsletter, and the mass communication system.	On-going communication is vital to our continued success	In place and on-going	Webmaster for the school system	No SIG funds required
Establish a close working relationship with the Wilcox County Family Connection Collaborative and partner on multiple events	Develop and implement a plan for student, family and community engagement-Turnaround Principle 7	In place and on-going	Family Connection Coordinator, Superintendent, and School Counselors	No SIG funds required

A11. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

Since there is only one elementary, one middle, and one high school in our school system, it is necessary to share staff and resources. One principal supervises both Wilcox Middle and Wilcox High Schools. The district office consists of three administrators who each supervise numerous programs. This has worked to our advantage in some ways in that it is easy to meet to coordinate resources, adjust schedules, calendars, etc. SIG cohort 5 will allow us to target specific weak sub groups that lag behind in student achievement and graduation. The flexibility granted under our strategic waiver will be explored.

Actions Necessary:	Alignment with Needs:	Timeline:	Staff Responsible:	Budget:
Improve student transition from elementary to middle and middle to high school by conducting a week long sixth and ninth grade summer transition program.	High failure rates and discipline referrals occur in grades 6 and 9	July 1, 2017 – June 30, 2021	Principals and Select Teachers	\$10,000
Employ 4 paraprofessionals who are pursuing teaching degrees to work specifically in inclusion setting in the areas of math and social studies	Students with disabilities currently have the lowest success rate in these subjects	July 1, 2017 – June 30, 2021	Principals	\$120,000

Contract for 2 additional teachers for the Wilcox Alternative Learning Center to provide additional instruction in core content areas.	Our alternative learning center provides a valuable non- traditional learning environment and has increased our graduation rate	Jan. 1, 2017 – June 30, 2021	Principal	\$2,400
Provide interactive TV’s, classroom cameras, speakers, Chromebooks, computers, and printers for classrooms in the new PK-12 school.	Technology integration improves student success	July 1, 2018	Technology Director	\$240,000
Provide classroom supplies in addition to those already purchased with local funds to teachers	Kinesthetic learning opportunities increases content mastery	Jan. 1, 2017 – June 30, 2021	Principals and Classroom Teachers	\$8,000
Continue to provide a Graduation Specialist to identify and support at-risk students	Although the graduation rate is increasing, the system targets haven’t been reached	In place and on-going	Principal and Board of Education	No SIG funds required

A12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

The Wilcox County School Superintendent served as the School Improvement Grant Administrator (SIGA) during our cohort 2 round of funding and is therefore well aware of non-negotiables and program accountability requirements. No fiscal findings were noted during our cohort 2 round of funding. The current federal programs coordinator has previously served as a building principal of a Focus and RT3 school. The central office administrative team works collaboratively to ensure compliance is maintained at all times.

Actions Necessary:	Alignment with Needs:	Timeline:	Staff Responsible:	Budget:
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Continue bi-weekly meetings between administrative staff and central office staff	Non-negotiables will be new for our feeder elementary school and further guidance may be needed	In place and on-going	Central office administration	No SIG funds required
Hold one cabinet meeting monthly	Open lines of communication will further facilitate our success	In place and on-going	Central office administration	No SIG funds required
Complete weekly checks in buildings to respond to questions or concerns	Non-negotiables will be new for our feeder elementary school and further guidance may be needed	In place and on-going	Central office administration	No SIG funds required
Hold two district wide leadership team meetings annually	Creating a feedback loop with key school level staff builds capacity	In place and on-going	Central office administration	No SIG funds required

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

From January 1, 2017 – June 30, 2017, support staff will be employed, current staff strengths and weaknesses will be further analyzed, additional feedback on rewards and incentives will be collected, retention bonuses will be paid to eligible staff, and the data protocol will be finalized.

Actions Necessary:	Alignment with Needs:	Timeline:	Staff Responsible:	Budget:
Recruit and hire the incoming instructional staff and support staff.	Instructional support staff are needed to provide individualized professional learning	Jan. 1, 2017 – June 30, 2017	Principals	No SIG funds required

Evaluate the strengths and needs of the current staff and finalize the data protocol	Critical to selecting the right staff to become system-wide experts	Jan. 1, 2017 – June 30, 2017	Title II-A Director and Leadership Teams	No SIG funds required
Collect feedback on reward and incentive plans	Reward and incentive plan is required	Jan. 1, 2017 – June 30, 2017	Principals and Federal Programs Coordinator	No SIG funds required
Award retention bonuses	Retaining highly qualified staff promotes achievement	June 30, 2017	Superintendent and Board of Education	\$87,000

C. Align additional resources with the interventions.

All three schools use the school-wide planning process to continuously engage students, staff, parents and the community in improvement planning. This process includes all of the funding mechanisms to support school improvement initiatives. Title I-A, Title II-Part A, School Improvement funds and state professional learning will be used to support and continue professional development initiatives. Title I-A parent involvement funds will be used to supplement and continue mechanisms for family and community engagement. Title III consortium efforts will be used to work with ELL families and supplement parent outreach. IDEA funds will be used for additional support of students with disabilities. CTAE funds support pathways and EOPA testing. Our largest partner will be 21st CCLC will currently offers an effective and well attended after school program that met 12 of 12 goals last year.

Programs Providing Support	Timeline:	Staff Responsible:	Budget: NON SIG
21 st CCLC program funding pays for our after school and summer Patriot Academy for School Success (PASS) program	In place and on-going	21 st CCLC Program Director	\$334,000
Title I School Improvement (1003a) funds pay for a part-time credit recovery teacher and half of the graduation coaches salary	In place and on-going	Federal Programs Coordinator	\$83,000

Perkins funding supports CTAE courses and EOPA testing	In place and on-going	CTAE Director	\$12,700
Title VI-B Funds will be used to supplement the needs of our students with disabilities	In place and on-going	Federal Programs Coordinator	\$212,000
Administrative salaries and benefits will be paid from QBE and local funds	In place and on-going	Superintendent	\$380,000
Technology purchases and software renewals are made annually with Title VI-B Rural and Low Wealth funds	In place and on-going	Federal Programs Coordinator	\$26,700
Title II-A funds are used to reimburse non Hi-Q teachers for GACE registration fees, pay for one class size reduction teacher, and provide professional learning opportunities for core content staff	In place and on-going	Federal Programs Coordinator	\$112,000
Title I funds are used to provide summer remediation, after school tutoring, a parent involvement coordinator, and four class size reduction teachers	In place and on-going	Federal Programs Coordinator	\$496,500
Title III consortium funding provides tutors for EL students	In place and on-going	Federal Programs Coordinator	Varies based on need
MOWR partner Wiregrass Technical College provides college classes to over 70 students	In place and on-going	Wiregrass College	Varies based on enrollment

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

The Wilcox County School System now operates as a Strategic Waiver School System. The district is currently reviewing all local and state policies to determine what operational flexibility will promote student achievement.

Actions Necessary:	Alignment with Needs:	Timeline:	Staff Responsible:	Budget:
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Review current LEA practices/policies to determine which need to be amended to afford the greatest amount of flexibility as is allowed under our strategic waiver.	Modify practices and policies that interfere with the implementation of the 1003(g) School Improvement Grant.	Sept. 13, 2016 – on-going	Superintendent, Board of Education, and Leadership Teams	No SIG funds required
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E. Sustain the reform after the funding period ends.

Wilcox County High School has successfully sustained and expanded initiatives since the SIG cohort 2 grant. Initiatives outlined in the SIG cohort 5 plan builds the capacity of all of our staff and creates building level experts who can sustain initiatives. The core of school improvement is in capacity building. At the end of the grant cycle, local, state, and federal professional learning funds will be used to sustain professional growth of educators.

Additionally, technology recommended for purchase has a long life span and can be used to positively impact student achievement for years to come. On-going maintenance of technology will be included in the district's technology plan.

Full-time positions funded with SIG will be sustained using state QBE funds for the paraprofessionals that complete education degree programs and gain employment within the system as a teacher.

Actions Necessary:	Alignment with Needs:	Timeline:	Staff Responsible:	Budget:
Allocate and protect time for planning and professional learning to expand the capacity of all personnel.	On-going professional learning is necessary for continued improvement	July 1, 2021 – on-going	Principals	No funds required
Continuously monitor teachers to ensure the fidelity of implementation of improvement initiatives and improve professional practice.	Building the capacity of staff will sustain change and continue growth	July 1, 2021 – on-going	Principals	No funds required
Research alternative funding sources to continue providing	Supplemental resources provide	July 1, 2021 – on-going	Leadership Teams	No funds required

additional services for families and students.	valuable services			
Maintain technology as outlined in the district's technology plan	Technology integration promotes student achievement	July 1, 2021 – on-going	Technology Director	No funds required
Convert the paraprofessionals hired during the grant to local or state funded teaching positions once they complete degree programs.	Reward for completing the employee education incentive plan	July 1, 2021 – on-going	Human Resources Director	State QBE dollars

LEA Name: Wilcox County School System

School Name: Wilcox County High School (Priority School)

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

Reading/English Language Arts

2016-2017 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOC) ELA assessments will increase by 5% points over the previous year.**

2017-2018 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOC) ELA assessments will increase by 5% points over the previous year.**

2018-2019 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOC) ELA assessments will increase by 4% points over the previous year.**

2019-2020 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOC) ELA assessments will increase by 3% points over the previous year.**

2020-2021 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOC) ELA assessments will increase by 3% points over the previous year.**

Mathematics

2016-2017 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOC) Math assessments will increase by 5% points over the previous year.**

2017-2018 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOC) Math assessments will increase by 5% points over the previous year.**

2018-2019 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOC) Math assessments will increase by 4% points over the previous year.**

2019-2020 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOC) Math assessments will increase by 3% points over the previous year.**

2020-2021 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOC) Math assessments will increase by 3% points over the previous year.**

Cohort Graduation Rate (High Schools Only)

2016-2017 School Year: **Four year graduation rate will increase from 86.7% to 89%.**

2017-2018 School Year: **Four year graduation rate will increase from 89% to 91%.**

2018-2019 School Year: **Four year graduation rate will increase from 91% to 93%.**

2019-2020 School Year: **Four year graduation rate will increase from 93% to 95%.**

2020-2021 School Year: **Four year graduation rate will increase from 95% to 97%.**

LEA Name: **Wilcox County School System**

School Name: **Wilcox County Middle School (Feeder School)**

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

Reading/English Language Arts

2016-2017 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOG) ELA assessments will increase by 5% points over the previous year.**

2017-2018 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOG) ELA assessments will increase by 5% points over the previous year.**

2018-2019 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOG) ELA assessments will increase by 4% points over the previous year.**

2019-2020 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOG) ELA assessments will increase by 3% points over the previous year.**

2020-2021 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOG) ELA assessments will increase by 3% points over the previous year.**

Mathematics

2016-2017 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOG) Math assessments will increase by 5% points over the previous year.**

2017-2018 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOG) Math assessments will increase by 5% points over the previous year.**

2018-2019 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOG) Math assessments will increase by 4% points over the previous year.**

2019-2020 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOG) Math assessments will increase by 3% points over the previous year.**

2020-2021 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOG) Math assessments will increase by 3% points over the previous year.**

Cohort Graduation Rate (High Schools Only)

2016-2017 School Year: NA

2017-2018 School Year: NA

2018-2019 School Year: NA

2019-2020 School Year: NA

2020-2021 School Year: NA

LEA Name: **Wilcox County School System**

School Name: **Wilcox County Elementary School (Feeder School)**

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

Reading/English Language Arts

2016-2017 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOG) ELA assessments will increase by 5% points over the previous year.**

2017-2018 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOG) ELA assessments will increase by 5% points over the previous year.**

2018-2019 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOG) ELA assessments will increase by 4% points over the previous year.**

2019-2020 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOG) ELA assessments will increase by 3% points over the previous year.**

2020-2021 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOG) ELA assessments will increase by 3% points over the previous year.**

Mathematics

2016-2017 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOG) Math assessments will increase by 5% points over the previous year.**

2017-2018 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOG) Math assessments will increase by 5% points over the previous year.**

2018-2019 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOG) Math assessments will increase by 4% points over the previous year.**

2019-2020 School Year: **Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOG) Math assessments will increase by 3% points over the previous year.**

2020-2021 School Year: Student achievement (specifically the number of proficient and distinguished learners) on Georgia Milestones End of Course (EOG) Math assessments will increase by 3% points over the previous year.

Cohort Graduation Rate (High Schools Only)

2016-2017 School Year: NA

2017-2018 School Year: NA

2018-2019 School Year: NA

2019-2020 School Year: NA

2020-2021 School Year: NA

Year 1 – Implementation Year
FY20 - July 1, 2016 – September 30, 2017

LEA Name: Wilcox County School System

School Name: Wilcox County High School

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

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

Function Code	Object Class	Item Description and Rationale	Costs		
1000 2210	100 Personal	2210-191 Employee education incentive plan to grow teachers and leaders from existing staff	\$20,000		
		2210-199 Annual retention bonuses for all staff	\$180,000		
	Services	2210-191 Compensation for reward and incentive plan for improved student achievement			
		2210-116 Professional learning outside normal contract hours	\$92,000 \$ 25,200		
	(Salaries)	2210- 191 Financial incentives for in house/resident experts in content and programs			
		2210-191 Instructional coaches for job embedded professional learning	\$27,000 \$46,800		Object Total
		2210-116 Compensation for measured professional growth	\$19,600 \$27,400		
		1000 -110 Salary for after school staff (PK-1;grades 2-2 funded via 21 st CCLC grant)	\$10,000 \$54,100		
		1000-110 Salary for 2 teachers for alternative learning center	\$40,000		
		1000 -110 Salary for staff to work transition week 2320-191 Salary for part-time SIG coordinator			\$542,100
1000	200 Employee Benefits (Break out benefit codes)			Object Total	
1000 2210	300 Purchased Professional & Technical				

	Services			Object Total
	400 Repairs/Maintenance			Object Total
	500 Other Purchased Services			Object Total
1000	600 Supplies/Equipment	1000-615 Google Chromebooks and computers for students	\$ 170,000	Object Total
		1000-610 Supplemental classroom supplies	\$ 8,000	
				\$178,000
	700 Property (Capitalized Equipment)			Object Total
2300	800 Other Objects	Indirect Costs	\$15,000	Object Total
				\$15,000
	900 Other Uses			Object Total

School Total

\$735,100

Year 2 – Implementation Year
FY21 - July 1, 2017 – September 30, 2018

LEA Name: Wilcox County School System

School Name: Wilcox County High School

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

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

Func tion Code	Object Class	Item Description and Rationale	Costs		
1000 2210 2900	100 Personal	2210-191 Employee education incentive plan to grow teachers and leaders from existing staff	\$30,000		
		2210-199 Annual retention bonuses for all staff	\$220,000		
	Services	2210-191 Compensation for reward and incentive plan for improved student achievement			
		2210-116 Professional learning outside normal contract hours	\$152,000 \$ 70,200		
	(Salaries)	2210- 191 Financial incentives for in house/resident experts in content and programs			
		2210-191 Instructional coaches for job embedded professional learning	\$67,000 \$76,800		Object Total
		2210-116 Stipends for leadership team members to attend one leadership team retreat and work outside of normal contract hours on SIG initiatives	\$52,500 \$19,600		
		2210-116 Compensation for measured professional growth	\$32,600 \$12,400		
		1000 -110 Salary for after school staff (PK-1; grades 2-12 funded via 21 st CCLC)	\$10,000 \$30,000		
		1000-110 Salary for 2 teachers for alternative learning center	\$30,000		
	1000 -110 Salary for staff to work transition week				
	1000-140 Salary for 2 paraprofessionals				
	2320-191 Salary for part-time SIG coordinator			\$803,100	
1000	200 Employee Benefits (Break out benefit codes)	1000-210 State Health Benefit Plan Insurance (Employer share) 2 paraprofessionals	\$22,680		
		1000-220 Medicare for additional compensation and 2 paraprofessionals	\$1,435		
		1000-230 TRS employer share for 2 paraprofessionals	\$4,281	Object Total	
		1000-260 Workers Compensation cost share	\$ 1,500	\$ 29,896	
1000 2210	300 Purchased				

	Professional & Technical Services			Object Total
	400 Repairs/Maintenance			Object Total
	500 Other Purchased Services			Object Total
1000	600 Supplies/Equipment	1000-615 Chromebooks and computers for students	\$150,000	Object Total
		1000-610 Supplemental classroom supplies	\$ 28,000	
				\$178,000
	700 Property (Capitalized Equipment)			Object Total
2300	800 Other Objects	Indirect Costs	\$15,000	Object Total
				\$15,000
	900 Other Uses			Object Total

School Total

\$1,025, 996

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

LEA Name: **Wilcox County School System**

School Name: **Wilcox County PK-12 School – Anticipated to open August 2018 (Wilcox County High included)**

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

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

Func tion Code	Object Class	Item Description and Rationale	Costs	
1000 2210 2900	100 Personal	2210-191 Employee education incentive plan to grow teachers and leaders from existing staff	\$20,000	
		2210-199 Annual retention bonuses for all staff	\$220,000	
	Services	2210-191 Compensation for reward and incentive plan for improved student achievement		
		2210-116 Professional learning outside normal contract hours	\$152,000 \$ 70,200	
	(Salaries)	2210- 191 Financial incentives for in house/resident experts in content and programs		
		2210-191 Instructional coaches for job embedded professional learning	\$67,000 \$66,800	Object Total
		2210-116 Stipends for leadership team members to attend one leadership team retreat and work outside normal contract hours on SIG initiatives.	\$52,500	
		2210-116 Compensation for measured professional growth	\$19,600 \$32,600	
		1000 -110 Salary for after school staff (PK-1, grades 2-12 funded via 21 st CCLC grant)	\$12,400 \$10,000	
		1000-110 Salary for 2 teachers for alternative learning center	\$30,000 \$30,000	
		1000 -110 Salary for staff to work transition week		
		1000-140 Salary for 2 paraprofessionals		
		2320-191 Salary for part-time SIG coordinator		\$783,100
1000	200 Employee Benefits (Break out benefit codes)	1000-210 State Health Benefit Plan Insurance (Employer share) 2 paraprofessionals	\$22,680	
		1000-220 Medicare for additional compensation and 2 paraprofessionals	\$1,435	
		1000-230 TRS employer share for 2 paraprofessionals	\$4,281	Object Total
		1000-260 Workers Compensation cost share	\$ 1,500	\$ 29,896

1000 2210	300	Purchased Professional & Technical Services			
					Object Total
	400	Repairs/Maintenance			
					Object Total
	500	Other Purchased Services			
					Object Total
1000	600	Supplies/Equip ment	1000-615 Interactive TV's and classroom cameras with two speakers per room	\$440,000	
			1000-610 Supplemental classroom supplies	\$ 8,000	
					Object Total
					\$448,000
	700	Property (Capitalized Equipment)			
					Object Total
2300	800	Other Objects	Indirect Costs	\$15,000	
					Object Total
					\$15,000
	900	Other Uses			
					Object Total

School Total

\$1,275,996

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

LEA Name: **Wilcox County School System**

School Name: **Wilcox County PK-12 School - Anticipated to open August 2018 (Wilcox County High included)**

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

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

Function Code	Object Class	Item Description and Rationale	Costs	
1000 2210 2900	100 Personal	2210-191 Employee education incentive plan to grow teachers and leaders from existing staff	\$20,000	
		2210-199 Annual retention bonuses for all staff	\$220,000	
		2210-191 Compensation for reward and incentive plan for improved student achievement		
		2210-116 Professional learning outside normal contract hours	\$152,000 \$ 70,200	
		2210- 191 Financial incentives for in house/resident experts in content and programs		
		2210-191 Instructional coaches for job embedded professional learning	\$67,000 \$76,800	Object Total
		2210-116 Stipends for leadership team members to attend one leadership team retreat and work outside normal contract hours on SIG initiatives	\$52,500	
		2210-116 Compensation for measured professional growth	\$19,600 \$32,600	
		1000 -110 Salary for after school staff (PK-1, grades 2-12 funded via 21 st CCLC grant)	\$12,400 \$10,000	
		1000-110 Salary for 2 teachers for alternative learning center	\$30,000 \$30,000	
		1000 -110 Salary for staff to work transition week		
		1000-140 Salary for 2 paraprofessionals		
	2320-191 Salary for part-time SIG coordinator		\$793,100	
1000	200 Employee Benefits (Break out benefit codes)	1000-210 State Health Benefit Plan Insurance (Employer share) 2 paraprofessionals	\$22,680	Object Total
		1000-220 Medicare for additional compensation and 2 paraprofessionals	\$1,435	
		1000-230 TRS employer share for 2 paraprofessionals	\$4,281	
		1000-260 Workers Compensation cost share	\$ 1,500	\$ 29,896

1000 2210	300	Purchased Professional & Technical Services			Object Total
	400	Repairs/Maintenance			Object Total
	500	Other Purchased Services			Object Total
1000	600	Supplies/Equip ment	1000-615 Replacement technology	\$ 20,000	Object Total
			1000-610 Supplemental classroom supplies	\$ 8,000	
					\$28,000
	700	Property (Capitalized Equipment)			Object Total
2300	800	Other Objects	Indirect Costs	\$15,000	Object Total
					\$15,000
	900	Other Uses			Object Total

School Total

\$865,996

1000 2210	300	Purchased Professional & Technical Services			
					Object Total
	400	Repairs/Maintenance			
					Object Total
	500	Other Purchased Services			
					Object Total
1000	600	Supplies/Equip ment	1000-615 Chromebooks and computers to sustain grant initiatives	\$10,000	
			1000-610 Supplemental classroom supplies	\$ 9,720	
					Object Total
					\$19,720
	700	Property (Capitalized Equipment)			
					Object Total
2300	800	Other Objects	Indirect Costs	\$15,000	
					Object Total
					\$15,000
	900	Other Uses			
					Object Total

School Total

\$ 760,216

APPENDICES

School Level Descriptive Information *School Comprehensive Needs Analysis:*

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

School Name: Wilcox County High School		Selected Intervention Model: State Determined Model
Provide a minimum of two years of data where indicated.		
1. Student Profile Data	2014-2015-	Wilcox County High School (WCCHS) is the sole public high school in the Wilcox County School System and is located in the small, rural town of Rochelle, GA. The 2010 Census estimates the population of the county at 8,847 (Quick Facts US Census). Wilcox County School System operates this school along with the Wilcox County Middle and Wilcox County Elementary Schools. The High School serves 310 students of whom the majority are economically disadvantaged and eligible for free- and reduced priced meals. More than 27.8% of the residents of the county live below the poverty level as compared to the state average of 18.2%. The median household income is \$32,928. Considering these factors, the Wilcox County Board of Education provides all students with free breakfast and lunch every day through the Community Eligibility Provision (CEP).
Attendance %	93.58	94.63
Disciplinary Incidents	829	666
AP, IB, and Dual Graduation Rate	41	66
	85.7%	91% est.
2. Staff Profile Data	Provide a summary and conclusion of the analysis of each area.	
Current Principal: Chad Davis	WCCHS currently enrolls 310 students: 121 African Americans, 174 Caucasians, 2 American Indian/Alaskan Native, 11 Hispanic students and 2 identified as two or more races or other. WCCHS gender demographics are 150 females and 160 males. The average number of students per grade in grades 9th -12th is 77 per grade. Due to the small number of students enrolled in each grade, each student's success is critical to graduation rate and significantly impacts student achievement rates. From FY15 to FY16, attendance rates improved and discipline referrals decreased. Participation in Move on When Ready courses has more than doubled since its' inception in FY14. Just as tides ebb and flow, so do the demographics of the Wilcox County School System. The last three years have produced a decrease of approximately 4.4% in the county's population which impacts our school's enrollment, and most families who remain in the county are the ones with the least amount of formal education and who live in the greatest poverty. Many of these families do not realize the value of education. Inter-generational poverty has definitely taken a toll in this small, rural community. While there are many obstacles to overcome, the school is dedicated to keeping focused on providing a positive, safe, meaningful learning environment in which "All Students Will Excel Academically, Socially, and Professionally" because "We believe in YOU!"	
Teaching Staff	The school employs 27 certified teachers (8 males and 19 females) and 5 paraprofessionals (1 male and 4 females). The school has one school counselor, one graduation coach and one shared school nurse. WCCHS shares twelve certified teachers, two of which are special education teachers, and three paraprofessionals with Wilcox County Middle School. Three paraprofessionals assist with instruction of our students with disabilities. One paraprofessional conducts In School Suspension and one paraprofessional operates our MOWR dual enrollment lab. In addition, four certified teachers and one administrator provide instruction at the Wilcox County Alternative Learning Center, a program offered through WCCHS.	
Number of years' experience in profession		
1 to 3	2	
4-10 years	7	
11-20 years	9	
21+ years	9	
	The experience levels at Wilcox High School vary but the majority of staff have more than 10 years of experience.	

Teaching Staff Percentage (%) of experience in the school	Staff Surveys: The results from the staff surveys yielded the highest overall level of satisfaction. That average score was narrowly followed the parent survey results and then student results. WCSS staff rated our school high in all standard areas as compared to the other stakeholders. Very few responses from this group were disagree or strongly disagree; the average standard scores from staff surveys gave an average over 4 points in all standards. When comparing individual standards and indicators the highest scoring standards according to staff were Standards 1 and 4.
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Teacher attendance rate	2014-2015	2015-2016	The Wilcox County School System tracks employee leave monthly. An excel spreadsheet of all staff absences is presented to the Supt. monthly for review. In FY15, when the district was on a four day week, teachers missed 8.78 average days due to sickness. In FY16, the system returned to a traditional 5 day week and attendance improved slightly to 8.20 average days missed by teachers.
	8.78 avg. days missed due to sickness	8.20 avg. days missed due to sickness	
Teacher evaluation data by levels (Level 1 is equivalent to Ineffective and Level 4 is equivalent to Exemplary on TKES)		2015-2016	
		Level 1	0
		Level 2	0
		Level 3	24
		Level 4	3
Student Achievement Data	2014-2015	2015-2016	Provide a summary of existing status and current needs.
Reading/Language Arts			
All Students category			
9 th grade Literature	32.8% Level III or Level IV	31% Level III or Level IV	Achievement on ELA Milestone assessments declined from FY15 to FY16. The greatest decline occurred in 11 th grade Literature but honors students in college courses did not test in FY16. Two college groups will test in FY17.
1 st Grade Literature	25.64% Level III or Level IV	22.2% Level III or Level IV	
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups			Disaggregated data for FY16 hasn't been finalized but based on data from FY 15 Milestone reports, African American students and Students with Disabilities lagged behind the total group tested. See charts provided at the end of Appendix A.
Mathematics			

All Students category		31.25% Level III or Level IV	22.6% Level III or Level IV	Coordinate Algebra EOC scores declined while Analytic Geometry scores almost doubled. The FY16 9 th grade students struggled all year maintaining passing grades in Coordinate Algebra. FLP services were provided to supplement math classes.
Coordinate Algebra				
Analytic Geometry		25% Level III or Level IV	48.6% Level III or Level IV	
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups				
Graduation Rate (if applicable)		85.714%	(Estimate 2016 if data is not yet available)	Graduation rate in FY15 was above the state average and is estimated to continue to climb this year. Only 11 students dropped out from grades 9-12 as reported on student data record reports. There is no disparity among subgroups as it relates to graduation rate. See chart below.
School	756 0201	Wilcox County High School	Wilcox County High School	ALL Students
School	756 0201	Wilcox County High School	Wilcox County High School	Asian/Pacific Islander
School	756 0201	Wilcox County High School	Wilcox County High School	Black
School	756 0201	Wilcox County High School	Wilcox County High School	Hispanic
School	756 0201	Wilcox County High School	Wilcox County High School	American Indian/Alaskan
School	756 0201	Wilcox County High School	Wilcox County High School	White
School	756 0201	Wilcox County High School	Wilcox County High School	Multi-Racial
School	756 0201	Wilcox County High School	Wilcox County High School	Students With Disability
School	756 0201	Wilcox County High School	Wilcox County High School	English Learners
School	756 0201	Wilcox County High School	Wilcox County High School	Economically Disadvantaged
CCRPI Score:		2014	2015	
		59.3	77	CCRPI scores for Wilcox High School have increased for four of the last five years. Four years are charted below and scores are anticipated to increase once FY16 scores are released. The most points were earned in the progress point category. Additionally, 6.7 challenge points were earned to increase the score. See chart below for points by category.

School Year	System Id	System Name	School Id	School Name	Grade Configuration	Grade Cluster	Achievement Points	Progress Points	Achievement Gap Points	ED/ELSW Performance	ETB Points	Challenge Points	CCR PI Score	District Score	
2016	756	Wilcox County	201	Wilcox County High School	09, 10, 11, 12	H									Milestones
2015	756	Wilcox County	0201	Wilcox County High School	09, 10, 11, 12	H	28	36.5	5.8	6.7	0	6.7	77	72.4	Milestones
2014	756	Wilcox County	0201	Wilcox County High School	09, 10, 11, 12	H	37	14.8	5	2.5	0	2.5	59.3	65.4	CRCT
2013	756	Wilcox County	0201	Wilcox County High School	09, 10, 11, 12	H	36.7	15.9	11.3	1.7	0	1.7	65.6	67.9	CRCT
2012	756	Wilcox County	0201	Wilcox County High School	09, 10, 11, 12	H	35.2	15.7	13.8	0	0	0	64.7	62.5	CRCT

School Culture and Climate

School Safety

Student Health Services

Attendance Support

Social and Community Support

Parental Support

Provide a summary of existing status and current needs.

School Culture and Climate: All three schools participate in the annual Safe and Drug Free Student Health Survey. Results are reviewed with leadership teams and action plans are implemented based on needs. The latest survey data suggest that bullying is a problem at all three schools. The school system has implemented a reporting hotline. The survey data is in conflict with AdvanceED survey data where parents reported that the schools were safe and a friendly environment.

School Safety: All Wilcox County Schools have high resolution video cameras that record activity in all hallways, computer labs, the ISS room, the lunchroom, and the gymnasium. Video cameras also provide coverage of the entire exterior of the building and all entrances. The student code of conduct is revised annually and published in the student handbook distributed at the beginning of school. There have been no incidents of discipline that warranted reporting any of the schools as an Unsafe School. Comparing FY15 office referrals to FY16 office referrals, 352 fewer students were sent to the office system-wide. The Department of Juvenile Justice has an office at Wilcox Middle School.

Student Health Services: All schools have two mental health counselors that come from Dublin weekly to meet with students who have psychological concerns and are in need of counseling. The mental health counselor meets with the students at school or at the Department of Family and Children Services. A local dentist has partnered with the school system and offers a dental taxi to students for basic dental care. Each school has a nurse that works full-time. CPR and AED training is offered annually and currently 16 coaches are certified in CPR/AED. Additional staff have been trained on diabetes management and disease control.

Attendance Support: A system-wide attendance protocol is in place and lists the steps to follow up on truancy. In May 2016, the school system began an automated call system to notify parents/guardians when children were absent from school. All teachers system-wide make at least two parent contacts weekly and these contacts are logged on a form on Google Docs. The Title I funded Parent Involvement Coordinator makes home visits and meets with families with excessive absences. Student attendance has improved from FY15 to FY16 but cumulatively students are still missing over 13,000 instructional days annually. In FY17, each school is offering individual incentives for improved attendance.

Social and Community Support: Due to the rural size of the community and school, very few diverse opportunities exist in the community. The Supt. hosts a community wide lunch and learn twice yearly and reviews district wide information. The Parent Involvement Coordinator (PIC) includes community businesses in parent involvement activities. After school clubs and athletic teams at school and through the recreation department provide the majority of the social events. Church participation is also strong in our community.

Parental Support: The school system employs a full-time parent involvement coordinator who splits his time between all three schools. A reporting ticket is submitted via Google Docs when the parent involvement coordinator needs to follow up with a family and/or student. Weekly parent involvement events occur on a defined schedule: 1st Thursday WCBS, 2nd Thursday WCMMS, 3rd Thursday WCHS and 4th Thursday Community-wide event. In FY16, seventy three events were held and over 6000 individuals attended. The school system also coordinates transportation to and from school for parent conferences and events. Transportation is provided to medical and dental appointments as needed by students. Two days annually is designated for parent conferences but parents are welcome at schools at any time. Despite the fact parents have access to and are encouraged to look at student grades and other data in the PowerSchool and that parent teacher conferences are available upon request and frequent contact between teachers and parents occur, a protocol for sharing student achievement data does not exist beyond progress reports and/or report cards. Further, there is no system for communicating school celebrations and accomplishments with the community. Nor is there a process for soliciting the help of the community in establishing a school culture and climate that values and promotes the importance of education.

Rigorous Curriculum - Alignment of curriculum with state standards across grade levels	<p>A 4X4 Block Schedule allows students and teachers to have extended time for instruction and class participation. In our block scheduling, we have created a 30 minute Patriot Period so that students may get extra help in areas in which they struggle. FLP services are taught during Patriot Period. This period also allows for teacher/student mentoring in a 1:1 and small group setting. As a "Priority" school, a continued focus to implement a comprehensive assessment system to guide improvement is imperative. Shoring up procedures and protocols is a way the school can maintain current strengths and as well as address areas of weakness to develop a robust range of data about student learning and school effectiveness.</p> <p>Teachers and administrators at WCHS will continue to strive to improve the school's curriculum through horizontal and vertical alignment, instructional design and assessment practices that guide and ensure teacher effectiveness and student learning. Collaborative planning will be ongoing as well as introspective analysis and improvement of pedagogical methods of instruction. Teachers will continue instilling intrinsic and extrinsic motivation through research-proven techniques while using data to drive instruction; moreover WCHS will continue to search for areas that will allow students to become owners of their education.</p>
Curriculum Intervention Programs	<p>WCHS has an abundant amount of current technology including interactive white-boards in all classrooms, ceiling mounted projectors in every classroom, 5 computer labs and 15 mobile Ipad labs. Additionally, there are wireless internet access points in every classroom throughout the school. The majority of the classrooms have interactive student response systems and interactive slates. The math and science classrooms have new calculators--scientific and graphing- to facilitate learning. The high school also has two AV Rover carts that provide 3D animated videos that are extremely useful to the math and science departments. Furthermore, WCHS has a ZSpace lab that affords students the opportunity to enrich their learning by creating 3D projects in a virtual environment. The media center has graphing calculators for students to check out for those students who either choose not to or can't afford to buy a calculator to work on math assignments at home. FLP services are offered during Patriot Period and target math. Scholastic Reading Inventories are provided to 9th and 10th grade students at least twice annually to track Lexile growth. Multiple opportunities are available for credit repair and recovery both during the school day and after school.</p>
Enrichment Programs	<p>Students eligible for the gifted program are served in the sole resource class at Wilcox County High School. Only two teachers hold gifted endorsement, therefore, services for our gifted population are limited. The high school also does not have a STEAM program but is interested in pursuing this opportunity.</p>
Dual enrollment (if applicable)	<p>Wiregrass Technical College provides courses to students in 9th through 12th grade. Enrollment has grown steadily over the last three years and the program has been extended down to students in 9th grade. Recently, the eligibility assessment used for college entry was changed from the Compass test to Accuplacer. Even with multiple opportunities to re-test, students continue to struggle to meet the entry criteria.</p>
Advanced Placement (if applicable)	<p>Currently, Wilcox County High School does not offer any Advanced Placement (AP) courses.</p>
Instructional Program	<p>WCHS teachers and administrators need a more methodical approach for using data to adjust instruction through differentiated methods and techniques. There are many data points from multiple formative sources, but time restraints, pacing for standard coverage, and the intensity of uniqueness across meta-cognitive spectrum have been a challenge for teachers to overcome. Teachers need to be more systematic in examining data to the intended use of lesson planning and differentiation.</p>

<p>Planning and implementation of research based instructional strategies</p>	<p>Wilcox County High School's (WCHS) curriculum is determined by the expectations set forth within the Georgia Department of Education's GSE for ELA and Math and GPS for all other courses. Real-world, meta-cognitive, and problem solving skills are nurtured and developed in a thought-provoking and measurable manner through a multitude of differentiated strategies. Evidence clearly indicates that rigorous curriculum and learning experiences prepare all students for success at a next level. Horizontal and vertical courses maintain high learning expectations and require a demonstration of mastery. Moreover, lessons and learning activities are individualized for each student in a way that supports achievement of expectations. Teachers model differentiated instruction within the classroom from embedded professional development as well as from HGRESA training. Personnel of WCHS will search for and will employ research-proven strategies, techniques, and/or programs to explicitly target areas of need indicated within the indicators. Teachers will be trained and provided materials used to identify and support students on a differentiated basis based upon data analysis. Methods of individual learning styles and modals can be incorporated within lesson plans, and results will be discussed within collaborative planning for adoption. Various methods to engage the familial community will also be researched and engaged.</p>
<p>Use of instructional technology (by students and teachers)</p>	<p>WCHS has an abundant amount of current technology including interactive white-boards in all classrooms, ceiling mounted projectors in every classroom, 5 computer labs and 15 mobile Ipad labs. Additionally, there are wireless internet access points in every classroom throughout the school. The majority of the classrooms have interactive student response systems and interactive slates. The math and science classrooms have new calculators--scientific and graphing- to facilitate learning. The high school also has two AV Rover carts that provide 3D animated videos that are extremely useful to the math and science departments. Furthermore, WCHS has a ZSpace lab that affords students the opportunity to enrich their learning by creating 3D projects in a virtual environment. The media center has graphing calculators for students to check out for those students who either choose not to or can't afford to buy a calculator to work on math assignments at home.</p>
<p>Use of data analysis to inform and differentiate instruction</p>	<p>There is a concerted effort on the part of Wilcox County High School to effectively and routinely use data to improve professional practice, adjust instruction, develop new and interesting opportunities for students as well as provide meaningful learning experiences that equip students for college and career readiness (CCRP). Teacher expectations of using data are clearly defined through the Collaborative Planning process that occurs on a weekly basis within each core content area. During collaborative planning, each department examines data that ranges from standardized assessments to locally developed assessments as well as student classroom grades. This process is documented via the use of the Collaborative Planning template that each department chair completes. This template reflects the data analysis and outlines next steps to improve teacher and student performance. There is a need to expand expectations of this process to include CTAE and other academic areas.</p>
<p>Number of minutes scheduled for core academic subjects</p>	<p>Core academic classes are held during 4 academic blocks that are 82 minutes in length.</p>
<p>Assessments</p>	<p>Curriculum, instruction, and assessments are monitored and adjusted systematically in response to and in conjunction with data from multiple assessments of student learning and examinations of professional practices. Learning experiences are data driven and are based upon a multitude of data points (e.g. benchmark and classroom formative and summative assessments, prior standardized test results, Scholastic Reading Inventory screeners, and Georgia RESA Assessment of Student Progress.)</p>

<p>Use of formative, interim, and summative assessments to measure student progress</p>	<p>Research-proven instructional strategies are utilized in a consistent and routine manner in various forms; educators at WCHS examine their pedagogical approaches and results through weekly collaborative planning sessions whereupon vertical and horizontal curriculum, instruction, pacing guides, and assessments are aligned and/or revised. Furthermore, teachers and administrators at WCHS provide meaningful learning experiences that involve a multitude of current technologies such as the SMART Board, document camera, classroom response system, iPads, Nooks, computers, Zspace, and graphic calculators. Educators, who model strategies from frequent and current professional development opportunities, also give cross-curricular instruction in all subject areas. WCHS administrative and leadership staff formally and informally monitor instructional practices through the use of collaborative planning, walk-through observations, and the sharing of lesson plans on Google Drive. Leaders at WCHS ensure student success by performing TKES observations for all certified staff and by providing teachers relevant teaching materials and strategies for accomplishment in the classroom. Also, the School Improvement Specialist (SIS) from the GADOE reviews lessons plans and conferences with teachers on a as needed basis; moreover, departments meet on a weekly basis to ensure proper pacing and/or approach to the standards through the consultation of the SIS. Discussion of units, pacing guides, technology instruction, and redeliveries occur during the weekly collaborative session. Agendas are set that enact productive discussion about pedagogical approaches and student learning. Student work is examined, SMART goals are set, and advice/recommendations are given. Productive and prescriptive learning occurs at WCHS because of the clarity of expectations presented to students during the learning process. Learning targets that are aligned to the standards are posted on the SMART board at the beginning of the lesson and are dissected.</p> <p>The students must also record the learning targets so that expectations of individual lessons are clear and meaningful. Exemplar work and timely feedback are given to students to help make the students take ownership in their learning process. Teachers take advantage of the Scantron machine, Socrative, and Actively Learn to allow for prompt feedback and corrective instruction. Lesson planning is also adjusted to reflect the needs that are shown by data disaggregation from formative assessments. Teachers consistently use data to drive remediation or extension through lesson planning and pacing guide modifications. School personnel also systematically and continuously monitor effective applications and adherence to standards.</p>
<p>Timeline for reporting student progress to parents</p>	<p>Progress is reported to parents every 4 ½ weeks through report cards and/or progress reports. All parents and students have a secure login to PowerSchool and can access grades and attendance 24 hours daily. Each school employs a policy that grades should be recorded in PowerSchool within three days of the assignment and/or test. Links to access PowerSchool and distributed to parents annually and links are housed on the school system website. One parent engagement event is held each semester to assist parents utilize technology.</p>
<p>Parent and Community Support</p>	<p>WCHS engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. Family nights are held during PASS, multiple open houses are held throughout the year, progress reports are sent home periodically, and teachers must make three parental contacts per week. Surveys are also sent home so stakeholders have input into the overall educational process. Our school also utilizes social media, including Facebook and Twitter, to keep parents updated and informed. Aside from the classroom teachers, the procedural process at WCHS not only keeps the students feeling safe, but also reminds them each day that they are cared for by another adult.</p>

<p>Social, health, and community services to students and families</p>	<p>On AdvancED surveys completed last school year, parents indicated they were dissatisfied most on Standard 4 - Resources and Support Systems. Due to the rural size of the school system, few to no resources are available within the school system. In FY16, the school system partnered with a local dentist to provide a Dental Taxi and a memorandum of agreement was implemented with the Community Service Board to provide Mental Health services at all three schools. In January 2016, two mental health counselors began serving students at all three schools. However, the intake process is laborious and weeks pass before students are seen for services. The school system employs two nurses – one at Wilcox Middle/High and one at Wilcox Elementary School. The Wilcox County Family Connection office is housed at Wilcox Middle School and monthly meetings are held on the 1st Tuesday with governmental agencies to coordinate services. The Department of Juvenile Justice also has an office located at Wilcox Middle/High School. He meets with students on probation and participates in multiple school events. Counselors attend monthly gateway meetings to track all referrals to DFACS and follow up on situations when necessary. The Supt. serves on the local Board of Health and attends quarterly meetings to discuss issues in general public health and well-being.</p>
<p>Additional needs identified by families and community partners</p>	<p>All areas on the AdvancED surveys indicated high levels of satisfaction with most having approval ratings of 90% or more. Overall, the stakeholder group who yielded the lowest level of satisfaction for WCSS was the students. Students rated indicators addressing respect toward others poorly. Parents also gave a low approval rating on Standard 2 - Governance and Leadership. Stakeholders, specifically parents and students, revealed that they are dissatisfied in the engagement of families and inconsistency in grade reporting. Over 10% of parents expressed concern about understanding their child's progress and knowing learning targets and grading procedures. Middle and high school students had high disapproval ratings regarding students being treated with respect and equal application of school rules to all students. Previous surveys distributed to parents, students, and staff were not aligned to AdvancED standards. Plans are in place to annually administer the AdvancED surveys to track progress and develop trend data. Observations reveal that parent involvement is an identified area of weakness for WCHS. Too often it seems that even when multiple opportunities are offered monthly for parents to become involved, turnout is limited.</p>

School Name: Wilcox County Middle School

Selected Intervention Model: State Determined Model (Feeder School)

Provide a minimum of two years of data where indicated.

Provide a summary and conclusion of the analysis of each area.

1. Student Profile Data	2014-15	2015-16	
Total student enrollment	253	276	
Grade level enrollment			
Number of students in each subgroup (List applicable subgroups below ^w .)			
Attendance %	93.52	93.93	
Disciplinary Incidents	234	533	
AP, IB, and Dual Enrollment (#)	NA	NA	
Graduation Rate	NA	NA	

Provide a summary and conclusion of the analysis of each area.

Currently, Wilcox County Middle School has an enrollment of approximately 276 students with the following demographic representation. The demographics are as follows: less than 5% of students are Hispanic and/or American Indian, 36% are Black, 56% are White and 3% Other. Exactly 50% are male and 50% are female.

The average daily attendance rate has increased slightly from FY15 to FY16 but discipline referrals have more than doubled in the same amount of time.

Chad Davis is the current principal. He is responsible for Wilcox Middle and Wilcox High School. He has been principal at Wilcox Middle School for three years. The shared school administration of principal and two assistant principals has a combined work experience greater than fifteen years.

Teaching Staff		The teacher population totals 27 teachers, and the demographics are as follows: 11% white males, 78% white females, 0% black males and 11% black females. Each of the three grade levels (6th, 7th and 8th) at Wilcox Middle have one Mathematics, one English/Language Arts, one Social Studies, and one Science teacher. The remaining number of teachers are either Connections and/or special education teachers. Many of these teachers are shared with Wilcox County High School. Connections class offerings include but are not limited to, music, agriculture, career exploration, and religion to name a few. Religion classes are taught off campus at the Wilcox County Christian Learning Center.
Number of years' experience in profession		
1 to 3	4 new teachers	
4-10 years	8 with 4-10 years exp.	
11-20 years	6 with 11-20 years exp.	
21+ years	9 over 21+ years	

Teacher attendance rate	2014-2015	8.78 avg. sick days	2015-2016	8.20 avg. sick days	The Wilcox County School System tracks employee leave monthly. An excel spreadsheet of all staff absences is presented to the Supt. monthly for review. In FY15, when the district was on a four day week, teachers missed 8.78 average days due to sickness. In FY16, the system returned to a traditional 5 day week and attendance improved slightly to 8.20 average days missed by teachers.	
Teacher evaluation data by levels (Level 1 is equivalent to Ineffective and Level 4 is equivalent to Exemplary on TKES)			2015-2016	Level 1		One teacher is performing at level 2 and is currently on a PDP.
				Level 2		
				Level 3		
				Level 4		
Student Achievement Data	2014-2015		2015-2016		Provide a summary of existing status and current needs.	
Reading/Language Arts						

All Students category		Dev.=53.3%	Dev. = 69.3%	Scores improved from FY15 to FY16 in 6 th and 8 th grade but dipped in 7 th grades ELA
6 th ELA	Prof.=24.4%	Prof. = 44.3%		
7 th ELA	Dev.=59.6%	Dev. =67.9%		
8 th ELA	Prof.=28.1%	Prof. =26.3%		
	Dev.=73.4%	Dev. = 67.9%		
	Prof.=32.8%	Prof. =33.3%		
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Mathematics				
6 th Math	Dev.=61.1%	Dev. =71.6%		Math performance increased in all grades from FY15 to FY16.
	Prof.=21.1%	Prof. =30.7%		
7 th Math	Dev.=65.2%	Dev. =68.4%		
	Prof.=30.3%	Prof. =33.7%		
	Dev.=60.9%	Dev. =70.2%		See disaggregated data at end of appendices A. African American students and students with disabilities lag behind the total group on all assessments.
8 th Math	Prof.=12.5%	Prof. =30.9%		
Wilcox County Middle School is a feeder school that will participate in the State Determined Model.				

CCRPI Score:

65

69.2

Student achievement at Wilcox County Middle School is not what it could be or should have been over the last few years. As a result, the school was designated a "Focus" school in SY2012-2013. This label was assigned due to the achievement gaps between all students and students with disabilities. WCMS was removed

School Year	System ID	System Name	School ID	School Name	Grade Configuration	Grade Cluster	Achievement Points	Progress Points	Achievement Gap Points	ED/E L/SW D Performance	ETB Points	Challenge Points	CCRPI Score	District Score	CCRPI Component			
2016	756	Wilcox County	101	Wilcox County Middle School	06, 07, 08	M									Milestones			
2015	756	Wilcox County	0101	Wilcox County Middle School	06, 07, 08	M	24.6	37.1	7.5	0	0	0	69.2	72.4	Milestones			
2014	756	Wilcox County	0101	Wilcox County Middle School	06, 07, 08	M	43	14.6	6	1.4	0	1.4	65	65.4	CRCT			
2013	756	Wilcox County	0101	Wilcox County Middle School	06, 07, 08	M	45	15.4	5	2.7	.5	3.2	68.6	67.9	CRCT			
2012	756	Wilcox County	0101	Wilcox County Middle School	06, 07, 08	M	44.4	14.9	15	2.1	0	2.1	76.4	62.5	CRCT			
School Year	System ID	System Name	School ID	School Name	Indicator ID	Grade Cluster	Performance Index Description									Performance	Points Earned on Indicator	CCRPI Component
2015	756	Wilcox County	0101	Wilcox County Middle School	1	Middle School	Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG (required participation rate >= 95%)									47.490	4.749	Content Mastery
2015	756	Wilcox County	0101	Wilcox County Middle School	2	Middle School	Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones mathematics EOG (required participation rate >= 95%)									46.234	4.623	Content Mastery
2015	756	Wilcox County	0101	Wilcox County Middle School	3	Middle School	Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones science EOG (required participation rate >= 95%)									40.928	4.093	Content Mastery

2015	756	Wilcox x County y	0101	Wilcox County Middle School	4	Middle School	Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones social studies EOG (required participation rate >= 95%)	46.849	4.685	Content Mastery
2015	756	Wilcox x County y	0101	Wilcox County Middle School	5	Middle School	Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs	NA	NA	Post Middle School Readiness
2015	756	Wilcox x County y	0101	Wilcox County Middle School	6	Middle School	Percent of Students With Disabilities served in general education environments greater than 80% of the school day	100	10	Post Middle School Readiness
2015	756	Wilcox x County y	0101	Wilcox County Middle School	7	Middle School	Percent of students in grade 8 achieving a Lexile measure equal to or greater than 1050 on the Georgia Milestones ELA EOG	60.345	6.035	Post Middle School Readiness
2015	756	Wilcox x County y	0101	Wilcox County Middle School	8	Middle School	Percent of students completing 2 or more state defined career related assessments/inventories and a state defined Individual Graduation Plan by the end of grade 8	89.706	8.971	Post Middle School Readiness
2015	756	Wilcox x County y	0101	Wilcox County Middle School	9	Middle School	Percent of students missing fewer than 6 days of school	58.413	5.841	Post Middle School Readiness
2015	756	Wilcox x County y	0101	Wilcox County Middle School	10	Middle School	Percent of students' assessments scoring at Proficient or Distinguished Learner on Georgia Milestones EOGs	26.338	2.634	Predictor for High School Graduation

School Culture and Climate	Provide a summary of existing status and current needs.
School Safety	School Culture and Climate: All three schools participate in the annual Safe and Drug Free Student Health Survey. Results are reviewed with leadership teams and action plans are implemented based on needs. The latest survey data suggest that bullying is a problem at all three schools. The school system has implemented a reporting hotline. The survey data is in conflict with AdvancedED survey data where parents reported that the schools were safe and a friendly environment.
Student Health Services	School Safety: All Wilcox County Schools have high resolution video cameras that record activity in all hallways, computer labs, the ISS room, the lunchroom, and the gymnasium. Video cameras also provide coverage of the entire exterior of the building and all entrances. The student code of conduct is revised annually and published in the student handbook distributed at the beginning of school. There have been no incidents of discipline that warranted reporting any of the schools as an Unsafe School. Comparing FY15 office referrals to FY16 office referrals, 352 fewer students were sent to the office system-wide. The Department of Juvenile Justice has an office at Wilcox Middle School.
Attendance Support	Student Health Services: All schools have two mental health counselors that come from Dublin weekly to meet with students who have psychological concerns and are in need of counseling. The mental health counselor meets with the students at school or at the Department of Family and Children Services. A local dentist has partnered with the school system and offers a dental taxi to students for basic dental care. Each school has a nurse that works full-time. CPR and AED training is offered annually and currently 16 coaches are certified in CPR/AED. Additional staff have been trained on diabetes management and disease control.
Social and Community Support	Attendance Support: A system-wide attendance protocol is in place and lists the steps to follow up on truancy. In May 2016, the school system began an automated call system to notify parents/guardians when children were absent from school. All teachers system-wide make at least two parent contacts weekly and these contacts are logged on a form on Google Docs. The Title I funded Parent Involvement Coordinator makes home visits and meets with families with excessive absences. Student attendance has improved from FY15 to FY16 but cumulatively students are still missing over 13,000 instructional days annually. In FY17, each school is offering individual incentives for improved attendance.
Parental Support	Social and Community Support: Due to the rural size of the community and school, very few diverse opportunities exist in the community. The Supt. hosts a community wide lunch and learn twice yearly and reviews district wide information. The Parent Involvement Coordinator (PIC) includes community businesses in parent involvement activities. After school clubs and athletic teams at school and through the recreation department provide the majority of the social events. Church participation is also strong in our community.

Rigorous Curriculum- Alignment of curriculum with state standards across grade levels	Wilcox County Middle Schools (WCMS) curriculum is determined by expectations set forth by the Georgia Department of Education's GSE and Georgia Performance Standards (GPS). WCMS is also held accountable through CCRPI to prepare students for college and careers. Due to the small size of WCMS, all teachers in all grades plan at the same time so it is easy to collaborate both horizontally and vertically. Educators at WCMS examine their instruction and assessment of students' achievement through weekly collaborative planning sessions focusing on vertical and horizontal curriculum instruction, pacing guides, and assessments; therefore making sure instruction is aligned and/or revised. Progress monitoring is used to identify academic needs of students through data tracking sheets. Teachers use different instructional strategies to address the individual needs of students in order to support achievement expectations.
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Curriculum Intervention Programs	<p>Teachers plan and use instructional strategies and programs that provide students with the opportunity for collaboration and critical thinking skills. Curriculum, instruction and assessments are monitored and adjusted systematically in response to data collected from multiple assessments of student learning and examinations of instructional practices. Many data points such as benchmarks and classroom summative and formative assessments, prior standardized test results, STAR Testing Results, and Reading/ Math 180 diagnostic testing results are used to identify areas of strength as well as weaknesses in student proficiency. Scholastic Reading Inventories are also administered to monitor Lexile growth.</p>
Enrichment Programs	<p>Gifted learners are served in a resource class during Connections. Multiple electives are offered and students can select four Connections classes they are most interested in participating in for the year. Chorus, Health, PE, Agriculture, Career Explorations, Keyboarding, and Spanish, as well as supplemental reading and math classes are offered to all students. Only two teachers hold gifted endorsement, therefore, services for our gifted population are limited. The middle school does not have a STEAM program but is interested in pursuing this opportunity. Additional enrichment opportunities are also provided via our PASS after school program.</p>
Dual enrollment (if applicable)	<p>Wilcox Middle School is a feeder school and does not offer Dual Enrollment classes.</p>
Advanced Placement (if applicable)	<p>Wilcox Middle School is a feeder school and does not offer Advanced Placement classes.</p>
Instructional Program	<p>Wilcox Middle School attempts to address the needs of all students in the school by using a variety of means to promote the mastery of content and curriculum. All teachers use a standards based framework offering an opening, work session, and closing for each lesson. Remedial math and reading classes offer supplemental instruction in these subjects for students that are emerging or developing learners. Interventions are available to identified students participating in the RTI process. Students with disabilities participate in co-taught classrooms but one shared self-contained classroom is available for students with more severe disabilities. Wilcox County Middle School's (WCMS) curriculum is determined by expectations set forth by the Georgia Department of Education's GSE and Georgia Performance Standards (GPS). WCMS is also held accountable through CCRPI to prepare students for college and careers. The administration and leadership staff of WCMS and WCHS informally and formally monitor instruction practices through shared lesson plans on the Google Drive, walk-through observations, and collaborative planning. The TKES observations of all certified staff are a means of providing feedback to teachers to ensure that instruction is aligned with the school's expectations and the approved curriculum. The leadership of the school provides teaching materials and strategies to meet the needs of students and provide worldly and real-life experiences for the students.</p>

<p>Planning and implementation of research based instructional strategies</p>	<p>One-to-one classroom computing environments (Chromebooks) afford all students computer-aided instruction as a means of augmenting traditional classroom instruction as well as providing remediation and enrichment. There is a sound Response to Intervention program in place. Classroom observations (informal) as well as Teacher Keys Effectiveness System (formal) evaluations conducted by school administrators as well as Georgia Department of Education/Heart of Georgia Regional Education Service Agency provides monitoring and oversight necessary for teacher quality and student success. These collaborative planning sessions also provide job-embedded professional learning via on-line and/or face-to-face delivery. Topics include, but are not limited to, utilizing technology to expand and enhance instruction, differentiated instruction and other instructional strategies in an effort to best identify and meet the needs of individual students. These efforts build capacity in the school, and this year, the processes and procedures set in motion last year continue to guide the work of the faculty and staff that is 100% highly qualified. Student support is provided through FLP, PASS, and special education teachers working in conjunction with the regular education teachers to meet individual learning needs of students. Teachers have been trained on multiple intelligences and individual learning styles and apply this in their instruction of students. Educators use data to determine the students' level of proficiency in order to individualize instruction to provide success for all students. Most students are provided challenging and equitable opportunities to develop learning skills, thinking skills, and life skills, but not all students are provided individualized instruction to provide the guidance they need to be successful at the next level. Further, as a school, we need to assure that every student in our school is paired with a mentor and provide a time within our academic year for students and mentors to collaborate.</p>
<p>Use of instructional technology (by students and teachers)</p>	<p>Teachers and students use SMART Boards, document cameras, classroom response system, computers, Chromebook, and calculators to enhance the learning experiences of the students. Teachers also model and redeliver strategies from workshops and professional development to their cohorts to provide most current instructional strategies to meet the needs of the students.</p>
<p>Use of data analysis to inform and differentiate instruction</p>	<p>Many factors contribute to improvements at WCMS. One of which is the establishment and routine meetings of a school Leadership Team. The other is the employment of a part-time instructional coach/school improvement specialist in 2014-2015. Unfortunately, the school improvement specialist transferred to another school system and with the loss of Focus School funds, she was not replaced. The Leadership Team meetings are routinely scheduled once a month. The Georgia School Keys guide the work of this group along with the School Improvement Plan and the District Strategic Plan. This group consists of the three grade level chairs, the principal, assistant principal, school counselor, and the system-level Parent Involvement Coordinator. Each meeting has an agenda and a resulting set of minutes that reflects the communication of information about student learning, including special interest groups such as RTI and Special Education, and demonstrates the organized approach the team takes. Both quantitative and qualitative data is gathered through formal and informal means to improve student achievement. Data such as attendance and discipline is considered in addition to local and state assessment data which are gathered and analyzed by teachers and administrators to improve student learning. Minutes are shared via email and/or shared Google Drive folder and/or hard copy following each meeting. Data from special interest groups like RTI and Special Education is also examined. Currently, the majority of the data analyzed is summative data. A system-wide protocol for using formative assessments to lead and guide instruction is needed.</p>
<p>Number of minutes scheduled for core academic subjects</p>	<p>Each core content class is 72 minutes in length.</p>

Assessments	<p>Many data points such as benchmarks and classroom summative and formative assessments, prior year standardized test results, STAR Testing Results, Scholastic Reading Inventory data, and Reading/ Math 180 diagnostic testing results are used to identify areas of strength as well as weaknesses in student proficiency. Students are assigned enrichment and/or remediation based on need. Instruction is adjusted throughout the year based on formative assessment results. Milestone scores are summarized and disaggregated in leadership teams meetings so adjustments can be made for the upcoming school year. Very few staff are proficient in Excel so data often reaches teachers too little and too late. With SIG funds, the district would compensate staff to become Excel certified so data can be readily disaggregated, shared, and discussed.</p>
Use of formative, interim, and summative assessments to measure student progress	<p>Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. Grade specific formative assessments are used to determine mastery of the curriculum and ensure that students are prepared for the next level. Some learning activities are individualized for each student in a way that supports achievement of expectations. Because teachers at WCMS are only responsible for one subject and one grade, they share no other content or grade level experts. Summative assessments completed regionally at HGRESA ensure that our students are keeping pace at least with those in similar geographical locations.</p>
Timeline for reporting student progress to parents	<p>Grading and reporting are based clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across all grade levels and courses. Teachers use common grading scales as set forth by the school policies. Grading policies are defined in the student handbook provided to all students. Stakeholders utilize PowerSchool, periodic progress reports, and report cards to be well informed</p> <p>of the grading criteria and academic progress of students. Data is used to identify specific learning needs of students at all levels of proficiency. Progress is reported to parents every 4 ½ weeks through report cards and/or progress reports.</p>
Parent and Community Support	<p>WCMS believes parents are important, therefore, parents are invited and encouraged to be a visible asset in supporting the growth of our students. We provide several opportunities to cultivate positive relationships with parents through Open House, Math/Science nights, ELA/Social Studies nights, and Technology night. Also, teachers use a variety of tools of communication for our parents to be aware of their child's educational process including, Remind 101, Progress Reports, Report Cards, Parent Contact Logs, Emails, telephone and parent conferences. Increased parental involvement is desired in an effort to most effectively promote and support student performance and ultimately school effectiveness. The sole Parent Involvement Coordinator position for the county was added SY 2014-2015 and since then parental involvement is increasing. Current efforts afforded by this position communicate and encourage stakeholder involvement through newspaper articles and releases, as well as the school website and through social media. Additionally, surveys are utilized to gather information regarding events of interest in an effort to improve parental attendance and involvement. This position also serves as the school's liaison among community and regional governmental agencies such as counseling and mental health, family and children's services, and law enforcement by building a strong network of community partners. The Family Connections Collaborative is also a viable community support partner in bridging the gap between our school and community with an annual school supply drive, coordinated church-based weekend feeding program and coat closet. Despite the obstacles of inter-generational poverty, apathy and racial diversity, WCMS continually strives to utilize parent contact via phone calls, emails, text, and one-call announcements to engage/involve as many stakeholders as possible.</p>

School Name: Wilcox County Elementary School

Selected Intervention Model: State Determined Model (Feeder School)

Provide a minimum of two years of data where indicated.

Provide a summary and conclusion of the analysis of each area.

1. Student Profile Data	2014-15	2015-16	
Total student enrollment	640	629	Wilcox County Elementary School (WCES) is a Title I school located in Rochelle, Ga. According to the 2014 U.S. Census Bureau Quick Facts Report, there are approximately 8,847 people residing in the county and 629 of the residents attend WCES. About 30.9% of the population is below poverty level. Due to the high poverty rate, our school qualifies for free breakfast and lunch for all students. Demographically, Wilcox County is 58.4% White, 35.7% African-American, 4.1% Hispanic or Latino, 0.7% Asian, and 1.1% 2 or More Races.
Grade level enrollment			Wilcox County Elementary School serves grades Pre-K through fifth.
Number of students in each subgroup (List applicable subgroups below.)			Wilcox Elementary operated on a four day school week from the fall of 2010 through the spring of 2015. In the fall of 2015, Wilcox County Elementary School transitioned back to the traditional five day school week. The average daily attendance has not changed from FY15 to FY16 but discipline referrals have decreased.
Attendance %	94.59	94.59	
Disciplinary Incidents	105	61	
AP, IB, and Dual Enrollment (#)	NA	NA	
Graduation Rate	NA	NA	

2. Staff Profile Data

Provide a summary and conclusion of the analysis of each area.

Current Principal Length of time in position
 Gary Howell is the current principal. He has served in this position for six years.

Teaching Staff Number of years' experience in profession
 Forty three teachers work at WCES.

1 to 3	8	The work force at WCES is mostly in the middle of their career. The retention rate for WCES is high but fewer applicants are applying for vacancies.
4-10 years	10	
11-20 years	16	
21+ years	9	

Teaching Staff Percentage (%) of experience in the school
 Elementary Student Survey
 The three highest responses at 2.98 were "In my school my principal and teachers want every student to learn." "My school has computers to help me learn", and "My principal and teachers help me to be ready for the next grade."
 Early Elementary Survey
 The two highest responses at 2.98 and 2.99 were "My school has books for me to read, and I learn new things in school."

Teacher attendance rate	2014-2015	2015-2016	Teacher attendance improved slightly from FY15 to FY16. The school system went from a 4 day to a five day week.		
	8.78 avg days missed	8.20 avg. days missed			
Teacher evaluation data by levels (Level 1 is equivalent to Ineffective and Level 4 is equivalent to Exemplary on TKES)			2015-2016	No teachers at WCES are rated at level 1 or level 2. The principal and asst. principal in this building attended IRR training with the Supt. over the summer to strengthen TAPS consistency among all schools.	
			Level 1		0
			Level 2		0
			Level 3		40
			Level 4		2
Student Achievement Data	2014-2015	2015-2016	Provide a summary of existing status and current needs.		
Reading/Language Arts					
All Students category	See charts at the end of Appendix A	See charts at the end of Appendix A	Wilcox County Elementary School administered the Georgia Milestones End of Grade Assessment in grades 3-5. This assessment replaced the Criterion Referenced Competency Test (CRCT) and the 5th Grade Writing Test. Milestones. Scores improved from FY15 to FY16 in 9 or 12 subtests. Math and ELA are still areas of weakness.		
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Mathematics	See charts at the end of Appendix A	See charts at the end of Appendix A	Subgroup data from FY15 reflects that African American and Students with Disabilities lag behind the total group on Milestones assessments.		
All Students category	See charts at the end of Appendix A	See charts at the end of Appendix A	Scores improved from FY15 to FY16 in 9 or 12 subtests. Math and ELA are still areas of weakness		
Subgroups: Economically disadvantaged students, Special education students English Language	See charts at the end of Appendix A	See charts at the end of Appendix A	Subgroup data from FY15 reflects that African American and Students with Disabilities lag behind the total group on Milestones assessments.		
Graduation rate (if applicable)	NA (Feeder School)	(Estimate 2016 if data is not yet available) NA (Feeder School)	Wilcox County Elementary School is a feeder school that will participate in the State Determined Model.		
	2014	2015			

CCRPI Score:	69.2	71.3	CCRPI scores for Wilcox Elementary School have increased for three of the last five years. Four years are charted below and scores are anticipated to increase once FY16 scores are released. The most points were earned in the progress point category. Additionally, 4.3 challenge points were earned to increase the score. See chart below for points by category.
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School Year	System ID	System Name	School ID	School Name	Grade Configuration	Grade Cluster	Achievement Points	Progress Points	Achievement Gap Points	ED/ESW D Performance	ETB Points	Challenge Points	CCRPI Score	District Score	Milestones		
2016	756	Wilcox County	0195	Wilcox County Elementary School	PK, KK, 01, 02, 03, 04, 05	E	Scores are forthcoming								Milestones		
2015	756	Wilcox County	0195	Wilcox County Elementary School	PK, KK, 01, 02, 03, 04, 05	E	25.4	34.9	6.7	3.8	.5	4.3	71.3	72.4	Milestones		
2014	756	Wilcox County	0195	Wilcox County Elementary School	PK, KK, 01, 02, 03, 04, 05	E	42.5	16.9	9	.8	0	.8	69.2	65.4	CRCT		
2013	756	Wilcox County	0195	Wilcox County Elementary School	PK, KK, 01, 02, 03, 04, 05	E	40.2	15.2	13	0	.5	.5	68.9	67.9	CRCT		
2012	756	Wilcox County	0195	Wilcox County Elementary School	PK, KK, 01, 02, 03, 04, 05	E	39.8	13.4	0	0	.5	.5	53.7	62.5	CRCT		
School Year	System ID	System Name	School ID	School Name	Indicator ID	Grade Cluster	Performance Index Description								Performance	Points Earned on Indicator	CCRPI Component
2015	756	Wilcox County	0195	Wilcox County Elementary School	1	Elementary School	Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG (required participation rate >= 95%)								47.978	4.798	Content Mastery

2015	756	Wilcox County x County y	0195	Wilcox County Elementary School	2	Elementary School	Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones mathematics EOG (required participation rate >= 95%)	50.000	5	Content Mastery
2015	756	Wilcox County x County y	0195	Wilcox County Elementary School	3	Elementary School	Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones science EOG (required participation rate >= 95%)	52.952	5.295	Content Mastery
2015	756	Wilcox County x County y	0195	Wilcox County Elementary School	4	Elementary School	Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones social studies EOG (required participation rate >= 95%)	50.554	5.055	Content Mastery
2015	756	Wilcox County x County y	0195	Wilcox County Elementary School	5	Elementary School	Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs	Too Few Students	Too Few Students	Post Elementary School Readiness
2015	756	Wilcox County x County y	0195	Wilcox County Elementary School	6	Elementary School	Percent of Students With Disabilities served in general education environments greater than 80% of the school day	100	10	Post Elementary School Readiness
2015	756	Wilcox County x County y	0195	Wilcox County Elementary School	7	Elementary School	Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650 on the Georgia Milestones ELA EOG	37.500	3.75	Post Elementary School Readiness
2015	756	Wilcox County x County y	0195	Wilcox County Elementary School	8	Elementary School	Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850 on the Georgia Milestones ELA EOG	59.756	5.976	Post Elementary School Readiness
2015	756	Wilcox County x County y	0195	Wilcox County Elementary School	9	Elementary School	Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters	98.712	9.871	Post Elementary School Readiness
2015	756	Wilcox County x County y	0195	Wilcox County Elementary School	10	Elementary School	Percent of students missing fewer than 6 days of school	72.149	7.215	Post Elementary School Readiness
2015	756	Wilcox County x County y	0195	Wilcox County Elementary School	11	Elementary School	Percent of students' assessments scoring at Proficient or Distinguished Learner on Georgia Milestones EOGs	28.795	2.88	Predictor for High School Graduation

School Culture and Climate	Provide a summary of existing status and current needs.
School Safety	School Culture and Climate: All three schools participate in the annual Safe and Drug Free Student Health Survey. Results are reviewed with leadership teams and action plans are implemented based on needs. The latest survey data suggest that bullying is a problem at all three schools. The school system has implemented a reporting hotline. The survey data is in conflict with AdvancedED survey data where parents reported that the schools were safe and a friendly environment.
Student Health Services	School Safety: All Wilcox County Schools have high resolution video cameras that record activity in all hallways, computer labs, the ISS room, the lunchroom, and the gymnasium. Video cameras also provide coverage of the entire exterior of the building and all entrances. The student code of conduct is revised annually and published in the student handbook distributed at the beginning of school. There have been no incidents of discipline that warranted reporting any of the schools as an Unsafe School. Comparing FY15 office referrals to FY16 office referrals, 352 fewer students were sent to the office system-wide. The Department of Juvenile Justice has an office at Wilcox Middle School.
Attendance Support	Student Health Services: All schools have two mental health counselors that come from Dublin weekly to meet with students who have psychological concerns and are in need of counseling. The mental health counselor meets with the students at school or at the Department of Family and Children Services. A local dentist has partnered with the school system and offers a dental taxi to students for basic dental care. Each school has a nurse that works full-time. CPR and AED training is offered annually and currently 16 coaches are certified in CPR/AED. Additional staff have been trained on diabetes management and disease control.
Social and Community Support	Attendance Support: A system-wide attendance protocol is in place and lists the steps to follow up on truancy. In May 2016, the school system began an automated call system to notify parents/guardians when children were absent from school. All teachers system-wide make at least two parent contacts weekly and these contacts are logged on a form on Google Docs. The Tritle I funded Parent Involvement Coordinator makes home visits and meets with families with excessive absences. Student attendance has improved from FY15 to FY16 but cumulatively students are still missing over 13,000 instructional days annually. In FY17, each school is offering individual incentives for improved attendance.
Parental Support	Social and Community Support: Some of the greatest challenges that Wilcox County Elementary School faces are lack of parent involvement and the need for additional support personnel. These challenges are directly related to the high level of poverty in our county. Many of our parents are unable to attend parent involvement activities due to lack of transportation. Our system hired a Parent Involvement Coordinator in 2014; The Coordinator's work has greatly increased the opportunities and the number of parents involved in their child's education. Over the past few years our school has lost positions due to the lack of funds provided by the state and federal government. The economy of Wilcox County doesn't produce enough taxes to offset the loss of funds from the state and federal government. This tragedy forces our system and school to make very tough decisions in the areas of support services and class size. We face many other challenges, but the challenges mentioned above play a significant role in the education of students at Wilcox County Elementary School.

Parental Support: The school system employs a full-time parent involvement coordinator who splits his time between all three schools. A reporting ticket is submitted via Google Docs when the parent involvement coordinator needs to follow up with a family and/or student. Weekly parent involvement events occur on a defined schedule: 1st Thursday WCES, 2nd Thursday WCMS, 3rd Thursday WCHS and 4th Thursday Community-wide event. In FY16, seventy three events were held and over 6000 individuals attended. The school system also coordinates transportation to and from school for parent conferences and events. Transportation is provided to medical and dental appointments as needed by students. Two days annually is designated for parent conferences but parents are welcome at schools at any time. Despite the fact parents have access to and are encouraged to look at student grades and other data in the PowerSchool and that parent teacher conferences are available upon request and frequent contact between teachers and parents occur, a protocol for sharing student achievement data does not exist beyond progress reports and/or report cards. Further, there is no system for communicating school celebrations and accomplishments with the community. Nor is there a process for soliciting the help of the community in establishing a school culture and climate that values and promotes the importance of education.

<p>Rigorous Curriculum- Alignment of curriculum with state standards across grade levels</p>	<p>Educators at WCES examine their instruction and assessment of students' achievement through weekly collaborative planning sessions focusing on horizontal curriculum instruction, pacing guides, and assessments; therefore making sure instruction is aligned and/or revised. No vertical planning is currently in place. Teachers use different instructional strategies to address the individual needs of students in order to support achievement expectations. Wilcox County Elementary Schools (WCES) curriculum is determined by expectations set forth by the Georgia Department of Education's GSE and Georgia Performance Standards (GPS). WCES is also held accountable through CCRPI to prepare students for college and careers.</p>
<p>Curriculum Intervention Programs</p>	<p>Staff members at Wilcox County Elementary School set high academic standards which are reflected in our School Improvement Plan (SIP). We use data from various summative and formative assessments, as well as reports from computer based programs to differentiate instruction and to monitor student progress. Wilcox County Elementary School offers remediation through our Early Intervention Program, individualized education plans, Patriot Academy for Student Success (after-school program), and Response To Intervention program. In order to be successful in all subject areas, students must be proficient readers. Therefore, at Wilcox County Elementary School we place great emphasis on reading success. From 2012-2015, our school participated in The Reading Mentor's Program; A Language and Literacy Partnership. This year, our school implemented the Scholastic iRead program for grades K-2 and System 44 for select students in grades 3-5. Wilcox County Elementary School administers the Georgia RESA Assessment of Student Progress (GRASP), our universal screener, three times throughout the year to monitor students' progress in reading and math. In addition, students in grades 3-5 are administered the Scholastic Reading Inventory assessment three times to monitor student Lexile scores. The data gathered through these assessments is also used to drive instruction.</p>
<p>Enrichment Programs</p>	<p>In addition to being served for one segment each day, our gifted students are also served through a 30 minute acceleration period each morning.</p>
<p>Dual enrollment (if applicable)</p>	<p>Wilcox Elementary School is a feeder school and does not offer Dual Enrollment classes.</p>
<p>Advanced Placement (if applicable)</p>	<p>Wilcox Elementary School is a feeder school and does not offer Advanced Placement classes.</p>
<p>Instructional Program</p>	<p>All teachers are WCES utilize the GSE or GPS to guide instruction. Students are taught predominantly in self-contained classes in PK and Kindergarten. Teams form in grades 1, 2, and 3 to serve students. In grades 4 and 5 a departmental model is used.</p>
<p>Planning and implementation of research based instructional strategies</p>	<p>Beginning in FY17, WCES began planning at a minimum of once weekly. An agenda and minutes are kept for each meeting and posted to Google Docs. No formal structure to select topics for collaborative planning or set criteria are in place.</p>
<p>Use of instructional technology (by students and teachers)</p>	<p>Our school system strives to stay on the cutting edge of technology and innovation. All classrooms are equipped with a SMART board and projector and a minimum of two student computers. Each teacher has been issued a laptop to assist with meaningful planning. With very exceptions, our classrooms are equipped with Chromebooks. We have one computer lab and one iPad for student use. Teachers also have access to student response systems that are utilized for instant formative assessment.</p>

<p>Use of data analysis to inform and differentiate instruction</p>	<p>In FY17, WCES began having one data team meeting monthly. The process for collecting and sharing data is evolving.</p>
<p>Number of minutes scheduled for core academic subjects</p>	<p>Currently 270 minutes are allotted for core content classes in grades K-2 and 300 minutes are allotted in grades 3-5.</p>
<p>Assessments</p>	<p>Formative assessments used include: SRI and GRASP as Universal Screeners, System 44 and iRead for Tier 2 and Tier 3 interventions, benchmark assessments to guide instruction, and Milestones assessments to measure achievement and progress. No formal process to collect and share data is currently in place.</p>
<p>Use of formative, interim, and summative assessments to measure student progress</p>	<p>Staff members at Wilcox County Elementary School set high academic standards which are reflected in our School Improvement Plan (SIP). We use data from various summative and formative assessments, as well as reports from computer based programs to differentiate instruction and to monitor student progress. Wilcox County Elementary School offers remediation through our Early Intervention Program, individualized education plans, Patriot Academy for Student Success (after-school program), and Response To Intervention program. In addition to being served for one segment each day, our gifted students are also served through a 30 minute acceleration period each morning. In order to be successful in all subject areas, students must be proficient readers. Therefore, at Wilcox County Elementary School we place great emphasis on reading success. From 2012-2015, our school participated in The Reading Mentor's Program; A Language and Literacy Partnership. In FY15, our school implemented the Scholastic iRead program for grades K-2 and System 44 for select students in grades 3-5. Wilcox County Elementary School administers the Georgia RESA Assessment of Student Progress (GRASP), our universal screener, three times throughout the year to monitor students' progress in reading and math. In addition, students in grades 3-5 are administered the Scholastic Reading Inventory assessment three times to monitor student Lexile scores. The data gathered through these assessments is also used to drive instruction. As a school, we are rich in data but poor in knowledge. A system-wide protocol for collecting and sharing needs to be developed and implemented with fidelity.</p>
<p>Timeline for reporting student progress to parents</p>	<p>Progress is reported to parents every 4 ½ weeks through report cards and/or progress reports. All parents and students have a secure login to PowerSchool and can access grades and attendance 24 hours daily. Each school employs a policy that grades should be recorded in PowerSchool within three days of the assignment and/or test. Links to access PowerSchool and distributed to parents annually and links are housed on the school system website. One parent engagement event is held each semester to assist parents utilize technology.</p>

<p>Social, health, and community services to students and families</p>	<p>On AdvancED surveys completed last school year, parents indicated they were dissatisfied most on Standard 4 - Resources and Support Systems. Due to the rural size of the school system, few to no resources are available within the school system. In FY16, the school system partnered with a local dentist to provide a Dental Taxi and a memorandum of agreement was implemented with the Community Service Board to provide Mental Health services at all three schools. In January 2016, two mental health counselors began serving students at all three schools. However, the intake process is laborious and weeks pass before students are seen for services. The school system employs two nurses – one at Wilcox Middle/High and one at Wilcox Elementary School. The Wilcox County Family Connection office is housed at Wilcox Middle School and monthly meetings are held on the 1st Tuesday with governmental agencies to coordinate services. The Department of Juvenile Justice also has an office located at Wilcox Middle/High School. He meets with students on probation and participates in multiple school events. Counselors attend monthly gateway meetings to track all referrals to DFACS and follow up on situations when necessary. The Supt. serves on the local Board of Health and attends quarterly meetings to discuss issues in general public health and well-being.</p>
<p>Additional needs identified by families and community partners</p>	<p>Parent Surveys: The results of the AdvancED surveys scored by parents indicated the overall highest level of satisfaction was with standard 3, "Teaching and Assessing for Learning". The parent surveys indicated 91% of parents agreed with indicator 3.19-My child knows the expectations for learning in all classes and 90% of parents agreed with 3.22-My child has up-to-date computers and other technology to learn. Elementary students expressed concern about respect toward others, family engagement opportunities, and adult mentors.</p>

Milestone Scores Spring 2015

Milestone Scores Spring 2016

3rd Grade ELA	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 15	3rd Grade ELA	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 16	Gain/Loss of % Points FY15 to FY16
System	108	484	55	25	System	93	503	52	31	6
RESA	1,695	496	56	31	RESA	1,658	500	53	31	0
State	131,808	503	60	37	State	135,645	503	58	35	-2
3rd Grade Math	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 15	3rd Grade Math	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 16	Gain/Loss of % Points FY15 to FY16
System	108	507	43	31	System	93	523	38	45	14
RESA	1,696	510	41	35	RESA	1,662	513	41	36	1
State	132,521	513	46	38	State	136,128	516	47	40	2
3rd Grade Science	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 15	3rd Grade Science	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 16	Gain/Loss of % Points FY15 to FY16
System	107	499	37	23	System	93	508	39	32	9
RESA	1,693	505	39	30	RESA	1,660	504	39	31	1
State	132,355	507	43	34	State	135,942	508	43	35	1
3rd Grade Social Studies	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 15	3rd Grade Social Studies	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 16	Gain/Loss of % Points FY15 to FY16
System	107	493	40	22	System	92	506	38	34	12
RESA	1,691	499	38	24	RESA	1,653	504	41	28	4
State	131,739	504	43	30	State	135,192	505	43	30	0
4th Grade ELA	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 15	4th Grade ELA	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 16	Gain/Loss of % Points FY15 to FY16
System	84	499	46	26	System	99	494	48	27	1
RESA	1,588	498	50	32	RESA	1,634	497	48	29	-3
State	128,795	505	52	37	State	132,188	503	52	35	-2
4th Grade Math	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 15	4th Grade Math	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 16	Gain/Loss of % Points FY15 to FY16
System	84	503	39	24	System	98	508	46	27	3
RESA	1,589	511	44	35	RESA	1,633	515	44	38	3
State	129,483	516	48	40	State	132,691	517	50	40	0
4th Grade Science	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 15	4th Grade Science	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 16	Gain/Loss of % Points FY15 to FY16
System	84	501	43	20	System	98	503	51	27	7
RESA	1,587	507	48	34	RESA	1,634	501	44	28	-6
State	129,372	505	48	33	State	132,554	505	49	33	0
4th Grade Social Studies	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 15	4th Grade Social Studies	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 16	Gain/Loss of % Points FY15 to FY16
System	84	506	42	35	System	97	510	45	41	6
RESA	1,579	506	46	35	RESA	1,631	501	44	30	-5
State	128,748	505	48	35	State	131,815	504	49	34	-1
5th Grade ELA	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 15	5th Grade ELA	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 16	Gain/Loss of % Points FY15 to FY16
System	84	495	52	36	System	81	502	48	30	-6
RESA	1,660	502	52	33	RESA	1,570	505	49	36	3
State	127,748	509	54	39	State	129,663	510	52	41	2

5th Grade Math	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 15	5th Grade Math	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 16	Gain/Loss of % Points FY15 to FY16
System	84	491	48	23	System	80	495	44	23	0
RESA	1,660	506	46	32	RESA	1,572	508	46	34	2
State	128,375	512	52	38	State	130,190	512	52	38	0
5th Grade Science	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 15	5th Grade Science	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 16	Gain/Loss of % Points FY15 to FY16
System	84	508	65	42	System	81	524	51	52	10
RESA	1,659	502	55	32	RESA	1,571	507	55	36	4
State	128,241	506	60	36	State	130,049	510	60	39	3
5th Grade Social Studies	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 15	5th Grade Social Studies	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 16	Gain/Loss of % Points FY15 to FY16
System	83	495	38	24	System	81	505	35	30	6
RESA	1,654	503	39	28	RESA	1,567	503	38	29	1
State	127,668	503	40	29	State	129,303	504	41	30	1
6th Grade ELA	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 15	6th Grade ELA	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 16	Gain/Loss of % Points FY15 to FY16
System	90	489	64	24	System	88	507	56	44	20
RESA	1,593	494	62	31	RESA	1,624	496	60	33	2
State	126,113	507	65	39	State	128,301	506	63	39	0
6th Grade Math	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 15	6th Grade Math	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 16	Gain/Loss of % Points FY15 to FY16
System	90	492	43	21	System	88	503	46	31	10
RESA	1,599	501	44	26	RESA	1,621	506	45	31	5
State	126,641	510	49	36	State	128,613	512	49	38	2
6th Grade Science	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 15	6th Grade Science	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 16	Gain/Loss of % Points FY15 to FY16
System	89	489	58	25	System	88	498	68	35	10
RESA	1,596	499	64	33	RESA	1,621	497	60	30	-3
State	126,516	507	65	38	State	128,429	508	63	39	1
6th Grade Social Studies	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 15	6th Grade Social Studies	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 16	Gain/Loss of % Points FY15 to FY16
System	89	491	37	20	System	88	511	46	36	16
RESA	1,593	494	43	22	RESA	1,618	495	41	22	0
State	125,993	505	46	32	State	127,870	507	46	33	1
7th Grade ELA	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 15	7th Grade ELA	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 16	Gain/Loss of % Points FY15 to FY16
System	89	492	52	28	System	95	488	53	26	-2
RESA	1,683	487	52	23	RESA	1,595	495	54	30	7
State	127,953	505	58	37	State	127,496	506	56	38	1
7th Grade Math	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 15	7th Grade Math	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 16	Gain/Loss of % Points FY15 to FY16
System	89	500	47	30	System	95	504	55	34	4
RESA	1,680	502	46	28	RESA	1,595	513	52	37	9
State	128,305	514	53	37	State	127,414	520	57	42	5

7th Grade Science	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 15	7th Grade Science	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 16	Gain/Loss of % Points FY15 to FY16
System	89	489	49	29	System	94	495	58	30	1
RESA	1,681	491	54	26	RESA	1,589	502	58	33	7
State	128,206	505	60	36	State	127,575	509	63	39	3
7th Grade Social Studies	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 15	7th Grade Social Studies	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 16	Gain/Loss of % Points FY15 to FY16
System	89	496	38	25	System	95	508	48	33	8
RESA	1,678	495	42	24	RESA	1,587	503	46	31	7
State	127,552	508	48	36	State	126,930	512	49	39	3
8th Grade ELA	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 15	8th Grade ELA	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 16	Gain/Loss of % Points FY15 to FY16
System	64	505	43	33	System	84	503	48	33	0
RESA	1,675	499	48	30	RESA	1,635	503	48	34	4
State	130,028	510	50	39	State	128,697	515	50	44	5
8th Grade Math	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 15	8th Grade Math	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 16	Gain/Loss of % Points FY15 to FY16
System	64	483	38	13	System	84	505	42	31	18
RESA	1,680	502	48	28	RESA	1,582	509	49	34	6
State	130,489	513	52	37	State	109,904	508	46	33	-4
8th Grade Science	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 15	8th Grade Science	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 16	Gain/Loss of % Points FY15 to FY16
System	64	483	51	20	System	84	480	52	20	0
RESA	1,679	482	56	23	RESA	1,608	490	55	25	2
State	130,370	499	62	32	State				27	-5
8th Grade Social Studies	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 15	8th Grade Social Studies	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4) Spring 16	Gain/Loss of % Points FY15 to FY16
System	64	493	42	22	System	84	491	46	30	8
RESA	1,674	495	49	25	RESA	1,624	505	50	35	10
State	129,672	506	51	33	State	128,109	510	50	38	5

Scores are rounded for ease in comparison.

Orange highlights = at or above HGRESA average

Green highlights = at or above state average

**Spring 2015 Milestones Data disaggregated by
Ethnicity, gender, disability, and socio-economic status**

Milestones By Grade & Subject	Disaggregated Group	Number of Students	Mean Scale Score	Percentage of Students Scoring in Each Achievement Level			
				Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
3rd Grade ELA	All Other Regular Program Students	99	489	41	31	22	5
3rd Grade ELA	All Regular Program Students	101	489	42	32	22	5
3rd Grade ELA	All Students	108	484	44	31	20	5
3rd Grade ELA	Black, Non-Hispanic	49	462	59	31	10	0
3rd Grade ELA	Caucasian - White	49	505	33	27	31	10
3rd Grade ELA	Female	52	491	42	29	23	6
3rd Grade ELA	Male	56	478	46	32	18	4
3rd Grade Math	All Other Regular Program Students	99	510	24	44	26	5
3rd Grade Math	All Regular Program Students	101	510	24	45	27	5
3rd Grade Math	All Students	108	507	27	43	26	5
3rd Grade Math	Black, Non-Hispanic	49	492	37	49	12	2
3rd Grade Math	Caucasian - White	49	519	22	33	39	6
3rd Grade Math	Female	52	506	27	46	23	4
3rd Grade Math	Male	56	508	27	39	29	5
3rd Grade Science	All Other Regular Program Students	98	501	28	47	18	7
3rd Grade Science	All Regular Program Students	100	501	28	47	18	7
3rd Grade Science	All Students	107	499	31	46	17	7
3rd Grade Science	Black, Non-Hispanic	49	484	41	49	10	0
3rd Grade Science	Caucasian - White	48	513	21	44	21	15
3rd Grade Science	Female	51	499	24	57	14	6
3rd Grade Science	Male	56	499	38	36	20	7
3rd Grade Social Studies	All Other Regular Program Students	98	496	33	43	19	5
3rd Grade Social Studies	All Regular Program Students	100	496	33	43	19	5
3rd Grade Social Studies	All Students	107	493	37	40	18	5
3rd Grade Social Studies	Black, Non-Hispanic	49	478	53	33	14	0
3rd Grade Social Studies	Caucasian - White	48	507	25	44	21	10
3rd Grade Social Studies	Female	52	491	40	44	12	4
3rd Grade Social Studies	Male	55	495	35	36	24	5
4th Grade ELA	All Other Regular Program Students	78	503	29	42	22	6
4th Grade ELA	All Regular Program Students	79	502	30	42	22	6
4th Grade ELA	All Students	84	499	33	40	20	6
4th Grade ELA	Black, Non-Hispanic	26	495	35	46	15	4
4th Grade ELA	Caucasian - White	49	501	33	37	24	6
4th Grade ELA	Female	34	516	26	35	26	12
4th Grade ELA	Male	50	487	38	44	16	2
4th Grade Math	All Other Regular Program Students	78	505	24	50	23	3
4th Grade Math	All Regular Program Students	79	505	24	51	23	3
4th Grade Math	All Students	84	503	27	49	21	2
4th Grade Math	Black, Non-Hispanic	26	492	42	35	23	0
4th Grade Math	Caucasian - White	49	512	16	57	22	4
4th Grade Math	Female	34	507	18	56	24	3
4th Grade Math	Male	50	500	34	44	20	2
4th Grade Science	All Other Regular Program Students	78	503	24	54	15	6
4th Grade Science	All Regular Program Students	79	503	25	53	15	6
4th Grade Science	All Students	84	501	27	52	14	6
4th Grade Science	Black, Non-Hispanic	26	487	46	38	12	4
4th Grade Science	Caucasian - White	49	510	18	57	16	8
4th Grade Science	Female	34	503	21	62	15	3
4th Grade Science	Male	50	500	32	46	14	8
4th Grade Social Studies	All Other Regular Program Students	78	508	21	42	31	6
4th Grade Social Studies	All Regular Program Students	79	508	20	43	30	6

4th Grade Social Studies	All Students	84	506	21	44	29	6
4th Grade Social Studies	Black, Non-Hispanic	26	495	31	46	19	4
4th Grade Social Studies	Caucasian - White	49	513	16	43	33	8
4th Grade Social Studies	Female	34	506	15	59	24	3
4th Grade Social Studies	Male	50	505	26	34	32	8
5th Grade ELA	All Accommodated	11	437	91	9	0	0
5th Grade ELA	All Other Regular Program Students	71	506	23	35	41	1
5th Grade ELA	All Regular Program Students	74	503	26	34	39	1
5th Grade ELA	All Special Education Students	10	437	90	10	0	0
5th Grade ELA	All Students	84	495	33	31	35	1
5th Grade ELA	Black, Non-Hispanic	27	461	63	26	11	0
5th Grade ELA	Caucasian - White	51	517	14	35	49	2
5th Grade ELA	Female	50	495	30	42	28	0
5th Grade ELA	Male	34	495	38	15	44	3
5th Grade ELA	Special Education	10	437	90	10	0	0
5th Grade Math	All Accommodated	11	441	100	0	0	0
5th Grade Math	All Other Regular Program Students	71	500	38	35	20	7
5th Grade Math	All Regular Program Students	74	498	39	35	19	7
5th Grade Math	All Special Education Students	10	439	100	0	0	0
5th Grade Math	All Students	84	491	46	31	17	6
5th Grade Math	Black, Non-Hispanic	27	464	78	22	0	0
5th Grade Math	Caucasian - White	51	507	29	35	25	10
5th Grade Math	Female	50	480	46	42	12	0
5th Grade Math	Male	34	508	47	15	24	15
5th Grade Math	Special Education	10	439	100	0	0	0
5th Grade Science	All Accommodated	11	444	82	9	9	0
5th Grade Science	All Other Regular Program Students	71	521	25	27	38	10
5th Grade Science	All Regular Program Students	74	517	28	26	36	9
5th Grade Science	All Special Education Students	10	444	80	10	10	0
5th Grade Science	All Students	84	508	35	24	33	8
5th Grade Science	Black, Non-Hispanic	27	453	78	15	7	0
5th Grade Science	Caucasian - White	51	542	8	29	49	14
5th Grade Science	Female	50	498	36	28	34	2
5th Grade Science	Male	34	524	32	18	32	18
5th Grade Science	Special Education	10	444	80	10	10	0
5th Grade Social Studies	All Accommodated	11	461	91	9	0	0
5th Grade Social Studies	All Other Regular Program Students	70	501	29	43	24	4
5th Grade Social Studies	All Regular Program Students	73	499	32	41	23	4
5th Grade Social Studies	All Special Education Students	10	463	90	10	0	0
5th Grade Social Studies	All Students	83	495	39	37	20	4
5th Grade Social Studies	Black, Non-Hispanic	27	470	70	22	7	0
5th Grade Social Studies	Caucasian - White	50	510	18	50	26	6
5th Grade Social Studies	Female	50	488	44	44	10	2
5th Grade Social Studies	Male	33	505	30	27	36	6
5th Grade Social Studies	Special Education	10	463	90	10	0	0
6th Grade ELA	All Accommodated	12	418	92	8	0	0
6th Grade ELA	All Other Regular Program Students	78	500	40	32	22	6
6th Grade ELA	All Regular Program Students	80	498	41	31	21	6
6th Grade ELA	All Special Education Students	10	424	90	10	0	0
6th Grade ELA	All Students	90	489	47	29	19	6
6th Grade ELA	Black, Non-Hispanic	30	459	63	27	10	0
6th Grade ELA	Caucasian - White	53	510	36	28	26	9
6th Grade ELA	Female	38	506	34	37	18	11
6th Grade ELA	Male	52	477	56	23	19	2
6th Grade ELA	Special Education	10	424	90	10	0	0
6th Grade Math	All Accommodated	12	449	92	8	0	0
6th Grade Math	All Other Regular Program Students	78	499	31	45	18	6
6th Grade Math	All Regular Program Students	80	498	31	45	18	6
6th Grade Math	All Special Education Students	10	446	100	0	0	0
6th Grade Math	All Students	90	492	39	40	16	6
6th Grade Math	Black, Non-Hispanic	30	473	57	37	7	0
6th Grade Math	Caucasian - White	53	506	28	42	21	9

6th Grade Math	Female	38	501	37	37	18	8
6th Grade Math	Male	52	486	40	42	13	4
6th Grade Math	Special Education	10	446	100	0	0	0
6th Grade Science	All Accommodated	12	441	92	8	0	0
6th Grade Science	All Other Regular Program Students	77	496	47	25	25	4
6th Grade Science	All Regular Program Students	79	495	48	24	24	4
6th Grade Science	All Special Education Students	10	440	90	10	0	0
6th Grade Science	All Students	89	489	53	22	21	3
6th Grade Science	Black, Non-Hispanic	30	455	77	20	3	0
6th Grade Science	Caucasian - White	52	511	35	27	33	6
6th Grade Science	Female	38	488	53	26	18	3
6th Grade Science	Male	51	489	53	20	24	4
6th Grade Science	Special Education	10	440	90	10	0	0
6th Grade Social Studies	All Accommodated	12	459	83	17	0	0
6th Grade Social Studies	All Other Regular Program Students	77	496	31	45	19	4
6th Grade Social Studies	All Regular Program Students	79	495	32	46	19	4
6th Grade Social Studies	All Special Education Students	10	455	90	10	0	0
6th Grade Social Studies	All Students	89	491	38	42	17	3
6th Grade Social Studies	Black, Non-Hispanic	30	469	57	37	7	0
6th Grade Social Studies	Caucasian - White	52	504	27	44	23	6
6th Grade Social Studies	Female	38	489	37	45	16	3
6th Grade Social Studies	Male	51	492	39	39	18	4
6th Grade Social Studies	Special Education	10	455	90	10	0	0
7th Grade ELA	All Accommodated	12	443	75	25	0	0
7th Grade ELA	All Other Regular Program Students	76	500	36	32	30	3
7th Grade ELA	All Regular Program Students	78	500	35	33	29	3
7th Grade ELA	All Special Education Students	11	437	82	18	0	0
7th Grade ELA	All Students	89	492	40	31	26	2
7th Grade ELA	Black, Non-Hispanic	36	467	64	25	8	3
7th Grade ELA	Caucasian - White	44	518	18	36	43	2
7th Grade ELA	Female	42	507	24	40	31	5
7th Grade ELA	Male	47	479	55	23	21	0
7th Grade ELA	Special Education	11	437	82	18	0	0
7th Grade Math	All Accommodated	12	459	83	17	0	0
7th Grade Math	All Other Regular Program Students	76	507	26	38	28	8
7th Grade Math	All Regular Program Students	78	506	27	38	27	8
7th Grade Math	All Special Education Students	11	457	91	9	0	0
7th Grade Math	All Students	89	500	35	35	24	7
7th Grade Math	Black, Non-Hispanic	36	478	56	33	8	3
7th Grade Math	Caucasian - White	44	524	14	36	39	11
7th Grade Math	Female	42	507	29	36	26	10
7th Grade Math	Male	47	494	40	34	21	4
7th Grade Math	Special Education	11	457	91	9	0	0
7th Grade Science	All Accommodated	12	449	83	8	8	0
7th Grade Science	All Other Regular Program Students	76	496	39	28	32	1
7th Grade Science	All Regular Program Students	78	496	40	27	32	1
7th Grade Science	All Special Education Students	11	441	91	9	0	0
7th Grade Science	All Students	89	489	46	25	28	1
7th Grade Science	Black, Non-Hispanic	36	466	67	17	17	0
7th Grade Science	Caucasian - White	44	513	25	32	41	2
7th Grade Science	Female	42	489	38	36	26	0
7th Grade Science	Male	47	489	53	15	30	2
7th Grade Science	Special Education	11	441	91	9	0	0
7th Grade Social Studies	All Accommodated	12	466	67	25	8	0
7th Grade Social Studies	All Other Regular Program Students	76	502	25	47	25	3
7th Grade Social Studies	All Regular Program Students	78	502	26	46	26	3
7th Grade Social Studies	All Special Education Students	11	459	73	27	0	0
7th Grade Social Studies	All Students	89	496	31	44	22	2
7th Grade Social Studies	Black, Non-Hispanic	36	478	50	39	11	0
7th Grade Social Studies	Caucasian - White	44	515	14	48	34	5
7th Grade Social Studies	Female	42	498	26	50	24	0
7th Grade Social Studies	Male	47	495	36	38	21	4

7th Grade Social Studies	Special Education	11	459	73	27	0	0
8th Grade ELA	All Other Regular Program Students	55	510	24	38	33	5
8th Grade ELA	All Regular Program Students	57	509	23	40	32	5
8th Grade ELA	All Students	64	505	27	41	28	5
8th Grade ELA	Black, Non-Hispanic	20	486	35	55	10	0
8th Grade ELA	Caucasian - White	40	514	23	33	38	8
8th Grade ELA	Female	30	523	17	30	47	7
8th Grade ELA	Male	34	488	35	50	12	3
8th Grade Math	All Accommodated	10	460	70	30	0	0
8th Grade Math	All Other Regular Program Students	55	488	35	51	11	4
8th Grade Math	All Regular Program Students	57	487	35	51	11	4
8th Grade Math	All Students	64	483	39	48	9	3
8th Grade Math	Black, Non-Hispanic	20	459	65	35	0	0
8th Grade Math	Caucasian - White	40	495	28	53	15	5
8th Grade Math	Female	30	493	23	63	10	3
8th Grade Math	Male	34	475	53	35	9	3
8th Grade Science	All Other Regular Program Students	55	488	45	31	20	4
8th Grade Science	All Regular Program Students	57	488	44	33	19	4
8th Grade Science	All Students	64	483	48	31	17	3
8th Grade Science	Black, Non-Hispanic	20	446	80	20	0	0
8th Grade Science	Caucasian - White	40	502	33	35	28	5
8th Grade Science	Female	30	486	43	33	23	0
8th Grade Science	Male	34	481	53	29	12	6
8th Grade Social Studies	All Other Regular Program Students	55	500	31	44	20	5
8th Grade Social Studies	All Regular Program Students	57	499	33	42	19	5
8th Grade Social Studies	All Students	64	493	39	39	17	5
8th Grade Social Studies	Black, Non-Hispanic	20	475	65	20	15	0
8th Grade Social Studies	Caucasian - White	40	503	25	50	18	8
8th Grade Social Studies	Female	30	494	33	43	20	3
8th Grade Social Studies	Male	34	492	44	35	15	6

Milestones By Grade/Subject	Disaggregated Group	Number of Students	Mean Scale Score	Percentage of Students Scoring in Each Achievement Level			
				Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
9th Grade Literature	All Other Regular Program Students	75	509	24	33	41	1
9th Grade Literature	All Regular Program Students	79	509	25	32	42	1
9th Grade Literature	All Students	85	507	26	34	39	1
9th Grade Literature	Black, Non-Hispanic	23	488	48	17	35	0
9th Grade Literature	Caucasian White, Non-Hispanic	55	516	18	36	44	2
9th Grade Literature	Ethnic Group	85	507	26	34	39	1
9th Grade Literature	Female	42	503	31	33	33	2
9th Grade Literature	Gender	85	507	26	34	39	1
9th Grade Literature	Male	43	510	21	35	44	0
American Literature	All Other Regular Program Students	72	500	31	43	21	6
American Literature	All Regular Program Students	75	499	32	43	20	5
American Literature	All Special Education Students	3	—	—	—	—	—
American Literature	All Students	78	498	33	41	21	5
American Literature	Black, Non-Hispanic	38	482	45	42	13	0
American Literature	Caucasian White, Non-Hispanic	35	514	20	40	29	11
American Literature	Ethnic Group	77	497	34	42	19	5
American Literature	Female	37	499	30	51	14	5
American Literature	Gender	77	497	34	42	19	5

American Literature	Male	40	495	38	33	25	5
Analytic Geometry	All Other Regular Program Students	90	494	41	32	23	3
Analytic Geometry	All Regular Program Students	91	494	42	32	23	3
Analytic Geometry	All Special Education Students	5	—	—	—	—	—
Analytic Geometry	All Students	96	492	44	31	22	3
Analytic Geometry	Black, Non-Hispanic	40	476	53	38	10	0
Analytic Geometry	Caucasian White, Non-Hispanic	52	503	38	25	31	6
Analytic Geometry	Ethnic Group	96	492	44	31	22	3
Analytic Geometry	Female	50	504	32	38	24	6
Analytic Geometry	Gender	96	492	44	31	22	3
Analytic Geometry	Male	46	478	57	24	20	0
Biology	All Accommodated	4	—	—	—	—	—
Biology	All Other Regular Program Students	17	461	65	24	12	0
Biology	All Regular Program Students	18	459	67	22	11	0
Biology	All Special Education Students	3	—	—	—	—	—
Biology	All Students	21	452	71	19	10	0
Biology	Black, Non-Hispanic	12	444	83	17	0	0
Biology	Caucasian White, Non-Hispanic	9	—	—	—	—	—
Biology	Ethnic Group	21	452	71	19	10	0
Biology	Female	15	438	87	13	0	0
Biology	Gender	21	452	71	19	10	0
Biology	Male	6	—	—	—	—	—
Coordinate Algebra	All Other Regular Program Students	88	504	31	36	31	2
Coordinate Algebra	All Regular Program Students	91	504	31	36	31	2
Coordinate Algebra	All Special Education Students	5	—	—	—	—	—
Coordinate Algebra	All Students	96	501	33	35	29	2
Coordinate Algebra	Black, Non-Hispanic	32	489	47	25	25	3
Coordinate Algebra	Caucasian White, Non-Hispanic	59	507	27	39	32	2
Coordinate Algebra	Ethnic Group	96	501	33	35	29	2
Coordinate Algebra	Female	46	497	35	39	22	4
Coordinate Algebra	Gender	96	501	33	35	29	2
Coordinate Algebra	Male	50	504	32	32	36	0
Economics	All Other Regular Program Students	77	497	42	26	29	4
Economics	All Regular Program Students	79	497	42	25	29	4
Economics	All Special Education Students	5	—	—	—	—	—
Economics	All Students	84	492	45	24	27	4
Economics	Black, Non-Hispanic	39	472	51	33	13	3
Economics	Caucasian White, Non-Hispanic	41	507	41	15	41	2
Economics	Ethnic Group	84	492	45	24	27	4
Economics	Female	46	489	46	17	35	2
Economics	Gender	84	492	45	24	27	4
Economics	Male	38	496	45	32	18	5
Physical Science	All Other Regular Program Students	188	487	46	30	21	3
Physical Science	All Regular Program Students	188	487	46	30	21	3
Physical Science	All Special Education Students	2	—	—	—	—	—
Physical Science	All Students	190	487	46	30	21	3
Physical Science	Black, Non-Hispanic	73	468	67	21	8	4
Physical Science	Caucasian White, Non-Hispanic	106	501	31	37	29	3
Physical Science	Ethnic Group	189	487	46	30	21	3
Physical Science	Female	95	481	51	29	17	3

Physical Science	Gender	190	487	46	30	21	3
Physical Science	Hispanic	8	—	—	—	—	—
Physical Science	Male	95	493	42	31	24	3
U.S. History	All Other Regular Program Students	72	482	43	44	13	0
U.S. History	All Regular Program Students	72	482	43	44	13	0
U.S. History	All Special Education Students	1	—	—	—	—	—
U.S. History	All Students	73	481	44	44	12	0
U.S. History	Black, Non-Hispanic	35	471	54	37	9	0
U.S. History	Caucasian White, Non-Hispanic	35	491	34	49	17	0
U.S. History	Ethnic Group	73	481	44	44	12	0
U.S. History	Female	36	470	50	42	8	0
U.S. History	Gender	73	481	44	44	12	0
U.S. History	Male	37	492	38	46	16	0

3rd ELA

FY15		FY16		FY15		FY16	
NW Laurens	53.6	NW Laurens	51.6	NW Laurens	54.9	NW Laurens	52.2
Wheeler	47.1	Bleckley	37.7	S Dodge	49.6	S Dodge	46.6
Bleckley	45.7	Wheeler	35.4	Wheeler	48.6	Wilcox	45.2
STATE	36.0	STATE	35.0	Bleckley	46.0	N Dodge	40.3
S Dodge	35.7	N. Dodge	32.6	Telfair	41.9	STATE	40.0
N. Dodge	33.3	S. Dodge	32.2	N Dodge	41.7	Bleckley	38.2
HGRESA	31.4	Wilcox	31.2	STATE	38.0	SW Laurens	37.1
Treutlen	30.4	HGRESA	31.0	HGRESA	35.4	Wheeler	36.7
E Laurens	28.3	Montgomery	29.2	Pulaski	32.1	HGRESA	36.0
Wilcox	25.0	E Laurens	28.8	SW Laurens	31.2	Susie Dasher Dublin	33.9
SW Laurens	24.7	Treutlen	27.8	E Laurens	30.6	Telfair	33.3
Telfair	22.8	Hillcrest Dublin	25.3	Wilcox	30.6	E Laurens	31.6
Montgomery	22.1	Mont Acad	25.0	Treutlen	29.4	Treutlen	30.0
Pulaski	22.1	SW Laurens	24.5	Saxon Heights Dublin	18.0	Pulaski	28.6
Saxon Heights Dublin	11.1	Telfair	23.4	Montgomery	17.6	Hillcrest Dublin	28.6
Mont Acad	11.1	Pulaski	21.6	Mont Acad	16.7	Montgomery	20.0
Susie Dasher	8.2	Saxon Heights Dublin	13.2	Hillcrest Dublin	10.1	Saxon Heights Dublin	15.1
Hillcrest Dublin	3.8	Susie Dasher	12.5	Susie Dasher Dublin	7.7	Mont Acad	10.0

Increased 3rd grade ELA scores by 6.2 percentage points on a paper/pencil administration of Milestones. Improved HGRESA ranking from 8th to 6th.

Increased 3rd grade MATH scores by 14.6 percentage points on a paper/pencil administration of Milestones. Improved HGRESA ranking from 10th to 3rd.

4th ELA

FY15		FY16		FY15		FY16	
Bleckley	49.3	NW Laurens	53.2	NW Laurens	55.9	NW Laurens	61.7
NW Laurens	46.8	Mont Acad	50.0	Wheeler	49.3	Bleckley	50.6
Wheeler	41.1	Bleckley	46.6	Bleckley	48.4	E Laurens	48.8
STATE	37.0	Wheeler	36.5	Treutlen	43.6	N Dodge	42.3
Treutlen	36.4	STATE	35.0	N Dodge	41.6	Wheeler	40.5
Telfair	34.5	Hillcrest Dublin	33.3	STATE	39.0	STATE	40.0
N Dodge	33.9	HGRESA	29.0	E Laurens	38.2	SW Laurens	38.1
HGRESA	31.8	SW Laurens	29.0	Telfair	37.1	HGRESA	38.0
E Laurens	29.8	Wilcox	27.3	HGRESA	34.8	Hillcrest Dublin	36.1
SW Laurens	27.8	Pulaski	26.7	Pulaski	31.0	S Dodge	34.5
Mont Acad	26.3	E Laurens	25.1	Hillcrest Dublin	30.1	Telfair	31.8
Wilcox	26.2	Telfair	23.3	SW Laurens	24.5	Treutlen	31.2
Pulaski	25.3	N Dodge	22.6	Wilcox	23.8	Susie Dasher Dublin	30.6
S Dodge	25.0	S Dodge	20.9	S Dodge	17.6	Mont Acad	28.6
Hillcrest Dublin	22.5	Montgomery	19.0	Mont Acad	17.6	Wilcox	26.5
Montgomery	21.5	Treutlen	18.3	Montgomery	13.8	Pulaski	24.5
Susie Dasher Dublin	3.9	Susie Dasher Dublin	8.1	Susie Dasher Dublin	10.0	Montgomery	22.2
Saxon Heights Dublin	2.2	Saxon Heights Dublin	7.7	Saxon Heights Dublin	6.5	Saxon Heights Dublin	3.9

Increased 4th grade ELA scores by 1.1 percentage points on a computer administration of Milestones. Improved HGRESA ranking from 10th to 7th.

Increased 4th grade MATH scores by 2.7 percentage points on a computer administration of Milestones. Decreased in HGRESA ranking from 11th to 13th.

3rd SCIENCE

FY15		FY16		FY15		FY16	
Bleckley	54.0	Bleckley	48.2	Bleckley	50.6	Bleckley	47.6
Wheeler	44.3	Treutlen	40.0	Wheeler	48.6	Wheeler	44.3
NW Laurens	39.2	NW Laurens	36.3	STATE	30.0	Treutlen	42.2
SW Laurens	35.3	S Dodge	35.6	S Dodge	27.8	Wilcox	33.7
STATE	34.0	Wheeler	35.4	Hillcrest Dublin	25.6	STATE	30.0
HGRESA	30.5	STATE	35.0	E Laurens	25.4	E Laurens	28.8
Pulaski	30.4	Wilcox	32.3	SW Laurens	24.7	NW Laurens	28.1
S Dodge	29.6	SW Laurens	31.4	HGRESA	24.0	HGRESA	28.0
N Dodge	28.0	HGRESA	31.0	N Dodge	22.7	Montgomery	26.2
E Laurens	27.7	Montgomery	30.8	Wilcox	22.4	Hillcrest Dublin	21.7
Telfair	27.2	E Laurens	29.4	Treutlen	19.6	SW Laurens	19.6
Montgomery	25.0	Telfair	24.1	NW Laurens	17.6	N Dodge	19.5
Treutlen	24.5	N Dodge	22.7	Telfair	14.8	S Dodge	17.9
Wilcox	23.4	Hillcrest Dublin	22.6	Pulaski	13.4	Saxon Heights Dublin	17.0
Hillcrest Dublin	19.2	Mont Acad	20.0	Montgomery	13.2	Telfair	15.9
Susie Dasher Dublin	11.5	Pulaski	17.3	Susie Dasher Dublin	9.8	Pulaski	15.5
Mont Acad	11.1	Susie Dasher Dublin	10.7	Saxon Heights Dublin	8.2	Mont Acad	15.0
Saxon Heights Dublin	4.9	Saxon Heights Dublin	7.5	Mont Acad	-	Susie Dasher Dublin	10.9

Increased 3rd grade SCIENCE scores by 8.9 percentage points on a paper/pencil administration of Milestones. Improved HGRESA ranking from 12th to 6th.

Increased 3rd grade SOCIAL STUDIES scores by 11.3 percentage points on a paper/pencil administration of Milestones. Improved HGRESA ranking from 8th to 4th.

3rd SOCIAL STUDIES

4th SCIENCE

4th SOCIAL STUDIES

FY15		FY16		FY15		FY16	
E Laurens	53.1	Bleckley	40.8	NW Laurens	61.4	SW Laurens	49.0
NW Laurens	47.8	Wheeler	39.2	Bleckley	52.0	Bleckley	46.6
N Dodge	47.7	SW Laurens	38.1	Wheeler	46.6	Wilcox	41.2
Wheeler	43.8	E Laurens	35.1	SW Laurens	41.7	NW Laurens	39.7
Bleckley	43.8	NW Laurens	34.0	E Laurens	38.4	STATE	34.0
Hillcrest Dublin	35.6	STATE	33.0	HGRESA	35.1	E Laurens	32.9
HGRESA	34.4	S Dodge	32.1	STATE	35.0	Wheeler	31.1
STATE	34.0	Mont Acad	28.6	Wilcox	34.5	HGRESA	30.0
Treutlen	33.3	HGRESA	28.0	N Dodge	29.7	Treutlen	26.9
Telfair	31.0	Hillcrest Dublin	27.8	Telfair	28.7	S Dodge	22.9
S Dodge	26.1	Wilcox	26.5	Treutlen	27.3	N Dodge	22.0
Montgomery	24.6	Telfair	23.3	Hillcrest Dublin	25.4	Hillcrest Dublin	20.8
SW Laurens	23.2	Pulaski	21.7	S Dodge	22.0	Mont Acad	20.0
Wilcox	20.2	N Dodge	19.4	Pulaski	19.5	Pulaski	19.0
Mont Acad	17.6	Treutlen	18.3	Montgomery	18.5	Telfair	15.5
Pulaski	17.2	Montgomery	17.5	Mont Acad	11.8	Susie Dasher Dublin	12.9
Susie Dasher Dublin	9.8	Susie Dasher Dublin	9.7	Saxon Heights Dublin	7.8	Montgomery	12.7
Saxon Heights Dublin	2.2	Saxon Heights Dublin	5.8	Saxon Heights Dublin	4.3	Saxon Heights Dublin	7.7

Increased 4th grade SCIENCE scores by 6.3 percentage points on a computer administration of Milestones. Improved HGRESA ranking from 12th to 9th.

Increased 4th grade SOCIAL STUDIES scores by 6.7 percentage points on a computer administration of Milestones. Improved HGRESA ranking from 6th to 3rd.

5th ELA

FY15		FY16		FY15		FY16	
Bleckley	50.8	Bleckley	58.6	NW Laurens	44.9	NW Laurens	56.8
NW Laurens	42.2	NW Laurens	53.3	Bleckley	43.4	E Laurens	40.9
Pulaski	40.5	Wheeler	41.3	STATE	39.0	N Dodge	39.4
STATE	39.0	STATE	41.0	Pulaski	38.0	Bleckley	38.9
E Laurens	35.7	N Dodge	40.4	Susie Dasher Dublin	35.8	Treutlen	38.7
Wilcox	35.7	HGRESA	36.0	E Laurens	34.6	STATE	38.0
SW Laurens	34.7	S Dodge	35.9	N Dodge	33.9	SW Laurens	37.8
S Dodge	34.5	Telfair	32.1	Treutlen	33.7	HGRESA	34.0
N Dodge	33.6	E Laurens	31.8	SW Laurens	32.6	Telfair	32.1
HGRESA	33.0	SW Laurens	31.7	HGRESA	32.4	Hillcrest Dublin	28.0
Hillcrest Dublin	30.0	Hillcrest Dublin	31.1	Wheeler	31.8	Wheeler	26.7
Treutlen	27.0	Wilcox	29.6	Hillcrest Dublin	25.0	S Dodge	23.9
Mont Acad	26.7	Pulaski	29.1	Telfair	24.4	Pulaski	23.3
Wheeler	21.2	Montgomery	26.5	S Dodge	24.4	Wilcox	22.5
Telfair	21.0	Treutlen	25.3	Wilcox	22.6	Susie Dasher Dublin	18.4
Montgomery	20.8	Susie Dasher Dublin	13.5	Mont Acad	20.0	Montgomery	14.7
Saxon Heights Dublin	8.5	Mont Acad	12.5	Montgomery	19.4	Mont Acad	12.5
Susie Dasher Dublin	5.7	Saxon Heights Dublin	11.6	Saxon Heights Dublin	4.3	Saxon Heights Dublin	2.3

Decreased 5th grade ELA scores by 6.1 percentage points on a paper/pencil administration of Milestones. Decreased in HGRESA ranking from 5th to 10th.

Decreased 5th grade MATH scores by .1 percentage points on a paper/pencil administration of Milestones. Improved HGRESA ranking from 13th to 12th.

6th ELA

FY15		FY16		FY15		FY16	
Bleckley	48.4	Bleckley	52.9	Bleckley	40.3	Bleckley	51.2
W Laurens	40.0	Wilcox	44.3	W Laurens	36.3	W Laurens	41.1
STATE	39.0	Pulaski	40.2	STATE	35.0	STATE	38.0
Mont Acad	34.8	STATE	39.0	Telfair	33.1	Pulaski	35.6
Wheeler	31.9	W Laurens	37.6	HGRESA	26.4	Telfair	31.2
HGRESA	30.8	Mont Acad	36.8	Wheeler	26.4	HGRESA	31.0
Dodge	30.6	Dodge	34.3	E Laurens	24.7	Wilcox	30.7
Treutlen	30.4	E Laurens	33.9	Dodge	24.1	Dodge	29.8
Telfair	28.1	HGRESA	33.0	Treutlen	22.0	E Laurens	21.9
E Laurens	25.2	Telfair	27.2	Wilcox	21.1	Treutlen	21.9
Wilcox	24.4	Dublin	20.1	Dublin	15.3	Montgomery	20.9
Pulaski	23.5	Wheeler	16.5	Montgomery	14.3	Dublin	17.0
Montgomery	22.2	Montgomery	16.4	Pulaski	13.1	Wheeler	12.9
Dublin	15.5	Treutlen	15.5	Mont Acad	13.0	Mont Acad	11.1
BCSA	-	BCSA	-	BCSA	-	BCSA	-
Moore St	-						

Increased ELA scores by 19.9 percentage points on a paper/pencil administration of Milestones. Improved HGRESA ranking from 9th to 2nd.

Increased 6th grade MATH scores by 9.6 percentage points on a paper/pencil administration of Milestones. Improved HGRESA ranking from 8th to 5th.

6th MATH

FY15		FY16		FY15		FY16	
Bleckley	48.4	Bleckley	52.9	Bleckley	40.3	Bleckley	51.2
W Laurens	40.0	Wilcox	44.3	W Laurens	36.3	W Laurens	41.1
STATE	39.0	Pulaski	40.2	STATE	35.0	STATE	38.0
Mont Acad	34.8	STATE	39.0	Telfair	33.1	Pulaski	35.6
Wheeler	31.9	W Laurens	37.6	HGRESA	26.4	Telfair	31.2
HGRESA	30.8	Mont Acad	36.8	Wheeler	26.4	HGRESA	31.0
Dodge	30.6	Dodge	34.3	E Laurens	24.7	Wilcox	30.7
Treutlen	30.4	E Laurens	33.9	Dodge	24.1	Dodge	29.8
Telfair	28.1	HGRESA	33.0	Treutlen	22.0	E Laurens	21.9
E Laurens	25.2	Telfair	27.2	Wilcox	21.1	Treutlen	21.9
Wilcox	24.4	Dublin	20.1	Dublin	15.3	Montgomery	20.9
Pulaski	23.5	Wheeler	16.5	Montgomery	14.3	Dublin	17.0
Montgomery	22.2	Montgomery	16.4	Pulaski	13.1	Wheeler	12.9
Dublin	15.5	Treutlen	15.5	Mont Acad	13.0	Mont Acad	11.1
BCSA	-	BCSA	-	BCSA	-	BCSA	-
Moore St	-						

Increased ELA scores by 19.9 percentage points on a paper/pencil administration of Milestones. Improved HGRESA ranking from 9th to 2nd.

Increased 6th grade MATH scores by 9.6 percentage points on a paper/pencil administration of Milestones. Improved HGRESA ranking from 8th to 5th.

5th SCIENCE

FY15		FY16		FY15		FY16	
N Dodge	46.5	N Dodge	52.3	NW Laurens	50.8	Bleckley	56.1
Bleckley	44.5	Wilcox	51.9	Bleckley	43.6	NW Laurens	37.7
Wilcox	41.7	Bleckley	51.0	E Laurens	42.5	N Dodge	36.4
S Dodge	39.5	NW Laurens	48.1	N Dodge	31.5	Wheeler	34.7
STATE	36.0	STATE	39.0	STATE	29.0	E Laurens	33.0
NW Laurens	34.8	Wheeler	38.7	HGRESA	28.5	STATE	30.0
Pulaski	32.9	E Laurens	38.6	Hillcrest Dublin	28.3	Wilcox	29.6
HGRESA	31.6	S Dodge	38.5	S Dodge	24.4	HGRESA	29.0
E Laurens	29.7	HGRESA	36.0	Wilcox	24.1	SW Laurens	26.8
SW Laurens	28.7	Telfair	33.9	Wheeler	21.2	S Dodge	26.7
Telfair	28.5	Treutlen	26.7	Treutlen	21.0	Hillcrest Dublin	23.0
Treutlen	25.7	Hillcrest Dublin	26.7	Pulaski	20.3	Telfair	20.2
Wheeler	22.4	SW Laurens	25.0	Telfair	18.0	Treutlen	20.0
Montgomery	20.8	Mont Acad	21.4	SW Laurens	17.5	Montgomery	11.8
Hillcrest Dublin	20.0	Montgomery	20.6	Mont Acad	13.3	Pulaski	7.0
Mont Acad	20.0	Susie Dasher Dublin	13.2	Susie Dasher Dublin	7.5	Saxon Heights Dublin	2.3
Susie Dasher Dublin	11.3	Pulaski	9.3	Montgomery	6.9	Mont Acad	-
Saxon Heights Dublin	-	Saxon Heights Dublin	9.3	Saxon Heights Dublin	2.1	Susie Dasher Dublin	-

Increased 5th grade SCIENCE scores by 10.2 percentage points on a paper/pencil administration of Milestones. Improved HGRESA ranking from 3rd to 2nd.

Increased 5th grade SOCIAL STUDIES scores by 5.5 percentage points on a paper/pencil administration of Milestones. Improved HGRESA ranking from 7th to 6th.

5th SOCIAL STUDIES

6th SCIENCE

6th SOCIAL STUDIES

FY15		FY16		FY15		FY16	
Bleckley	54.1	Bleckley	54.7	Bleckley	39.6	Bleckley	43.0
W Laurens	50.0	W Laurens	41.2	STATE	32.0	Wilcox	36.4
Telfair	38.0	STATE	39.0	W Laurens	30.8	STATE	33.0
STATE	38.0	Wilcox	35.2	Dodge	26.4	Dodge	29.9
E Laurens	37.7	E Laurens	34.3	HGRESA	21.7	W Laurens	28.7
HGRESA	32.6	HGRESA	30.0	Montgomery	20.6	E Laurens	23.2
Dodge	27.1	Pulaski	28.7	Wilcox	20.2	HGRESA	22.0
Pulaski	26.3	Mont Acad	27.8	E Laurens	19.5	Pulaski	19.5
Wilcox	24.7	Dodge	27.3	Pulaski	16.2	Wheeler	9.4
Wheeler	23.6	Telfair	24.8	Telfair	14.9	Telfair	8.8
Treutlen	18.3	Treutlen	15.5	Wheeler	13.9	Dublin	8.8
Mont Acad	17.4	Montgomery	14.9	Dublin	8.0	Montgomery	6.0
Montgomery	14.5	Dublin	13.2	Treutlen	4.9	Mont Acad	5.6
Dublin	8.0	Wheeler	9.4	Mont Acad	-	Treutlen	1.0
BCSA	-	BCSA	-	BCSA	-	BCSA	-
Moore St	-						

Increased 6th grade SCIENCE scores by 10.5 percentage points on a paper/pencil administration of Milestones. Improved HGRESA ranking from 7th to 3rd.

Increased 6th grade SOCIAL STUDIES scores by 16.2 percentage points on a paper/pencil administration of Milestones. Improved HGRESA ranking from 5th to 2nd.

7th ELA

FY15		FY16		FY15		FY16	
Bleckley	41.3	Bleckley	46.8	Bleckley	45.3	Bleckley	52.6
STATE	37.0	Mont Acad	40.9	Telfair	38.4	W Laurens	47.8
Mont Acad	28.6	STATE	38.0	STATE	37.0	Telfair	43.3
Wilcox	28.1	Telfair	35.8	Dodge	31.8	STATE	42.0
Pulaski	27.3	Dodge	31.8	Wilcox	30.3	Treuten	42.0
Telfair	24.6	Montgomery	30.5	W Laurens	29.1	HGRESA	37.0
W Laurens	22.8	W Laurens	30.2	HGRESA	27.6	E Laurens	35.9
Dodge	22.7	HGRESA	30.0	Pulaski	25.0	Dodge	35.7
HGRESA	22.6	Wheeler	27.4	E Laurens	24.5	Wilcox	33.7
E Laurens	21.7	Pulaski	26.9	Mont Acad	20.0	Mont Acad	31.8
Montgomery	18.2	E Laurens	26.6	Dublin	17.2	Wheeler	28.6
Treuten	18.2	Wilcox	26.3	Treuten	14.3	Pulaski	28.0
Wheeler	14.9	Dublin	18.1	Montgomery	13.6	Montgomery	23.7
Dublin	6.3	Treuten	17.4	Wheeler	13.5	Dublin	17.5
BCSA	-	BCSA	-	BCSA	-	BCSA	-
Moore St	-						

Decreased 7th grade ELA scores by 1.8 percentage points on a computer administration of Milestones. Declined in HGRESA ranking from 3rd to 10th.

Increased 7th grade MATH scores by 3.4 percentage points on a computer administration of Milestones. Declined in HGRESA ranking from 4th to 7th.

7th MATH

8th ELA

FY15		FY16		FY15		FY16	
Bleckley	45.7	Bleckley	51.4	Bleckley	59.1	Bleckley	65.1
Mont Acad	42.2	STATE	44.0	W Laurens	44.9	E Laurens	45.8
STATE	38.0	Dodge	42.3	Wheeler	41.2	Dodge	44.2
W Laurens	37.7	Mont Acad	38.9	STATE	37.0	Telfair	42.1
Dodge	35.3	W Laurens	36.4	Telfair	30.2	W Laurens	39.1
Wheeler	33.8	Telfair	36.0	Pulaski	28.7	HGRESA	34.0
Wilcox	32.8	HGRESA	34.0	HGRESA	28.3	STATE	33.0
HGRESA	30.0	Wilcox	33.3	Dodge	23.5	Wilcox	31.0
E Laurens	27.5	Pulaski	30.8	E Laurens	19.9	Montgomery	27.9
Montgomery	27.2	E Laurens	30.5	Montgomery	13.8	Pulaski	23.1
Telfair	26.0	Montgomery	26.2	Wilcox	12.5	Dublin	17.0
Pulaski	16.8	Wheeler	26.0	Treuten	10.8	BCSA	15.4
Treuten	16.1	Dublin	22.7	Dublin	10.1	Mont Acad	8.3
Dublin	14.4	Treuten	16.4	Mont Acad	4.3	Treuten	8.2
BCSA	9.1	BCSA	-	BCSA	-	Wheeler	6.8
Moore St	-						

Increased 8th grade ELA scores by .5 percentage points on a paper/pencil administration of Milestones. HGRESA ranking remained unchanged.

Increased 8th grade MATH scores by 18.5 percentage points on a paper/pencil administration of Milestones. Improved HGRESA ranking from 9th to 6th.

7th SCIENCE

FY15		FY16		FY15		FY16	
Bleckley	52.5	Bleckley	57.1	Bleckley	47.5	Bleckley	50.6
STATE	35.0	W Laurens	43.2	STATE	36.0	W Laurens	43.5
Dodge	29.5	STATE	39.0	Dodge	30.0	E Laurens	42.5
Wilcox	29.2	Telfair	36.7	W Laurens	30.0	STATE	39.0
Telfair	27.7	E Laurens	36.6	E Laurens	28.2	Dodge	35.8
E Laurens	26.1	HGRESA	33.0	Wilcox	24.7	Wilcox	32.6
HGRESA	25.7	Dodge	31.5	HGRESA	23.8	Montgomery	32.2
W Laurens	25.3	Wilcox	29.8	Telfair	19.0	HGRESA	31.0
Mont Acad	17.6	Wheeler	25.0	Pulaski	16.2	Telfair	25.0
Wheeler	17.6	Treutlen	24.6	Wheeler	14.9	Mont Acad	23.8
Montgomery	16.9	Mont Acad	23.8	Montgomery	12.1	Wheeler	14.3
Pulaski	16.0	Pulaski	23.7	Treutlen	7.8	Dublin	12.4
Dublin	13.1	Montgomery	22.0	Dublin	6.8	Pulaski	11.8
Treutlen	13.0	Dublin	12.9	BCSA	-	Treutlen	2.9
BCSA	-	BCSA	-	Moore St	-	BCSA	-
Moore St	-	Moore St	-	Mont Acad	-	Moore St	-

Increased 7th grade SCIENCE scores by .6 percentage points on a computer administration of Milestones. Declined in HGRESA ranking from 3rd to 6th.

Increased 7th grade SOCIAL STUDIES scores by 7.9 percentage points on a computer administration of Milestones. HGRESA ranking remained unchanged.

7th SOCIAL STUDIES

8th SCIENCE

FY15		FY16		FY15		FY16	
Bleckley	44.5	Bleckley	41.1	W Laurens	45.2	W Laurens	51.3
W Laurens	33.3	W Laurens	35.9	Bleckley	36.6	Dodge	46.6
STATE	32.0	Dodge	34.6	Dodge	33.1	E Laurens	41.1
Dodge	28.7	E Laurens	30.7	STATE	33.0	Bleckley	40.2
HGRESA	23.3	STATE	27.0	HGRESA	24.6	STATE	38.0
Wheeler	22.1	HGRESA	25.0	Telfair	24.0	HGRESA	35.0
E Laurens	21.3	Montgomery	24.6	Wilcox	21.9	Telfair	34.5
Wilcox	20.3	Telfair	23.6	Montgomery	21.3	Montgomery	31.1
Montgomery	18.8	Wilcox	20.2	E Laurens	17.7	Wilcox	29.8
Treutlen	17.2	Wheeler	19.2	Wheeler	11.9	Pulaski	26.9
Telfair	15.9	Pulaski	16.3	Pulaski	9.3	Dublin	20.0
Mont Acad	10.9	Mont Acad	11.8	Dublin	7.4	Wheeler	12.3
Pulaski	10.2	Treutlen	8.2	Treutlen	5.4	Mont Acad	5.7
BCSA	9.1	Dublin	5.7	Mont Acad	4.3	Treutlen	5.5
Dublin	6.8	BCSA	-	BCSA	-	BCSA	-
Moore St	-						

Decreased 8th grade SCIENCE scores by .1 percentage points on a paper/pencil administration of Milestones. Declined in HGRESA ranking from 6th to 7th.

Increased 8th grade SOCIAL STUDIES scores by 7.9 percentage points on a paper/pencil administration of Milestones. Declined in HGRESA ranking from 5th to 7th.

Gr	School Name	FY16 ELA	FY15 ELA	Gain	Loss	GR	School Name	FY16 Math	FY15 Math	Gain	Loss	GR	School Name	FY16 Sci	FY15 Sci	Gain	Loss	GR	School Name	FY16 SS	FY15 SS	Gain	Loss	
3	NW Laurens	51.6	53.6	(2.0)		3	NW Laurens	52.2	54.9	(2.7)		3	Bleckley	48.2	54.0	(5.8)		3	Bleckley	47.6	50.6	(3.0)		
3	Bleckley	37.7	45.7	(8.0)		3	S Dodge	46.6	49.6	(3.0)		3	Trenton	40.0	24.6	15.6		3	Wheeler	44.3	46.6	(4.3)		
3	Wheeler	35.4	47.1	(11.7)		3	Wilcox	45.2	30.6	14.6		3	NW Laurens	36.3	39.2	(2.9)		3	Trenton	42.2	19.6	22.6		
3	STATE	35.0	36.0	(1.0)		3	N Dodge	48.3	41.7	(1.4)		3	S Dodge	35.6	28.6	6.0		3	Wilcox	33.7	22.4	11.3		
3	N. Dodge	32.6	33.3	(0.7)		3	STATE	40.0	38.0	2.0		3	Wheeler	35.4	44.3	(8.9)		3	STATE	30.0	30.0	-		
3	S. Dodge	32.2	35.7	(3.5)		3	Bleckley	36.2	46.0	(7.8)		3	STATE	35.0	34.0	1.0		3	E Laurens	28.8	25.4	3.4		
3	Wilcox	31.2	25.0	6.2		3	SW Laurens	37.1	31.2	5.9		3	Wilcox	32.3	23.4	8.9		3	NW Laurens	28.1	17.6	10.5		
3	HGRESA	31.0	31.4	(0.4)		3	Wheeler	36.7	48.6	(11.9)		3	SW Laurens	31.4	36.3	(3.9)		3	HGRESA	28.0	24.9	4.0		
3	Montgomery	29.2	22.1	7.1		3	HGRESA	38.0	38.6	0.6		3	HGRESA	31.0	30.6	0.8		3	Montgomery	26.2	13.2	13.0		
3	E Laurens	28.8	28.3	0.5		3	Susie Dasher Dublin	33.9	7.7	26.2		3	Montgomery	30.8	25.0	5.8		3	SW Laurens	26.9	24.7	1.2		
3	Trenton	27.8	30.4	(2.6)		3	Telfair	33.3	41.9	(8.6)		3	E Laurens	29.4	27.7	1.7		3	Hillcrest Dublin	21.7	25.6	(3.9)		
3	Hillcrest Dublin	25.3	3.8	21.5		3	E Laurens	31.6	30.6	1.0		3	Telfair	24.1	27.2	(3.1)		3	N Dodge	19.6	22.7	(3.2)		
3	Mont Acad	25.0	11.1	13.9		3	Trenton	30.0	29.4	0.6		3	N Dodge	22.7	28.0	(5.3)		3	S Dodge	17.9	27.8	(9.9)		
3	SW Laurens	24.6	24.7	(0.2)		3	Pulaski	28.6	32.1	(3.5)		3	Hillcrest Dublin	22.6	19.2	3.4		3	Saxon Heights Dublin	17.0	8.2	8.8		
3	Telfair	23.4	22.8	0.6		3	Hillcrest Dublin	28.6	10.1	18.5		3	Mont Acad	20.0	11.1	8.9		3	Telfair	15.9	14.8	1.1		
3	Pulaski	21.6	22.1	(0.5)		3	Montgomery	20.0	17.8	2.4		3	Pulaski	17.3	30.4	(13.1)		3	Pulaski	15.5	13.4	2.1		
3	Saxon Heights Dublin	13.2	11.1	2.1		3	Saxon Heights Dublin	15.1	18.0	(2.9)		3	Susie Dasher Dublin	10.7	11.5	(0.8)		3	Mont Acad	15.0	-	15.0		
3	Susie Dasher	12.5	8.2	4.3		3	Mont Acad	10.0	16.7	(6.7)		3	Saxon Heights Dublin	7.5	4.9	2.6		3	Susie Dasher Dublin	10.9	9.8	1.1		
				Gain						Gain						Loss								Gain
		FY16	FY15	Loss				FY16	FY15	Loss				FY16	FY15	Loss				FY16	FY15	Loss		
Gr	School Name	ELA	ELA	ELA	GR	School Name	Math	Math	Math	GR	School Name	Sci	Sci	Sci	GR	School Name	SS	SS	SS	SS	SS	SS	SS	SS
4	NW Laurens	53.2	46.8	6.4	4	NW Laurens	61.7	55.9	5.8	4	Bleckley	40.8	43.8	(3.0)	4	SW Laurens	49.0	41.7	7.3					
4	Mont Acad	50.0	26.3	23.7	4	Bleckley	50.6	48.4	2.2	4	Wheeler	39.2	43.8	(4.6)	4	Bleckley	46.6	52.0	(5.4)					
4	Bleckley	48.6	49.3	(2.7)	4	E Laurens	48.8	38.2	10.6	4	SW Laurens	38.1	23.2	14.9	4	Wilcox	41.2	34.6	6.7					
4	Wheeler	36.5	41.1	(4.6)	4	N Dodge	42.3	41.6	0.7	4	E Laurens	35.1	53.1	(18.0)	4	NW Laurens	39.7	61.4	(21.7)					
4	STATE	35.0	37.0	(2.0)	4	Wheeler	40.6	49.3	(8.8)	4	NW Laurens	34.0	47.8	(13.8)	4	STATE	24.0	35.0	(11.0)					
4	Hillcrest Dublin	33.3	22.5	10.8	4	STATE	40.0	39.0	1.0	4	STATE	33.0	34.0	(1.0)	4	E Laurens	32.9	38.4	(5.5)					
4	HGRESA	29.0	31.6	(2.6)	4	SW Laurens	38.1	24.5	13.6	4	S Dodge	32.1	26.1	6.0	4	Wheeler	31.1	46.6	(15.5)					
4	SW Laurens	29.0	27.8	1.2	4	HGRESA	38.0	34.8	3.2	4	Mont Acad	28.6	17.6	11.0	4	HGRESA	30.0	35.1	(5.1)					
4	Wilcox	27.3	26.2	1.1	4	Hillcrest Dublin	36.1	30.1	6.0	4	HGRESA	28.0	34.4	(6.4)	4	Trenton	26.9	27.3	(0.4)					
4	Pulaski	26.7	25.3	1.4	4	S Dodge	34.5	17.6	16.9	4	Hillcrest Dublin	27.8	35.6	(7.8)	4	S Dodge	22.9	22.0	0.9					
4	E Laurens	25.1	28.8	(4.7)	4	Telfair	31.8	37.1	(5.3)	4	Telfair	23.3	31.0	(7.7)	4	Hillcrest Dublin	22.0	29.7	(7.7)					
4	Telfair	23.3	34.5	(11.2)	4	Trenton	31.2	43.6	(12.4)	4	Wilcox	26.5	20.2	6.3	4	N Dodge	20.8	25.4	(4.6)					
4	N Dodge	22.6	33.9	(11.3)	4	Susie Dasher Dublin	30.6	10.0	20.6	4	Pulaski	21.7	17.2	4.5	4	Mont Acad	19.0	11.8	8.2					
4	S Dodge	20.9	25.0	(4.1)	4	Mont Acad	26.6	17.6	11.0	4	N Dodge	19.4	47.7	(28.3)	4	Pulaski	18.0	19.5	(0.5)					
4	Montgomery	19.0	21.5	(2.5)	4	Wilcox	26.5	23.8	2.7	4	Trenton	18.3	33.3	(15.0)	4	Telfair	15.5	28.7	(13.2)					
4	Trenton	18.3	36.4	(18.1)	4	Pulaski	24.5	31.0	(6.5)	4	Montgomery	17.5	24.6	(7.1)	4	Susie Dasher Dublin	12.9	7.8	5.1					
4	Susie Dasher Dublin	8.1	3.9	4.2	4	Montgomery	22.2	13.8	8.4	4	Susie Dasher Dublin	9.7	9.8	(0.1)	4	Montgomery	12.7	18.5	(5.8)					
4	Saxon Heights Dublin	7.7	2.2	5.5	4	Saxon Heights Dublin	3.9	6.5	(2.6)	4	Saxon Heights Dublin	5.8	2.2	3.6	4	Saxon Heights Dublin	7.7	4.3	3.4					

Gr	School Name	FY16 ELA	FY15 ELA	ELA Gain/Loss	GR	School Name	FY16 Math	FY15 Math	Math Gain/Loss	GR	School Name	FY16 Sci	FY15 Sci	Sci Gain/Loss	GR	School Name	FY16 SS	FY15 SS	SS Gain/Loss
7	Blackley	46.8	41.3	5.5	7	Blackley	62.6	45.3	17.3	7	Blackley	57.1	52.5	4.6	7	Blackley	50.6	47.5	3.1
7	Mont Acad	40.9	28.6	12.3	7	W Laurens	47.8	29.1	18.7	7	W Laurens	43.2	25.3	17.9	7	W Laurens	43.5	30.0	13.5
7	STATE	38.0	37.0	1.0	7	Telfair	43.3	38.4	4.9	7	STATE	36.0	35.0	1.0	7	E Laurens	42.5	28.2	14.3
7	Telfair	35.8	24.6	11.2	7	STATE	42.0	37.0	5.0	7	Telfair	36.7	27.7	9.0	7	STATE	39.0	36.0	3.0
7	Dodge	31.8	22.7	9.1	7	Trautlen	42.0	14.3	27.7	7	E Laurens	36.6	26.1	10.5	7	Dodge	35.8	30.0	5.8
7	Montgomery	30.6	18.2	12.3	7	HGRESA	37.0	27.6	9.4	7	HGRESA	33.0	25.7	7.3	7	Wilcox	32.6	24.7	7.9
7	W Laurens	30.2	22.8	7.4	7	E Laurens	35.9	24.5	11.4	7	Dodge	31.5	29.5	2.0	7	Montgomery	32.2	12.1	20.1
7	HGRESA	30.0	22.6	7.4	7	Dodge	36.7	31.8	3.9	7	Wilcox	29.8	29.2	0.6	7	HGRESA	31.0	23.8	7.2
7	Wheeler	27.4	14.9	12.5	7	Wilcox	33.7	30.3	3.4	7	Wheeler	25.0	17.6	7.4	7	Telfair	25.0	19.0	6.0
7	Pulaski	26.9	27.3	(0.4)	7	Mont Acad	31.8	20.0	11.8	7	Trautlen	24.6	13.0	11.6	7	Mont Acad	23.8	-	23.8
7	E Laurens	26.6	21.7	4.9	7	Wheeler	28.6	13.5	15.1	7	Mont Acad	23.8	17.6	6.2	7	Wheeler	14.3	14.9	(0.6)
7	Dublin	26.3	28.1	(1.8)	7	Pulaski	28.0	25.0	3.0	7	Pulaski	23.7	16.0	7.7	7	Dublin	12.4	6.8	5.6
7	Trautlen	18.1	6.3	11.9	7	Montgomery	23.7	13.6	10.1	7	Montgomery	22.0	16.9	5.1	7	Pulaski	11.8	16.2	(4.4)
7	BCSA	17.4	18.2	(0.8)	7	Dublin	17.5	17.2	0.3	7	Dublin	12.9	13.1	(0.2)	7	Trautlen	2.9	7.8	(4.9)
7	Moore St	-	-	-	7	BCSA	-	-	-	7	BCSA	-	-	-	7	BCSA	-	-	-
7	Moore St	-	-	-	7	Moore St	-	-	-	7	Moore St	-	-	-	7	Moore St	-	-	-
7	DAC	-	-	-	7	DAC	-	-	-	7	DAC	-	-	-	7	DAC	-	-	-
8	School Name	FY16 ELA	FY15 ELA	ELA Gain/Loss	GR	School Name	FY16 Math	FY15 Math	Math Gain/Loss	GR	School Name	FY16 Sci	FY15 Sci	Sci Gain/Loss	GR	School Name	FY16 SS	FY15 SS	SS Gain/Loss
8	Blackley	51.4	45.7	5.7	8	Blackley	65.1	59.1	6.0	8	Blackley	41.1	44.5	(3.4)	8	W Laurens	51.3	45.2	6.1
8	STATE	44.0	38.0	6.0	8	E Laurens	45.8	19.9	25.9	8	W Laurens	35.9	33.3	2.6	8	Dodge	46.6	33.1	13.5
8	Dodge	42.3	35.3	7.0	8	Dodge	44.2	23.5	20.7	8	Dodge	34.6	28.7	5.9	8	E Laurens	41.1	17.7	23.4
8	Mont Acad	38.9	42.2	(3.3)	8	Telfair	42.1	30.2	11.9	8	E Laurens	30.7	21.3	9.5	8	Blackley	40.2	36.6	3.6
8	W Laurens	36.4	37.7	(1.3)	8	W Laurens	39.1	44.9	(5.8)	8	STATE	27.0	32.0	(5.0)	8	STATE	38.0	33.0	5.0
8	Telfair	36.0	26.0	10.0	8	HGRESA	34.0	26.3	7.7	8	HGRESA	25.0	23.3	1.7	8	HGRESA	36.0	24.6	10.4
8	HGRESA	34.0	30.0	4.0	8	STATE	33.0	37.0	(4.0)	8	Montgomery	24.6	18.8	5.9	8	Telfair	34.5	24.0	10.5
8	Wilcox	33.3	32.8	0.5	8	STATE	31.0	12.5	18.5	8	Telfair	23.6	15.9	7.7	8	Montgomery	31.1	21.3	9.9
8	Pulaski	30.8	16.8	14.0	8	Montgomery	27.9	13.8	14.2	8	Wilcox	20.2	20.3	(0.1)	8	Wilcox	29.8	21.9	7.9
8	E Laurens	30.5	27.5	3.0	8	Pulaski	23.1	28.7	(5.6)	8	Wheeler	18.2	22.1	(2.9)	8	Pulaski	26.9	9.3	17.6
8	Montgomery	26.2	27.2	(1.0)	8	Dublin	17.0	10.1	6.9	8	Pulaski	16.3	10.2	6.1	8	Dublin	20.0	11.9	8.1
8	Wheeler	26.0	33.8	(7.8)	8	BCSA	15.4	-	15.4	8	Mont Acad	11.8	10.9	0.9	8	Wheeler	12.7	7.4	5.3
8	Dublin	22.7	14.4	8.3	8	Mont Acad	8.3	4.3	4.0	8	Trautlen	8.2	17.2	(9.0)	8	Mont Acad	5.7	4.3	1.4
8	Trautlen	16.4	16.1	0.3	8	Trautlen	8.2	10.8	(2.6)	8	Dublin	5.7	6.8	(1.1)	8	Trautlen	5.5	5.4	0.1
8	BCSA	-	9.1	(9.1)	8	Wheeler	6.8	41.2	(34.4)	8	BCSA	-	9.1	(9.1)	8	BCSA	-	-	-
8	Moore St	-	-	-	8	Moore St	-	-	-	8	Moore St	-	-	-	8	Moore St	-	-	-
8	DAC	-	-	-	8	DAC	-	-	-	8	DAC	-	-	-	8	DAC	-	-	-