



# DIVISION OF SCHOOL & DISTRICT EFFECTIVENESS

ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS

*Advancing Leadership...Transforming Schools*

December 2016

## FROM THE DIVISION

I assume you all are watching the latest updates concerning ESSA, the waves of draft regulations that are rolling out, and the opinions of pundits on how this might all shake out with the election results and new administration. The changes can be mind-numbing and unpredictable. I will try to let you know of any updates as they become firm. Regardless of the shifting sands, though, there are two things from our perspective that we are working on now to help us all make sense of the work going forward.

First, the Divisions at the GaDOE are committing more and more to viewing our work through the eyes of School and District leadership (the end-users), and to aligning our efforts so that they make sense to the end-user. We all want silos to come down, and we are making great progress in that area. I have to keep reminding myself, however, that those silos were built over a long period and will take some time for them to fall completely. But there is real progress.

Second, we are having great discussions about what that leadership lens, or framework, could be. Our questions: Could we all, in Georgia, have a shared view of how schools are structured? Could schools begin to plan and execute improvement efforts within this structure? Could Districts and the GaDOE provide assistance and supports within that same structure?

We touched on this big idea at our last Instructional Leadership Conference at Stone Mountain. We are continuing to develop this framework. It is my expectation that as we all get on the same page--leaders in Schools, Districts, and the State—we will quicken the pace of improvements for schools that are identified through legislation and for any other school in Georgia.

[Dr. Will Rumbaugh](#)  
Director, Division of School & District Effectiveness

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## PURPOSE

The purpose of this newsletter is to provide school and district leaders with just-in-time information for issues surrounding continuous improvement and to celebrate the great work occurring in the State's six [Regions](#).

## UPCOMING EVENTS

### AREA INSTRUCTIONAL LEADERSHIP CONFERENCES

The dates and locations for the Area Instructional Leadership Conferences are below. Principals and their supervisors should attend. Additional details will be sent in December and January.

#### Metro Area:

February 2, 2017

[Courtyard Atlanta Decatur Downtown/Emory](#)

#### South Area:

February 15, 2017

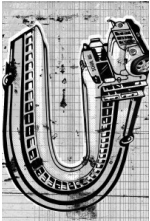
[Macon Marriott City Center](#)

#### North Area:

February 16, 2017

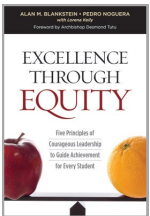
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## READING AND RESOURCES



*[The Big U-Turn: How to bring schools from the brink of doom to stellar success](#)*

by Hassel and Hassel



*[Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student](#)*

by Blankstein and Noguera with Lorena Kelly



*[Alliance for Excellent Education: Five Toolkits to Help School Leaders Transform High Schools](#)*

### GaDOE SOCIAL STUDIES PLC

In an effort to create a community of social studies leaders throughout the state, the GaDOE Social Studies Department has created a virtual Professional Learning Community (PLC) hosted on edWeb (a free professional network platform just for educators). The PLC offers a space to house important information, documents, and forms as well as the opportunity to get support from a community of social studies leaders around the state.

Anyone in a leadership role in social studies can join by visiting <http://home.edweb.net/> and signing up (it is free, please use your school/district email address). Once you are a member, search for the community *GaDOE Social Studies Leadership PLC* and request to join (please indicate your leadership role in the comments), or send an email to [jhatcher@doe.k12.ga.us](mailto:jhatcher@doe.k12.ga.us) to request an invitation. More information regarding GaDOE Virtual Specialist PLCs on edWeb can be found on our [program page](#).

## PROFESSIONAL LEARNING

### AREA INSTRUCTIONAL LEADERSHIP CONFERENCES

The dates and locations for the Area Instructional Leadership Conferences are below. Additional details will be sent out in December and January.

- **Metro Area:** February 2, 2017 at the [Courtyard Atlanta Decatur Downtown/Emory](#)
- **South Area:** February 15, 2017 at the [Macon Marriott City Center](#)
- **North Area:** February 16, 2017 at the [Macon Marriott City Center](#)

### PRINCIPAL-TO-PRINCIPAL WEBINARS

We are excited to continue our [Principal-to-Principal Webinar Series](#) for the 2016-2017 school year. Webinars take place in August, November, February, and May. Our third webinar will be on February 9, 2017 at 10:00 AM. A registration email will be sent out one week prior to the webinar. Please send topic suggestions to Andrea Cruz at [acruz@doe.k12.ga.us](mailto:acruz@doe.k12.ga.us).

### PROFESSIONAL LEARNING WEBINARS

Our second quarterly professional learning webinar will be held on December 8, 2016 at 10:00 AM and the topic will be Professional Learning Communities. A registration link will be sent out one week prior to the webinar.

These webinars are intended for Professional Learning Directors and will be on a variety of topics surrounding professional learning and continuous improvement. If you would like to be invited to these webinars or have topic suggestions, please contact Christy Jones at [chjones@doe.k12.ga.us](mailto:chjones@doe.k12.ga.us).

### OCTOBER ILC MATERIALS

Handouts and presentations from the October 2016 Instructional Leadership Conference will remain available in EventMobi until September 2017. The access link is [eventmobi.com/ilc2016](http://eventmobi.com/ilc2016). In addition, this year's Instructional Leadership Conference was filmed. We will send a link to the session recordings once they are ready.



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**1003 (a) FUNDING UPDATES**

Award of Grants:

The FY17 Title I, Part A, 1003(a) grants awarded to Priority, Focus, and Opportunity schools for the 2016-2017 school year are used during this school year and summer 2017. The requirement is that all purchases are directly related to instruction that is supplemental to regular classroom instruction and to professional learning opportunities for teachers and school leaders that support instruction. Purchases may include salary and benefits for instructional coaches, tutors, and teacher stipends; for after-school, Saturday school, and summer school programs; for professional learning such as the Instructional Leadership Conferences; and, for supplemental instructional books, materials, and supplies, as well as for technology and supplemental instructional software programs.

Budgets are created by the school principal and the school leadership team with the guidance of a GaDOE School Effectiveness Specialist for a Priority School and a RESA School Effectiveness Specialist for a Focus School. A Justification of Expenses form is developed and signed by the principal and the School Effectiveness Specialist (for Opportunity Schools, the principal signs off).

The system Title I Director is responsible for importing the aggregate of budgets into the Consolidated Application and attaching the signed Justification of Expenses. All funds must be expended no later than September 30, 2017. There is no carryover of the FY17 funds.

The following milestones have been established:

- By December 2016, each LEA must have expended at least 35 % of its awarded Title I, Part A, 1003(a) funds
- By March 2017, each LEA must have expended at least 50 % of its awarded Title I, Part A, 1003(a) funds
- By May 2017, each LEA must have expended at least 70 % of its awarded Title I, Part A, 1003(a) funds

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**1003 (a) FUNDING (continued)**

- By September 2017, each LEA must have expended 100 % of its awarded Title I, Part A, 1003(a) funds
- By October 2017, completion reports are due

Feedback will be provided to LEAs in terms of compliance at each established milestone related to spending.

**SIG 1003(g)**

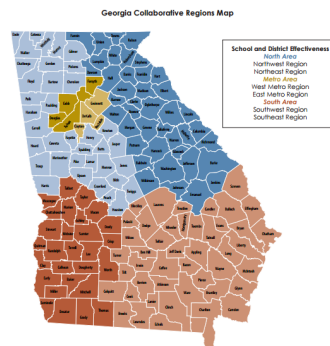
Turning around our state’s lowest achieving schools is a significant challenge. The state of school turnaround in Georgia is of great interest as SIG Cohort 5 applications are considered and recommended to the State Board of Education.

The good work of turning around low performing schools in Georgia continues with Cohorts 3 and 4. Upon review of graduation rates for the current Cohort 3 and 4 schools, the news is encouraging. For Cohort 3, graduation rates from 2013-2016 increased by 5 to 42 percent points. For years 2014-2016, Cohort 4 schools increased graduation rates by 9 to 26 percent points. Every high school involved in SIG has increased graduation rates by providing increased learning time (ILT), implementing quality instructional programs, using data-driven processes, and increasing job-embedded professional learning.

Georgia is committed to providing guidance and technical support to the SIG schools. The improvements over the years for each cohort suggests that the turnaround work is taking place in these schools. Although it takes many years of strong support and reform efforts, schools are thankful for the opportunity to engage in the work with the additional financial resources provided through SIG.

## FROM THE REGIONS

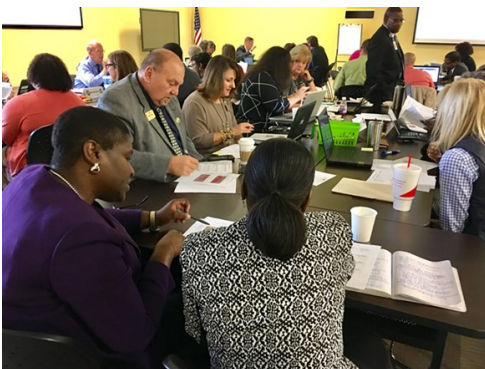
The Division of School and District Effectiveness is organized into six collaborative regions to best serve our schools and districts. Click [here](#) to view these regions. Below are news and notes from each Region.



## NORTHWEST REGION

The Northwest Region Team wants to thank all of our schools and districts for a great beginning to the 2016-2017 school year. We have completed our first round of status reviews and SIG monitoring visits and are excited about the progress our schools have made thus far.

The Northwest Region hosted the second coaching network for Priority and Focus School Instructional Coaches at the Bibb County Professional Learning Center on November 3rd. Instructional coaches continued their learning with a focus on improving practice through reflection, supporting rigor through implementing the process of deconstructing standards during collaborative planning, and utilizing the coaching cycle to observe and provide feedback to teachers. Georgia DOE School Effectiveness Specialists and RESA School Improvement Specialists will continue to support coaches in their implementation of concepts learned at the coaching network.



*Bibb County's October Victory in Progress (VIP) Meeting*

## NORTHWEST REGION (continued)

[Bibb County Schools](#) continues to do great work in developing the capacity of their principals through job-embedded professional learning focused on instructional leadership. At their October Victory in Progress meeting, the Assistant Superintendent of Teaching and Learning, Dr. Tanzy Kilcrease, continued the district's professional learning with Formative Instructional Practices (FIP) and led principals through a Data Analysis protocol. Teams of principals and district level personnel were led through the protocol, analyzing sample student data down to the standard level and identifying specific next steps based on the data. Principals left with a clear understanding of the expectations around this work and how this process should be implemented in their schools.

## NORTHEAST REGION

Greetings!

This definitely has been a fast paced last few months! This is also such a fun time in schools with the winter holidays around the corner.

Our Region has been busy with GSAPS and Status Reviews. The DOE team extends a warm welcome and thank you to Shawn Keim! He has joined our team as the Program Assessment Specialist and has facilitated the GSAPS with four schools in the Northeast Region. The process was smooth and (we hope) gave school leaders useful information. We suggest that you use this information as you review or modify your tasks in Indistar.

Status Reviews have also been completed at all our schools. Please discuss the reviews with your leadership team and staff. We hope this information will provide guidance as you continue to address the standards and tasks that you have prioritized.

We continue to see great work in schools, districts and RESAs! We have highlighted the work of Richmond County for this newsletter edition.

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## NORTHEAST REGION (continued)

### Richmond County School System

Richmond County Central Office staff have done a phenomenal job planning and presenting professional learning that engages school administrators in processes needed to collaboratively plan and effectively teach, while utilizing available strategies, materials and programs.



*Richmond County Principals and Central Office Staff engage in professional learning regarding Literacy and Mathematics resources available to schools*

As we approach the holiday season, please remember to make time for yourselves and family (while trying to squeeze in all the work you have for your schools).

Happy Holidays!  
*Northeast Region Team*

## WEST METRO REGION

### **Graduation Rates Increase at Osborne High School**

The 2016 GaDOE State Graduation Report release showed an increase in the graduation rate for the [Cobb County School District](#). The [Osborne High School](#) graduation rate increased by 8 percent in 2015 and again by 3 percent in 2016. Principal Joshua Morreale, along with the school's leadership team, collaborated with department chairs and the school's academic coaches to design a course recovery program that engaged students and provided a strong foundation for success within the existing school setting. Due to attendance concerns and the lack of participation of students in after school learning opportunities, the team decided that supplementing instruction for students within the existing instructional day was needed.

## WEST METRO REGION (continued)

The leadership team's review of [Georgia School Performance Standards](#) I-8 and I-9 supported the development of action steps focused on monitoring students' response to interventions. Osborne's new model includes the following actions:

- Identify students at risk of not graduating
- Use data to develop a plan designed to provide individual support
- Design a schedule that increases access to highly qualified staff during the school day for each student in the senior cohort
- Create work sessions based on student's individual growth
- Plan engaging instruction to generate student interest
- Provide a variety of instructional support for students including small group instruction and counseling
- Support teachers through collaboration to improve teaching practices
- Implement monitoring cycle to ensure students' academic needs are addressed
- Provide instructional support for teachers by modeling lessons and providing resources for classroom teachers

During scheduled instructional time, department chairs and academic coaches worked in the classroom supporting teachers in order to increase student and teacher conferencing opportunities and provide students with individual support. Coaches modeled lessons and provided instructional resources for teachers. Classes with large numbers of at-risk students were supported with specialized instruction in small groups based on identified needs. Collaboration between department chairs, academic coaches, and teachers led to improved instructional practices in the classroom. Students participated in goal setting activities and ongoing progress monitoring occurred. Counselors and school administrators were informed daily of students' progress. Clear consistent communication between school and home ensured parents were aware of students' improvements and challenges.

Well done, Osborne staff! There is still work to do to meet the team's graduation goals; but the progress achieved so far is commendable.

## EAST METRO REGION

[Peachcrest Elementary School](#) staff have embraced Instructional Standard 4 and researched ways to positively impact their struggling readers. They implemented a very strategic literacy initiative: Reading Palooza 2016. This early literacy initiative established at Peachcrest is geared towards promoting the importance and love of reading for their Pk-2nd grade students and families. A school planning committee worked with community partners to establish a host of school and home activities to promote the initiative that was celebrated the last week in September. The festivities were kicked off with a school assembly to introduce their daily DEAR (Drop Everything and Read) Time. Students participated in class activities including: “Pop open an E-book and Read,” “Storybook Character Day,” and “Wildcats Book Buddy.” Peachcrest parents were invited to share pictures of their students reading that were displayed at the school and to participate in the “Parent Read Along.” In addition, a Title I parent meeting and breakfast was held to provide information about Lexile scores and additional community literacy resources.



*Tiffany Hill reads with her son, Hunter, during Peachcrest Elementary School’s Reading Palooza 2016 event*

The week’s culminating event consisted of a joint venture between Peachcrest Elementary and Towers High School, including a Pledge Walk and Reading Rally. Towers High School encouraged the budding readers with performances from the band and cheerleaders.

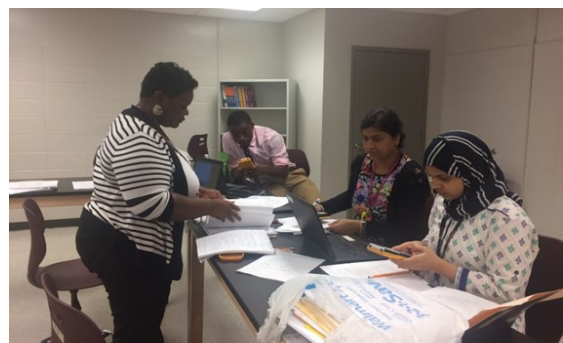
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## EAST METRO REGION (continued)

At the rally, over 30 students were recognized for their reading accomplishments for the month of September. In addition, each Pk-2nd grade student received a book from the 600 books donated by Assistance League of Atlanta. Top student readers and classes will continue to be recognized monthly as they continue to promote the literacy initiative.

## SOUTHWEST REGION

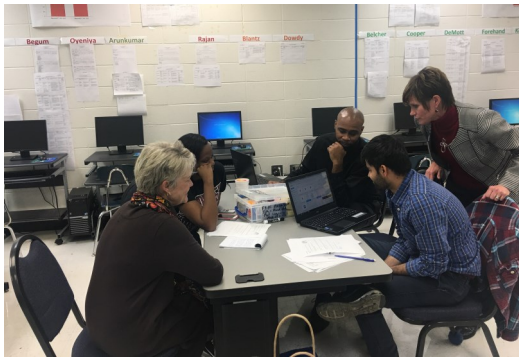
The math coach at [Dougherty Comprehensive High School](#) is implementing a systematic collaborative process that is designed to support teachers new to the school and new to the profession. The process is designed to place and retain teachers with skills needed for school transformation and to ensure that they have common expectations for standards, curriculum, assessment and instruction. Using the coaching cycle, teachers receive training from the SIG math consultant and the math coach. The math coach also meets with teachers of like content three days a week, unpacking standards, developing lesson plans, and creating common formative assessments. New teachers have scheduled opportunities to observe the math coach model instructional strategies in their classrooms. They also have opportunities to observe their peers in other departments for classroom management support. Then the coach and the teacher co-teach. The math coach provides feedback, support and next steps as she observes instruction in new teachers’ classrooms. Teachers and leaders agree that this process is helping improve teaching and learning.



*Dougherty Comprehensive High School math coach, Colondra Woolbright, meets with teachers for collaborative planning*

## SOUTHWEST REGION (continued)

[Americus-Sumter County High School](#) and [Americus-Sumter 9th Grade Academy](#) are focusing on curriculum development. Under the direction of the district, they have embraced the knowledge that a viable and vetted curriculum is a huge first step in improving student achievement. Outside experts in math and language arts are helping coaches and teachers dig deep into standards, developing learning targets, aligning learning targets to work sessions and assessment items.



*Claire Pierce, math content expert, working with Analytical Geometry teachers at Americus-Sumter High School on planning rigorous lessons*

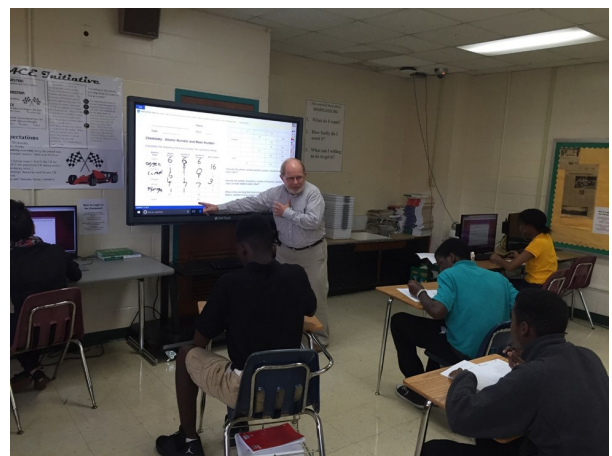
Both ELA and math content experts emphasize the importance of a growth mindset and how to help students develop this mindset. A book study on [Mathematical Mindsets](#) by Jo Boaler is planned. Lesson plans designed to help students develop student agency (the student's belief that they can achieve and they have the knowledge and strategies to do so) are shared with students on "Mindset Mondays." Taking the time to help students understand that they can solve complex math problems has changed the culture of their math classrooms. As professional learning continues each month, teachers are working hard to implement new strategies for the new more rigorous curriculum. School and district leaders are developing plans to monitor and support the work so it will continue with fidelity.

Exciting work is taking place in Sumter County!

## SOUTHEAST REGION

Principal Brian Howell of [Moore Street School](#) continues to emphasize the direct instruction now provided two days a week to support the computer based instruction at this alternative school. Last week the school received two portable interactive boards and several TV monitors to enhance this endeavor. Classroom observations during the use of this new technology show complete student engagement. Teachers have been and will continue collaborating on instructional strategies to improve student engagement during both computer based instruction time and direct instruction.

During a test, the new computer program being used for instruction only informs students if their answers are right or wrong. It does not provide the correct answers or the strategies they should use. Students need a way to document test questions when they are unsure of the answers. Teachers are making collaborative efforts to create self-monitoring documents that will enable students to capture questions or vocabulary with which they experience difficulty. This will help students when preparing for the Georgia Milestone Assessments.



*New technology used to enhance direct instruction at Moore Street School*