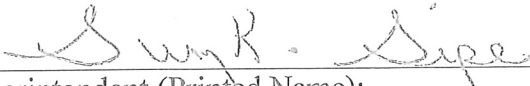
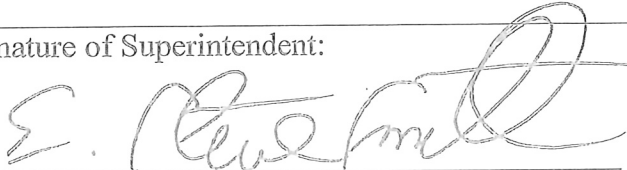


Georgia Department of Education  
School Improvement Grant 1003(g)

Part II: LEA Application FY 2013-Cohort 4  
Cover Page

LEA Name: Bibb County School District  School Name: Southwest Magnet High School and Law Academy	LEA Mailing Address: 484 Mulberry Street Macon, Georgia 31201
LEA Contact and Coordinator(person responsible)for the School Improvement Grant:  Name: Dr. Sharon Campbell  Position and Office: District SIG Coordinator  Contact's Mailing Address: 484 Mulberry Street Macon, Georgia 31201  Telephone:478-765-8743  Email Address: <a href="mailto:scampbell@bibb.k12.ga.us">scampbell@bibb.k12.ga.us</a>  Name: Dr. Sylvia Hooker  Position and Office: Deputy Superintendent of School Improvement and Redesign  Contact's Mailing Address: 484 Mulberry Street Macon, Georgia 31201  Telephone:478-765-8798  Email Address: <a href="mailto:shooker@bibb.k12.ga.us">shooker@bibb.k12.ga.us</a>	
Board Chairman (Print Name): Susan Sipe	Telephone:  <i>478-784-0352</i>
Signature of Board Chairman:  	Date:  <i>4/17/14</i>
Superintendent (Printed Name): Dr. Steve Smith	Telephone:  <i>478-765-8711</i>
Signature of Superintendent:  	Date:  <i>4/17/14</i>

The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.

**LEA Name:** Bibb County

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

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

SCHOOL NAME	NCES ID #	PRIORITY	INTERVENTION			
			turnaround	restart	closure	transformation
Southwest Magnet High School and Law Academy	130042001944	X				X

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

**Funding Priority and Schools to be Served**

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

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

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

**Funding:** Successful LEA applicants are awarded a minimum of \$50,000 and up to \$2,000,000 annually per school for the term of the grant. The Georgia Department of Education reserves the right to fund

applications at a lesser amount if the grant application does not fully justify the budget expenditures.

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

### **Reporting and Evaluation Requirements**

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

### **Fiscal Accountability**

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

### **Program Accountability**

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

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

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

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

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

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

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

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

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

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

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

### **Application Review**

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

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

**LEA Capacity**

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

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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
- ix. How will the LEA gather and share effective practices from the schools receiving SIG funds with other schools within the LEA?
- x. If the LEA has chosen not to apply for SIG 1003(g) funding for all of its eligible Priority Schools, the LEA must include a narrative discussing why the LEA does not have the capacity to serve all of its eligible schools with SIG 1003(g) funding and support.

- i. 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.

**Closure:** This model requires that there is an alternate high performing school for Southwest High School students to attend in the district. Of the six other high schools in the district, five of them are currently Priority schools. The tow available high school is at capacity and cannot enroll additional students. As such, the Closure Model is not an option.

**Restart:** The Restart Model is not an option because it requires a selection of a charter or management organization to operate the school. The process of selecting a charter or a management organization is extensive and would require time and planning. Because of these time constraints, this model would not be feasible.

**Turnaround:** The Turnaround Model is the most radical of the four models. This model requires the replacement of the principal and reviewing the current staff's performance only to rehire no more than 50% of them to continue in the school. At the end of FY13, the principal retired and another assistant principal relocated to another high school. A transformational principal was hired June 10, 2013 to lead the school. We have 52% of our current staff who has been employed at Southwest for less than three years. The faculty and staff feel that this model would hinder the comprehensive work that has been implemented to transform the school this past year under the new administration. There has been a strong emphasis on removing underperforming teachers and building the capacity of current staff members through job-embedded professional learning opportunities.

**Transformation:** The faculty and staff have been fiercely engaged in implementing the non-negotiables outlined for Priority Schools which are directly aligned with the transformation model, thus we decided on this model for this grant application. Each component of transformation was reviewed by the entire faculty. The school understands the scope of work and unanimously agreed to diligently seek out this opportunity. New administration has employed all components of the transformational non-negotiable criteria to organize the school culture. Improvements have been made which have had a positive effect on the overall instructional

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program and culture and climate. Thus, this model is more feasible in sustainability beyond the funding. All school teams had thorough discussions about the current data and root cause analyses were conducted to determine specific needs. The quality levels of implementation were examined to determine next steps. Some of the implemented non-negotiable criteria include: common planning, weekly collaboration (60-min), bi-weekly professional learning (60 min.), increased learning time for targeted students (30-min a day), a math coach, a literacy coach, a graduation coach, analysis of teacher/student attendance and discipline data, and use of the Georgia DOE frameworks. Funding this model will help us sustain what is working well and build upon and /or reinvent what is not working well based on quantitative and qualitative data. The faculty and staff are committed to transforming the school to meet the needs of all students. Under this selected model, the team understands the importance of building leadership and teacher capacity.

Based on the data presented in the Comprehensive Needs Assessment in Appendix A, there are several additional resources needed to meet the needs of the student body. Some of those needs include an intense program to monitor the progress of ninth grade students to increase the graduation rate; wrap-around services for our over aged ninth grade students, intense job-embedded professional development, a more effective instructional delivery model, enhancement of our Law pathways, and continued implementation of the TKES/LKES evaluation system are needed to radically improve our overall instructional program. The impetus of the Transformation Model is a focus on professional development that provides teachers with the skills needed for effective pedagogy and the capacity to successfully implement school reform initiatives; on an instructional model based on student needs, on an evaluation system that uses student growth as a significant factor; on partnerships to provide social/emotional services that students may need, and on increased learning time for staff and students. The components of the Transformation Model and funds provided by SIG will provide Southwest High School with the necessary tools to adequately implement the initiatives outlined in this application.

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

Southwest High School will be supported and overseen by district level personnel including but not limited to the Deputy Superintendent of School Improvement and Redesign, SIG Coordinator, Director of Human Resources, content area coordinators, and district coaches. These district level staff will maintain and exhibit high levels of turnaround leader competencies to include high level of competencies in achievement, monitoring and directives, impact and influence as well as the competency of developing others.

It is the responsibility of the Deputy Superintendent to assist the school in removing barriers which may hinder the school's ability to operate optimally. This individual will also play a key role in helping to develop and

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nurture leadership characteristics in the school's instructional leader. He or she will assist the school leadership in setting clear expectations for stakeholders and will hold these individuals accountable for their performance. This entity will also leverage his or her impact and influence to affect the perceptions, action, and thinking of others within the school and community. This will help secure key individuals to buy in to the initiatives and structures put in place through the transformational process and support Southwest High School to strive to transform the school.

The SIG Coordinator will also serve a vital role at Southwest High School. This person will be the point of contact for all components of the grant. He or she will coordinate the implementation of the grant. He or she will be responsible for insuring that budget items are handled in accordance with federal guidelines. The SIG Coordinator will ensure that professional development is implemented and monitored to directly support the school staff and affect student achievement. This person will meet monthly with the principal and leadership team to evaluate the effectiveness of the structures and processes that the school has put in place.

The Director of Human Resources will play a pivotal role in assisting the school in hiring competent, highly qualified staff capable of transforming the school environment. This individual will play an active role in recruiting the best and brightest staff to teach the students at Southwest High School. While the transformational model does not require that staff be reallocated, the LEA is requiring that Southwest staff members be evaluated for their level of effectiveness with only those competent faculty and staff remaining at the school. The Director of HR will assist the school in employing the right people to do this work.

Southwest will continue to receive assistance from district level coordinators and coaches to examine the quality of the implementation of professional development within the school. They will assist department chairs and instructional coaches in providing job embedded professional development that is content specific and data-driven. These individuals will continue to participate in Instructional Rounds at Southwest to determine and monitor effective instructional practices.

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

Deputy Superintendent of School Improvement and Redesign, Dr. Sylvia Hooker, met with the Southwest faculty to discuss applying for the school improvement grant on February 6, 2014. The Bibb County Board of Education, in the presence of stakeholders, approved a motion on February 27, 2014 to have Southwest High School apply for a school improvement grant under the transformation model. The results of the board meeting were highlighted in the Macon Telegraph the following day. Dr. Hooker met with the Leadership Team at the school to discuss the details of the grant including non-negotiable and areas of focus. After subsequent meetings and data collection by the entire faculty, the Data Analysis Committee in consultation with the Leadership Team, Dr. Hooker and the SIG coordinator decided the transformational model was the best model for Southwest High School. The LEA has provided substantial support through various personnel who made themselves available to consult on various components of the grant application.



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A parent letter was sent home to parents on April 7, 2014 about the school's intentions to apply for the grant under the transformation model. The letter outlines the school's needs, as well as, the benefits of increase funding provided by the grant. Parents were encouraged to call the school if they had questions regarding the application process of grant implementation.

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

The LEA will use turnaround leader competencies from Public Impact to recruit and select leaders, teachers, and staff for employment at Southwest High School. While there may be dozens of identified competencies for turnaround leaders, the LEA will be selecting candidates based on their competencies in the areas of achievement and impact and influence. Individuals may believe that years of experience and education are important, but in order to positively impact persistently low achieving schools, a turnaround leader must exhibit underlying characteristics that set challenging goals, reach high performance, and have impact despite noticeable barriers. By evaluating habits of behavior and underlying motivation, the LEA will select a leader that is capable of accepting the challenge and creating the high performing culture that Southwest must employ to turnaround its school. These same competencies will be used to evaluate and select other key faculty needed to improve student achievement. The LEA, along with school improvement staff from the DOE, will participate in interviews and will observe model lessons as the leadership team selects candidates to fill positions in the school.

- v. How will the LEA monitor and evaluate progress toward annual goals for student achievement, SIG leading indicators and implementation of interventions?

Leadership and instructional staff will use an organized framework to systematically analyze and use data to make decisions relative to academic programs, professional development, instructional planning, and student needs. The results of data analysis will drive all major decisions affecting instruction and academic support at Southwest High School. The leadership and instructional staff will use the Self-Directed Improvement System (SDIS) to monitor formative assessment data. Student achievement will be monitored each week to determine the effectiveness of interventions, strategies, and actions. Additionally, the Leadership Team will meet bi-weekly (See Appendix for Schedule, pg. 31) to monitor the school improvement efforts wherein data collection, root-cause analysis, and implications for change are intricate in collaborative conversation amongst team members. Team members will report the progress of their departments and/or initiatives for review and feedback to the LEA. As a part of the LEA collaborative protocol, the teachers will complete the following actions:

- Teachers will participate in Performance Matters training to learn how to create filters.
- Teachers will use FY13 data to establish goals for their Professional Growth Plans (PGPs).
- The Leadership Team and Target Teams will align resources with assessment goals.
- Develop an intervention calendar and monitoring process to evaluate effectiveness.
- Use the SDIS protocol during collaboration.
- Develop weekly mini-assessments and provide students with frequent feedback.

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The LEA will provide support in using the SLDS (State Longitudinal Data System) and Performance Matters to ensure proficiency in usage.

- vi. How will the LEA sustain the reforms in its SIG 1003(g) schools after the funding period has concluded?

Southwest High School will need to build adult capacity to sustain the transformation work outlined in this grant. This will be accomplished by:

- Creating a high-performing learning culture that promotes collaboration through professional learning communities designed to foster quality implementation of Tier 1 of the Response to Intervention process.
- Developing an intense professional learning program based on a variety of data sources to address root-causes in order to ensure that key concepts in executing a Continuous School Improvement Plan are mastered.
- Monitoring professional learning and school initiatives by developing a school-wide accountability plan for quality implementation.
- Building teacher and student capacity to ensure the sustainability of initiatives and programs.

When Southwest High School was granted the SIG grant in 2010, coaches were hired for each content area (ELA, Science, Social Studies, and Math); however, at the end of the grant the positions were not sustainable. Therefore, newly selected department chairs will assume teaching and coaching responsibilities. The school will modify the master schedule to provide release time for department chairs to receive job-embedded professional learning on coaching and to apply professional learning by coaching teachers. District Intervention Coaches and District Coordinators for content areas will continue to work with department chairs to build their capacity for coaching teachers. The administration will continue to meet with department chairs to monitor expectations for coaching.

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

Due to the fact that the LEA has provided support to SIG Cohorts I and II, the LEA recognizes and understands the implementation of the School Improvement Grant (SIG) Transformation Model and will provide support and resources to the Priority schools. The LEA is committed to supporting the schools in implementing the strategies of the grant and is willing to be flexible in removing insurmountable barriers that may hinder implementation of the School Improvement Grant Transformation Model with fidelity. The LEA embraces the sense of urgency for transformation and student achievement; therefore, it is committed to providing professional learning that will enhance the capacity of Priority schools' leaders, teachers, and support staff. Specific employees will be involved in the process of providing adequate resources and support to each Priority School. District level content coordinators (English Language Arts, Math, Science and Social Studies), Response to Intervention Coordinator, district-level School Improvement Specialist, state-level School Improvement Specialist, and directors (Title I, Gifted, Professional Learning, and Special Education) will support the schools in various ways. This includes: conducting Teachers Keys walk-through's with follow up feedback sessions, facilitating job-embedded professional learning, modeling classrooms instructional strategies, providing job-embedded professional learning to leaders, teachers, and support staff, and monitoring collaborative and vertical team meetings. The LEA will meet monthly with school level administrators as an effort to build leaders' capacity as the instructional leader and aid in sustainability of required strategies for the Transformation Model. The Human Resources Office

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will assist the school with recruiting and hiring staff that are highly skilled and highly willed. Newly hired staff must be willing to embrace the sense of urgency to transform the school and improve student achievement as well as accept accountability for students' learning.

A district-level School Improvement Specialist (SIG Coordinator) will monitor the implementation of the School Improvement Grant with fidelity. The School Improvement Specialist's duties and responsibilities may include, but are not limited to: ensuring that the schools are implementing SIG strategies and meeting requirements of SIG in a timely manner, monitoring use of human, material, and fiscal resources, monitoring support staff work within the school e.g., academic coaches, providing professional learning for leaders, teachers, and support staff, meeting with principals once a month to monitor implementation of SIG strategies utilizing the Indistar program, and ensuring that program, policies, and procedures are aligned to SIG and district expectations. Additionally, a district Fiscal Analyst will assist with monitoring SIG purchases and drawdowns.

The LEA will review current policies and practices to determine if there are any barriers to prevent quality implementation of the SIG grant. All key LEA officers will attend a SIG grant draft meeting to discuss proposals for transformation.

- viii. How will the LEA select School Improvement vendors (external partners/provider) to work with the SIG school(s)? The LEA must demonstrate how they will recruit, screen, and select any vendor that may receive \$75,000 or more, throughout the term of the grant. The LEA must demonstrate a rigorous recruiting, screening, and selection process that includes the following:
- A process for identification of potential providers;
  - A protocol for analysis of the connection between the provider's experience and the district and each school's comprehensive needs assessment;
  - 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 LEA conducted an Educational Service Providers Fair in which potential service providers had the opportunity to share educational products and types of service designed to increase student achievement with district personnel, school administrators and staff, district instructional staff, and the community. Providers completed a Request for Information form that was submitted to the district. The Request for Information form asked providers to identify Types of Programs Served, Types of Services Provided, and Grade levels. The School Improvement and Redesign Department notified providers of acceptance to participate in the fair. District personnel, school administrators and staff, district instructional staff, and community were asked to sign in during the fair and complete an evaluation form for each provider visited. Evaluation forms were collected and based on tallies; some providers were invited to attend a meeting in the district.

Upon selection of external partners/providers the SIG Coordinator will provide oversight and evaluation of the vendors and the service providers chosen. The principal, instructional coaches, the state School Improvement Specialist, SIG Coordinator, and the Deputy Superintendent of School Improvement and Redesign will ensure that internal and external providers (vendors) deliver intensive, ongoing assistance to support school reform

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strategies.

- ix. How will the LEA gather and share effective practices from the schools receiving SIG funds with other schools within the LEA?

The LEA will conduct monthly principals meeting with SIG schools as well as non-SIG schools. This platform will enable principals to share instructional strategies and best practices that have been effective in the SIG schools. As they work with all schools, content areas district coordinators will share instructional strategies and best practices from SIG schools with other schools within the LEA.

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

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

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

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

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

**Budget Narrative for Year 1 (2014-2015)**

Based on the data presented in the Comprehensive Needs Assessment in Appendix A, there are several additional resources needed to meet the needs of the student body. Some of those needs include additional personnel needed to implement the actions steps outlines in the application.

**Personnel**

- To support the proposed "Freshmen Academy" we will need to hire one Academy Coach to monitor the implementation of the Freshman Academy, Law Academy and the ongoing implementation of the AVID program.
- In order to increase pathway offerings in our Law Academy Magnet program, there is a need to hire one additional CTAE teacher to teach the new courses in the Law Academy.
- Because of the great need to improve instruction in math, one Math Academic Coach will

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be hired to work with individual teachers to do the following: work on lessons, provide feedback, use data to align instruction and assessment, and organize and facilitate team meetings.

- To assist with the process of ninth grade students transitioning to high school and to help ensure ongoing success, one Counselor for the Freshman Academy will be hired to meet the student needs. The counselor will help plan and facilitate activities, provide guidance and counseling, and monitor progress on a continuous basis of all ninth grade students.
- To ensure an increase in the graduation rate a Graduation Coach will be hired. This student support person will engage in a planning process to provide assistance to all high school students (individually and in groups) with graduation requirements and completion, as well as provide support to school faculty and staff, parents, or guardians, in their efforts to help students graduate on time.
- In order to ensure the principal has time to focus on being an instructional leader and less focus on managerial tasks, a School Administrative Manager (SAM) will be hired to focus on all non-instructional activities, provide discipline support for all students, supervise and provide training to all classified support personnel, and manage and coordinate such activities as special events, transportation, and building maintenance.

Total for all new personnel – \$370,000.00

**Southwest Tutorial and Enrichment Program (Afterschool Program)**

Funds will additionally be utilized to implement the Southwest Tutorial and Enrichment Program (S.T.E.P.) the after school program which will take place 3 days a week for 2 hours per day.

Total for all S.T.E.P Personnel – \$48,360.00

**Saturday School Sessions**

Saturday School sessions will be implemented for tutorials and enrichment opportunities. Any student seeking course-work remediation or attendance recovery may participate in the Saturday School program. Saturday school is designed for students to work on current coursework through direct instruction, computer-assisted, and/or virtual learning. Students who are in need of attendance recovery may attend to make-up assignments and time lost. Saturday School (3 Hours, 2 Saturdays a Month)

Total for Saturday School Personnel – \$8,370.00

**Southwest Summer Bridge Program**

The purpose of the Summer Bridge Program is to provide an orientation program for incoming freshman that is rigorous and is a transition tool for those students not fully prepared to meet the demands of secondary instruction and high school life. The program will occur two weeks prior to school opening.

Total for Summer Bridge Personnel – \$7,440.00

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**Southwest Summer Opportunity Program**

The summer program is an extension of the regular academic program and is designed to allow students to make up credit. The program will last for four weeks, five hours a day.

Total for all Summer School Personnel – \$46,500.00

**Southwest Intersession School (Breaks & Holidays)**

Students who are failing coursework will be allowed to work on re-engagement activities. Some students may need assistance with Credit Recovery. Students who have been absent can make-up time during this setting as well. Intersession school is equally designed for our students to prepare for state and national assessments.

Total for all Intersession School Personnel – \$7,440.00

**School Improvement Team Summer Retreat**

To review the components of the school improvement plan and to ensure action plans have been developed that are aligned to school improvement goals and action steps outlined the grant application, a three day Summer Retreat will take place. This planning retreat will take place prior to the start of the school year.

Total for 3 day Summer Retreat – \$6,000.00

**Job-Embedded Professional Development**

Instructional staff and internal/external providers will provide the staff with ongoing, high-quality, job-embedded professional development and coaching 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.

Total for Professional Learning and Substitutes – \$4,100.00

**To Support Personnel Growth this grant will include the following incentives for teacher and leader performance:**

All certified instructors who meet/or exceed the incentive plan criteria will be eligible to receive incentive pay at various levels in different amounts not to exceed \$1000.00 each year. All certified non-teaching staff who meet/or exceed the incentive plan criteria will be eligible to receive incentive pay at various levels in different amounts not to exceed \$750.00 each year.

Total for incentives for teacher incentives – \$70,000.00

Total for incentives for leader incentives - \$3,000

Classified employees will be rewarded incentives for additional time and effort spent on supporting reform initiatives, increased school days and responsibilities. Classified employees who meet/or exceed

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the criteria will be eligible to receive incentive pay not to exceed \$250.00 each year.  
Total for incentives for classified performance – \$3,750.00

**Student Leadership Program**

Since student leadership abilities play an integral role in college admissions, the goal will is to involve students in the decision-making process at the school level to solicit ownership of the school improvement process from our primary stakeholders, the students. Funds will provide student leadership training/camp for leaders in organizations such as Beta Club, AVID, Student Governance Association, and Officers of CTSO)

Student Leadership Dues/Fees for State/National Conferences/ Travel - \$10,000.00

**Orange Duffel Bag Program**

The Orange Duffel Bag Program will work with a select group of over-aged ninth grade students to build upon academic learning while empowering them and furthering their education with community involvement, support, and other valuable resources and tools to assist them for future success scholastically, professionally, and personally. These tools include creating a life and education plan, and encouraging career exploration through the proven methodology of professional coaching. Upon graduation from the program each participant leaves with a personal youth driven life plan and education plan, a well-earned laptop and ongoing support and guidance to the graduates of the program.

Total for Orange Duffel Bag Program - \$35,000 - This is the cost for the coaches to work with the students. The Orange Duffel Bag Program receives donations from community sponsors to provide students with laptops.

**Budget Narrative for Year 2 (2015-2016)**

Based on the data presented in the Comprehensive Needs Assessment in Appendix A, there are several additional resources needed to meet the needs of the student body. Some of those needs include additional personnel needed to implement the actions steps outlines in the application.

**Personnel**

- To support the proposed “Freshmen Academy” we will need to hire one Academy Coach to monitor the implementation of the Freshman Academy, Law Academy and the ongoing implementation of the AVID program.
- In order to increase pathway offerings in our Law Academy Magnet program, there is a need to hire one additional CTAE teacher to teach the new courses in the Law Academy.
- Because of the great need to improve instruction in math, one Math Academic Coach will be hired to work with individual teachers to do the following: work on lessons, provide feedback, use data to align instruction and assessment, and organize and facilitate team meetings.
- To assist with the process of ninth grade students transitioning to high school and to help ensure ongoing success, one Counselor for the Freshman Academy will be hired to meet the student needs. The counselor will help plan and facilitate activities, provide guidance and counseling, and monitor progress on a continuous basis of all ninth grade students.



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- To ensure an increase in the graduation rate a Graduation Coach will be hired. This student support person will engage in a planning process to provide assistance to all high school students (individually and in groups) with graduation requirements and completion, as well as provide support to school faculty and staff, parents, or guardians, in their efforts to help students graduate on time.
- In order to ensure the principal has time to focus on being an instructional leader and less focus on managerial tasks, a School Administrative Manager (SAM) will be hired to focus on all non-instructional activities, provide discipline support for all students, supervise and provide training to all classified support personnel, and manage and coordinate such activities as special events, transportation, and building maintenance.
- In an effort to follow-up on students with poor attendance, tardy issues, and community issues that impede learning, one School Social Worker will be employed. The role of the School Social Worker is to assist students and their families by examining those factors in the home, school and/or community that are impacting a student's educational success and then assist in reducing those barriers to learning.

Total for all personnel – \$425,000.00

**Southwest Tutorial and Enrichment Program (Afterschool Program)**

Funds will additionally be utilized to implement the Southwest Tutorial and Enrichment Program (S.T.E.P.) the after school program which will take place 3 days a week for 2 hours per day.

Total for all S.T.E.P Personnel – \$48,360.00

**Saturday School Sessions**

Saturday School sessions will be implemented for tutorials and enrichment opportunities. Any student seeking course-work remediation or attendance recovery may participate in the Saturday School program. Saturday school is designed for students to work on current coursework through direct instruction, computer-assisted, and/or virtual learning. Students who are in need of attendance recovery may attend to make-up assignments and time lost. Saturday School (3 Hours, 2 Saturdays a Month)

Total for Saturday School Personnel – \$8,370.00

**Southwest Summer Bridge Program**

The purpose of the Summer Bridge Program is to provide an orientation program for incoming freshman that is rigorous and is a transition tool for those students not fully prepared to meet the demands of secondary instruction and high school life. The program will occur two weeks prior to school opening.

Total for Summer Bridge Personnel – \$7,440.00

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**Budget Narrative for Year 3 (2016-2017)**

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

The LEA must assure that it will—

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

**Georgia Specific Assurances**

The LEA must assure that it will—

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

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

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

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implement the waiver.

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



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LEA Name: Bibb County

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School Name: Southwest Magnet High School and Law Academy

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

<p>A1. Replace the principal and grant the newly hired principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.</p>	
<p><b>Actions:</b></p> <p>Southwest High School’s principal was replaced by Dr. Tanzy D. Kilcrease on June 10, 2013.</p> <p>Dr. Kilcrease was given the task to employ turnaround competencies to transform the school. She has been a school and Central Office administrator for sixteen years and has experience with working in school in “Needs Improvement” status. Her work has been featured in two books titled <i>Are We There Yet?: Continuing to Close the Achievement Gap</i> by Pat Davenport and <i>Creating School Culture that Embrace Learning: What Successful Leaders Do</i> by John Bell, Franklin Schargel and Tony Thacker. Dr. Kilcrease seized the challenge of transforming the school and has served as the principal for one year. Without the support of SIG, she and the school team were able implement school improvement efforts that have had a positive impact on the overall culture and climate of the school.</p> <p>As a former Associate Superintendent, Director of School Improvement and a proven track record as an elementary and middle school principal, she has the following knowledge and experience which will be necessary in transforming the school:</p> <ul style="list-style-type: none"> <li>• Experience in transforming schools in “Needs Improvement” status</li> <li>• Experience in transforming cultures of non-performing schools</li> </ul>	<p><b>Timeline:</b></p> <p>Former Principal left June 2013</p> <p>New Principal assumed position in June 2013 and was appointed on May 21, 2013</p>

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<ul style="list-style-type: none"> <li>• Expansive knowledge in school reform grounded in research and has experience with implementing school reform</li> <li>• Expansive knowledge in school improvement and the components of employing a continuous improvement cycle</li> <li>• Expansive knowledge base in data analysis and using data to improve practices</li> <li>• Experience in monitoring instructional practices and providing relevant, professional learning opportunities</li> <li>• Experience with recruiting, retaining competent staff and removing incompetent staff and providing remediation</li> </ul> <p>Sustainability Actions:</p> <ul style="list-style-type: none"> <li>• Principal will demonstrate turnaround competencies and will build the capacity of all school leaders to demonstrate turnaround competencies.</li> <li>• Principal will seek quick wins to motivate the faculty, staff, students, parents and the community to continue to strive for excellence.</li> <li>• Principal will communicate the message of change to all stakeholders to solicit buy-in from all.</li> <li>• Principal will discontinue failing strategies by involving stakeholders in root cause analyses.</li> <li>• Principal will track indicators of positive change and pinpoint school conditions that predict later failures.</li> <li>• Principal will meet monthly with LEA transformation leader to discuss teacher and student progress.</li> <li>• Principal will collaborate with exemplary transformation leaders in the State of Georgia.</li> <li>• Principal will join a professional organization and attend state/national conferences to develop collegial relationships with other educational leaders.</li> <li>• Principal will incorporate team structures to monitor the implementation of the school improvement plan.</li> </ul>	<p>Timeline: Ongoing</p>
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<ul style="list-style-type: none"> <li>• Principal will lead the Leadership Team to analyze pertinent data using protocols and through decision-making based on the analysis of the data.</li> <li>• Principal will continue to work with the team on monitoring tasks and plans in Indistar.</li> <li>• Principal will create a school atmosphere that features trust, professionalism, and shared leadership.</li> <li>• Principal will foster a positive, collaborative, and team-oriented school culture.</li> <li>• Principal will consistently apply the state’s evaluation protocol.</li> <li>• Principal will differentiate administrative support for teachers based on experience level and individual needs.</li> <li>• Principal will provide adequate planning time for teachers.</li> </ul>	<p>Timeline: Ongoing</p>
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<p><b>A2. Implement the Teacher and Leader Effectiveness Systems (TKES/LKES) as a method to improve teacher and leader effectiveness in the school building.</b></p>	
<p>A rigorous approach to evaluation should be clearly connected to a district’s system for providing professional development so that growth opportunities are well-aligned with teachers’ and school leaders’ areas of weakness (Milanowski, Heneman, &amp; Kimball, 2009). Where evaluation systems are tied to compensation or other high-stakes outcomes, it is especially important that they be accurate, fair, linked to growth opportunities, and fully transparent. In addition, evaluations should be conducted frequently, using multiple measures, in order to gain a comprehensive and accurate picture of a teacher’s competencies. Those responsible for conducting the evaluation should provide immediate formative feedback (National Comprehensive Center for Teacher Quality).</p> <p>The Teacher Keys and Leader Keys Evaluation Systems are the evaluation models required by Race-to-the-Top districts as determined by the GaDOE. Thus, these systems will be used to evaluate teachers and administrators respectively.</p> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Teachers will sign memorandums of understanding with the</li> </ul>	<p>Timeline:</p> <p>July 2014-June 2017</p> <p>Pre-implementation</p> <p>Collaborate with Administrative Team to create a TKES observation schedule and a professional learning calendar for TKES familiarization</p> <p>Teachers and staff sign memorandum of understanding</p> <p>Year 1</p> <p>Implementation of TKES observation schedule and job-embedded professional</p>



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<p>classified support personnel.</p> <ul style="list-style-type: none"> <li>✓ Selects and provides training for classified staff.</li> <li>✓ Manages and coordinates such activities as special events, transportation, and building maintenance.</li> </ul> <p><b><u>Sustainability Actions for School Administrative Manager</u></b></p> <p>The School Administrative Manager will meet with the administration weekly to determine expectations for the week. The SAM will provide feedback to classified support personnel and assist with developing professional learning plans. The SAM will provide job-embedded professional learning to classified staff to enhance their professional skills. School administrative staff will meet with the SAM weekly to receive updates on classified personnel performance. The School Administrative Manager will continuously meet with the assistant principals to ensure the duties of the SAM will be sustained after grant implementation.</p> <p>The primary purposes of the LKES are to:</p> <ul style="list-style-type: none"> <li>• Optimize student learning and growth.</li> <li>• Contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of Georgia Public Schools.</li> <li>• Provide a basis for leadership improvement through productive leader performance appraisal and professional growth.</li> <li>• Implement a performance evaluation system that promotes collaboration between the leader and evaluator and promotes self-growth, leadership effectiveness, and improvement of overall job performance.</li> </ul> <p>The following actions will occur throughout the SIG grant cycle:</p> <ul style="list-style-type: none"> <li>• The principal will conduct an orientation with school leaders.</li> <li>• Leaders will complete a self-assessment to determine specific needs. Self-assessment data will be used to develop professional learning activities for individual leaders.</li> <li>• Administrator and school leaders will work collaboratively in developing at least two performance goals for the year.</li> <li>• Pre-evaluation conferences will be conducted with school leaders to discuss growth plans.</li> <li>• Principal will conduct interrelated reliability activities with school leaders.</li> </ul>	<p>Year 1</p> <p>Implementation of LKES</p> <p>Administrators participate in interrelated reliability activities throughout the year</p> <p>Year 2</p> <p>Implementation of LKES</p> <p>Administrators participate in interrelated reliability activities throughout the year</p>
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<ul style="list-style-type: none"> <li>• Conduct mid-year review conferences with staff members to determine progress. Staff members not making progress will be taken through the LEA “at-risk” process.</li> <li>• Conduct post-conferences with staff to determine progress. Any staff member not proficient within Year 1 will not be able to continue at Southwest High School.</li> </ul> <p><b><u>Sustainability Actions for Academic Coaches:</u></b></p> <p>Academic coaches will conduct focused walk-throughs individually and with administration at least once a week. Feedback from these observations will be provided to the teachers within three days of the observation. School administrative staff will meet weekly with Academic Coaches for job-embedded professional learning and to receive updates on the teaching and learning process. Academic Coaches will communicate regularly with administration about teachers’ progress in implementing standards-based classrooms using the instructional framework. Formative and summative data are measures that will be used to determine the effectiveness of teacher’s instruction. The Academic Coaches and department chairs will ensure that their teachers understand and utilize the Self-Directed Improvement System (SDIS) with fidelity in collaboration and in the classroom with students. It is the coaches’ responsibility to support, assist in removing barriers, and provide consistent feedback to teachers in an effort to improve their performance. A weekly log will be submitted to the principal to document practice by these personnel.</p> <p>Coaching Actions Summarized:</p> <ul style="list-style-type: none"> <li>✓ Plan with individual teachers</li> <li>✓ Provide demonstration lessons</li> <li>✓ Co-teach with another teacher</li> <li>✓ Examine co-taught lessons and provide feedback</li> <li>✓ Guide new teachers through lesson planning</li> <li>✓ Use data, work with groups of teachers to align instruction and assessment</li> <li>✓ Organize and facilitate team meetings</li> <li>✓ Organize and facilitate study groups, school-based professional development and workshops, and book studies</li> <li>✓ Read and provide valid, reliable research to staff</li> <li>✓ Establish common vocabulary, knowledge, and collaborative relationships</li> </ul> <p>*Adapted From: <i>Personal Trainer</i>, Kate Cress, Journal of Staff Development, National Staff Development Council, Fall 2004</p>	<p>Year 3</p> <p>Administrators participate in interrelated reliability activities throughout the year</p> <p>Continued implementation of LKES providing targeted support in identified areas of need for sustainability.</p>
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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.

In an effort to increase shared accountability for student results, an increasingly popular local reform strategy is to implement a performance-based incentive program. According to Springer (2009) performance based incentives lead to teacher retention in targeted schools. In an effort to foster interdependence at Southwest a growth model to reward school leaders, teachers and students will be implemented. A two-faceted incentive system to measure academic growth for students and provide rewards for school leaders, teachers and other staff that work to ensure this growth is obtained has been designed. This reward system is based on the TKES for certified personnel, and it is based on established goals as provided in the School Improvement Grant. *(Please refer to Attachment in appendix pgs. 24-29).*

Springer, M. (2009). *Texas Educator Excellence Grant (TEEG) program: Year three evaluation report* (Policy Evaluation Report)

Actions:

- Implement an incentive plan to identify and reward teachers who increase student achievement and high school graduation rates.
- In addition to the incentive plan, non-monetary incentives for performance will be implemented (i.e. additional planning time, additional classroom materials, certificates, recognition at faculty meetings, etc.)

Timeline:

Year 1

Implement the Incentive Plan

Year 2

Monitor, adjust, and continue implementation of incentive plan

Year 3

Evaluate implementation of the incentive plan and identify areas of need for sustainability

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<b>Certified Staff</b>	<b>Classified Staff (Instructional)</b>	<b>Classified Staff (Non-instructional)</b>
Principal	Media Clerk	Nutrition
Asst. Principal	PEC paraprofessional	Hall Monitor
Teachers	Family Engagement Facilitator	Custodial
Counselors	Secretary	Nurse
Media Specialist	Registrar	
Academic Coaches	Admin. Support Staff	
	ISS Facilitator	

**Removal of Staff:**

Actions:

- Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning
- Create several exit points for employees (e.g., voluntary departure of those unwilling and/or unable to comply with the signed MOU) i.e. quarterly monitoring meetings, district at-risk meetings
- Facilitate swift exits to minimize further damage caused by underperforming employees
- Expedite processes for performance-based dismissals
- Have Human Resource personnel assist administration with dealing with underperforming employees to minimize

Timeline: July 2014 – June 2017

Share expectations for performance during pre-planning

Provide targeted training for staff members who need assistance

Monitor the progress of teachers on a required professional development plan

Update LEA and SEA of staff performance during monthly and quarterly monitoring

Participate in the At-Risk process (December and April)



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<p>principal's time spent dismissing low performers</p> <ul style="list-style-type: none"> <li>Dismiss teachers and school-level leaders who do not demonstrate growth in professional practice. Those who do not will not be offered a contract for Southwest High School the next school year.</li> </ul>	
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A4. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

<p>According to the National Staff Development Council's Standards for Staff Development, professional development should be standard- based results driven, and job-embedded. Professional development should extend beyond the traditional workshops to include activities such as peer observations, mentoring, the creation of portfolios, action research projects, whole-faculty or team/department study groups, curriculum planning and development, literature circles, critical friends groups, data analysis activities, school improvement planning, the shared analysis of student work, and goal-setting activities (Chambers, Lam &amp; Mahitivanichcha, 2008). Currently, a professional development calendar has been implemented that encompassing most of these activities. Southwest faculty and staff will continue to implement an effective job-embedded professional learning program designed to ensure that school staff is equipped to facilitate effective teaching and learning.</p> <p>A GAPSS Analysis was conducted in November 2012. Target Areas for Improvement in Curriculum, Assessment and Instruction were are as follows:</p> <ul style="list-style-type: none"> <li>✓ Seek ways to increase the use of formative assessment at the classroom level in order to monitor and adjust instruction and to provide feedback to students. A-1.2; A-2.4</li> <li>✓ Ensure that collaborative planning sessions consistently include an in-depth analysis of assessment data so that teachers can develop a balanced variety of assessment tasks, including performance tasks and projects. A-2.4</li> <li>✓ Expand the data analysis process to routinely use the results</li> </ul>	<p>Preliminary Actions:</p> <ul style="list-style-type: none"> <li>Conduct an assessment of the current Induction Program to determine effectiveness</li> <li>Register additional staff members for the summer training for Teacher Support Specialist to increase the number of teachers who may serve as mentors to new teachers</li> <li>Collaborate with the Professional Learning Target Team to develop a Professional Learning Calendar for the upcoming year.</li> </ul>
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<p>to monitor and adjust instruction at the classroom level in order to ensure the continuous improvement of individual learners, subgroups of learners, and attainment of school-wide targeted goals for student achievement. A-3.1</p> <ul style="list-style-type: none"> <li>✓ Make research-based instruction and high expectations for student achievement standard practice in all classrooms by moving away from whole-group, teacher-centered learning increasing the use of teaching and learning strategies that promote active student engagement requiring authentic student work products that integrate higher-order thinking skills and demonstrate a depth of understanding of the standards incorporating the language of the standard throughout the sequencing of the lesson. I-2.1; I-2.2; I-2.4; I-3.1</li> <li>✓ Differentiate instruction in all classrooms by content, process, product, and/or learning environment, and ensure that all students benefit from the use of purposeful, flexible groups which are developed based on diagnostic and formative assessment data. I-2.3; I-2.</li> </ul> <p>These recommendations align directly with the results of the Formative Assessment Ratings on TKES in December 2013(See Comprehensive Needs Assessment pg. 92). Job-embedded professional learning will target these areas of improvement to enhance the overall instructional program. Job-embedded professional learning will continue to be provided by academic coaches, administration, personnel from the Teaching and Learning Department and external providers.</p> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Set goals for professional development and monitor the extent to which it has changed practice <ul style="list-style-type: none"> <li>✓ The Professional Learning Target Team will need to continue to conduct focus walkthroughs to monitor the implementation of job-embedded professional learning</li> </ul> </li> <li>• Provide all staff high quality, ongoing job-embedded, and differentiated professional development <ul style="list-style-type: none"> <li>✓ Utilize results from the TKES Self-Assessment to determine differentiated professional learning</li> <li>✓ Utilize the results from TKES walkthroughs to determine differentiated professional learning</li> </ul> </li> <li>• Provide professional development that is appropriate for individual teachers with different experience and expertise</li> </ul>	<p>Timeline:</p> <p>Preliminary Actions:</p> <p>Implementation of Modules One and Two of Georgia’s Formative Instructional Practices</p> <p>Assess the current Induction Program to determine next steps in revamping the program</p> <p>Year 1</p> <p>Implement required professional learning plan (Formative Instructional Practices and TKES Familiarization with emphasis on differentiating instruction)</p> <p>Monitor the fidelity of implementation of professional learning through focused walk-</p>
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<ul style="list-style-type: none"> <li>✓ Provide different models of professional learning that accommodate adult learning (on-line modules, peer observations, portfolios, reflections, etc.)</li> <li>• Provide sustained and embedded professional development related to implementation of new programs and strategies <ul style="list-style-type: none"> <li>✓ Implement Georgia’s Formative Instructional Practices Blended Learning Module</li> <li>✓ Implement job-embedded professional learning on differentiation</li> </ul> </li> <li>• Offer an Induction Program to support new teachers in their first years of teaching <ul style="list-style-type: none"> <li>✓ Provide new teachers with formal, high quality, data-driven induction that starts prior to the beginning of the academic year and responsive, multi-year mentoring supports aimed at enhancing new teacher’s instructional practice</li> <li>✓ Continue to serve teachers with three or less years of experience</li> <li>✓ Encourage more veteran staff members to become Teacher Support Specialists (TSS)</li> </ul> </li> <li>• Align professional development with identified needs based on staff evaluation and student performance</li> <li>• Ensure that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice</li> <li>• Directly align professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers <ul style="list-style-type: none"> <li>✓ Allow release time for teachers to observe colleagues</li> </ul> </li> <li>• Engage teachers in peer observations and coaching aligned with indicators of effective practice</li> <li>• Promote a school culture in which professional collaboration is valued and emphasized <ul style="list-style-type: none"> <li>✓ Continue to employ the Instructional Rounds process, a protocol for looking at classroom instruction, with all staff members</li> </ul> </li> </ul>	<p>throughs</p> <p>Use results from TKES Self-Assessment to determine differentiated professional learning</p> <p>Continue to engage all staff members in Instructional Rounds, a protocol for looking at instruction collaboratively</p> <p>Conduct program evaluation of professional learning to assess additional needs</p> <p>Year 2 – Same as Year 1</p> <p>Year 3 – Same as Year 1 and 2</p>
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A5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

To be effective, performance-based incentive systems should involve significant teacher input at each stage of development and implementation, set clear performance goals, use multiple measures of teacher performance, provide monetary incentives that are large enough to effect teacher behavior, be sustained with resources available over the long-term, and be subject to rigorous evaluations of program implementation (National Comprehensive Center for Teacher Quality). Research has found that incoming teachers leave the teaching profession because they feel stifled by a flat career trajectory that prevents them from making a difference beyond their classrooms (Berg, et al., 2005). True career ladders recognize the progression from novice teacher status to proficient, professional, and eventually master or expert teacher status (National Comprehensive Center for Teacher Quality).

In a turnaround teacher, who must persuade others to succeed in spite of previous organizational and academic failure, achievement includes setting high performance goals for students, individually and as a group; prioritizing classroom activities to focus on those that will achieve the highest learning results in the shortest amount of time relative to inputs; using an array of strategies to meet student goals including direct action, others' efforts (students, parents, other staff) and other available resources; regularly monitoring own and student performance against high standards; and identifying and making needed changes (Public Impact, 2008). In order to create leadership supports, a collegial culture, and opportunities to expand teachers' horizons, Southwest will employ the following action steps to recruit and retain staff with the skills necessary to meet the needs of the students in a transformation school.

Actions:

- Implement an incentive plan to identify and reward teachers who increase student achievement and high school graduation rates. (See Appendix pgs. 23-28)
- In addition to the incentive plan, non-monetary incentives for performance will be implemented (i.e. additional planning time, additional classroom materials, certificates, recognition at faculty meetings, etc.)
- Assess teacher and staff members' career goals

Timeline:

Preliminary Actions:

During the 2013-2014 school term the new administration implemented a Leadership Academy for those who were interested in moving into a leadership role

Research teacher preparation programs to assist with the

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<ul style="list-style-type: none"> <li>• Select aspiring leaders to participate in the district’s upcoming leadership program which is a collaborative effort with the district, Middle Georgia RESA and the Professional Standards Commission.</li> <li>• Continue to build leadership capacity of school leaders by targeting specific leaders to participate in the Georgia Leadership Institute for School Improvement to enhance the implementation of the school improvement process.</li> <li>• Create a “Grow Your Own” teacher preparation program to assist paraprofessionals and teacher aides in becoming teachers. This program will be developed and monitored by administration with assistance from the Professional Learning Department.</li> <li>• Provide teachers with the opportunity to use time differently such as allocating more time for monitoring student progress, data analysis, joint planning, or professional development (Kowal, et. al., 2009)</li> </ul> <p>Berg, J. (2005). <i>Cracking the mold: How second-stage teachers experience their differentiated roles</i>. Cambridge, MA: Project on the Next Generations of Teachers.</p> <p>Kowal, J. (2009). <i>Successful school turnarounds: Seven steps for district leaders</i>. Washington, D. C.: The Center for Comprehensive School Reform and Improvement.</p>	<p>implementation of the “Grow Your Own” program</p> <p>Year 1</p> <p>Attend the Georgia Leadership Institute of School Improvement Program</p> <p>Survey teachers to determine professional goals</p> <p>Develop a “Grow Your Own” program to target paraprofessionals and other classified employees who desire to become teachers</p> <p>Monitor the implementation of the program</p> <p>Evaluate faculty and staff</p> <p>Year 2</p> <p>Continue with implementation of the Leadership Academy</p> <p>Survey new teachers to determine professional goals</p> <p>Continue with implementation of “Grown Your Own” program</p> <p>Evaluate program effectiveness of “Grow Your Own” program</p> <p>Evaluate faculty and staff</p> <p>Year 3</p> <p>Same as Year 2</p>
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A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with Common Core Georgia Performance Standards (CCGPS).

**Reinventing Our School**

***Freshman Academy***

Nearly one-third of all high school students leave the public school system before graduating (Swanson, 2004) and the problem is particularly severe among students of color and with disabilities (Green & Winters, 2005). Research is clear that ninth grade is a “make or break” year. More students fail ninth grade than any other grade in high school, and a disproportionate number of students who are held back in ninth grade subsequently drop out (Herlihy, 2007).

An analysis of current Southwest ninth grade data indicates that 51% of the students are not successful academically. These students are failing at least one of their academic courses. The ninth grade discipline data also is the highest among the student population. The freshman class makes up 49% of the overall discipline referrals. Fifty-seven percent of school suspensions come from the freshman class which according to Educator’s Handbook (PBIS data base) calculations equate to an instructional cost of 620.3 days. Other common assessment data indicates that several of the students are having difficulty in academics overall.

An identifiable trend called the “ninth grade bulge” and “tenth grade clip” is occurring across the nation. The ninth grade bulge refers to the number of ninth grade students who are failing to be promoted to the tenth grade. Thirty-five percent of the Southwest 2012 freshmen class was not promoted to the tenth grade. The tenth grade clip refers to the number of tenth grade students who drop out between ninth and tenth grade at times due to lack of promotion and other various factors (Wheelock & Miao, 2005).

Research supports that if a ninth grader fails more than one class, the student becomes discouraged and is less likely to graduate. According to a study conducted by the Southern Regional Educational Board (SREB), 45% of dropouts reported that they entered high school unprepared for rigorous studies. SREB reports that improving student achievement in the ninth grade can lead to improved graduation rates and improved readiness for college and careers. Trend data for Southwest freshman students shows a consistent high percentage of failure. This has resulted in consistently low graduation rates for years. In an effort to increase

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<p>the graduation rate, Southwest will implement a Freshman Academy to ensure freshman students have the safety nets necessary to graduate on time and college or career ready. The Freshman Academy will be a year long, uniquely designed school program that will provide ninth graders with the resources and support needed to be successful.</p> <p><b>Freshman Academy</b></p> <p>Actions : (Adapted from the Southern Regional Educational Board)</p> <p><i>Early Orientation and Preparation in the Middle Grades</i></p> <ul style="list-style-type: none"> <li>• Orient students to high school life, beginning in the middle grades and continuing into the early months of the ninth grade.</li> <li>• Offer a summer bridge program to bring at-risk students up to grade level before entering the ninth grade.</li> <li>• Meet with both feeder middle schools to promote placement of students, including students with disabilities, in ninth grade to ensure that students in need of additional support have their needs met from the first day of high school.</li> </ul> <p><i>Freshman Academy</i></p> <ul style="list-style-type: none"> <li>• Organize teachers into a freshman academy with heterogeneous students.</li> <li>• Appoint one instructional leader to assist the ninth-grade teams in practicing instructional planning, examining the level of teacher assignments and student work, and getting common agreements on end-of-grading-period exams and rubrics.</li> <li>• Provide teachers with planning time at least weekly so they can work together to plan lessons and identify the unique needs of students.</li> <li>• Ensure the student-to-teacher ratio in the ninth grade is no higher (and preferably lower) than any other grade level in high school.</li> <li>• Encourage the best teachers to teach ninth-grade courses and become teacher leaders in planning a positive learning experience for students.</li> </ul>	<p>Preliminary Actions:</p> <ul style="list-style-type: none"> <li>• Visited exemplary “Freshman Academy” models in the state of Georgia</li> <li>• Solicited input from current principals and former principals of “Freshman Academies”</li> <li>• A Summer Bridge Program has been planned for the Summer 2014 for upcoming ninth grade students utilizing Race to the Top funds which will end in 2014. Students who were administratively placed due to not meeting the standards on either the math or reading CRCT and over-aged students in jeopardy of dropping out of school are targeted for the program.</li> <li>• Collaborated with feeder middle schools to register students and target at-risk students to determine specific needs of students prior to enrolling in the fall</li> <li>• Surveyed current staff to determine interest in teaching the “Freshman Academy”</li> </ul> <p>Timeline:</p> <p>Year 1</p> <p>Collaboratively plan with the feeder middle schools to target at-</p>
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<p><i>Specialized Ninth-Grade Courses</i></p> <ul style="list-style-type: none"> <li>• Create a standards-based curriculum designed particularly to get more students to grade-level standards in English and mathematics.</li> <li>• Have students participate in career exploratory courses that engage students in authentic projects and expose them to a variety of career and educational opportunities.</li> <li>• Design classroom activities to help students work together to complete challenging assignments.</li> <li>• Give students choices to excel in meaningful learning activities.</li> <li>• Each ninth grade student will receive some instruction in our Law Academy. By each ninth graders' sophomore year, he or she will have the opportunity to choose one of the three pathways that will be offered in the Law Academy.</li> </ul>	<p>risk students early</p> <p>Implement a “Freshman Academy”</p>
<p><i>Guidance, Advisement and Support</i></p> <ul style="list-style-type: none"> <li>• Provide adult mentors and advisers for incoming ninth-graders. These mentors will follow the students throughout their high school career.</li> <li>• Involve parents in seeing firsthand what their children are achieving in school and in helping their children formulate career and educational goals and a plan for achieving those goals.</li> <li>• Remind students that all teachers and administrators believe they are ready to take on the challenge of high school studies and are willing to help them meet that challenge.</li> <li>• Maintain the focus on high standards and provide the extra help in and out of class to help students achieve grade-level standards.</li> <li>• Hire a Freshman Academy counselor to focus on specific academic needs of the ninth grade students.</li> <li>• Hire a graduation coach to ensure students graduate on time and college or career ready.</li> </ul>	<p>Timeline:</p> <p>Year 1</p> <p>Upon approval of the grant July 1, 2014</p> <p>Interview possible candidates for a counselor for the “Freshman Academy” and a Graduation Coach (See Job Description for Graduation Coach, pg. 32-33 in the Appendix)</p> <p>Assign advisers for freshmen students</p> <p>Monitor parent communication</p> <p>Conduct at least two face to face conferences with students’ parents to discuss progress</p> <p>Year 2 Same as Year 1</p>



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<ul style="list-style-type: none"> <li>• Require all ninth grade students to be involved in an extra-curricular activity to develop a sense of belonging to their new school environment.</li> <li>• Parents will be required to attend at least two conferences to receive information on their child’s progress.</li> </ul> <p><i>No Zero Policy</i></p> <ul style="list-style-type: none"> <li>• Require students to redo substandard work to meet grade-level standards.</li> </ul> <p>Green, J. &amp; Winters, M. (2005, February). <i>Public high school graduation and college readiness rates: 1991-2002</i>. New York, NY: Manhattan Institute for Policy Research.</p> <p>Herlihy, C. (2007). <i>Toward ensuring a smooth transition into high school</i>. Washington, D.C.: National High School Center at the American Institutes for Research.</p> <p>Swanson. C. (2004). <i>The real truth about low graduation rates: An evidence-based commentary</i>. Washington D.C.: The Urban Institute.</p> <p>Wheelock, A. &amp; Miao, J. (2005, March). The ninth grade bottleneck. <i>The School Administrator</i>.</p> <p><b>Enhancement of Law Academy</b></p> <p>The transition to high school presents numerous challenges for some students, especially ninth grade students. According to the National High Center, in order to help address the concern of student drop-outs schools across the nation are implementing thematic learning and career academies, which tend to be smaller, focused programs within a larger high school. Designed to expose students to a rigorous core curriculum, career academies simultaneously teach college and career-ready skills in a specific fields. Close partnerships with the employers in the local community will provide career awareness, internships, and other work-based learning opportunities for students. An emphasis is placed on personalized learning (Smith, 2008) and career academies often involve a mentoring component.</p> <p>In 1999, under the leadership of Dr. Gail Fowler, Southwest High School became a magnet school with a law focus. The Law Academy is an opportunity for students to learn more about the functions of government, the legal system, and public service and</p>	<p>Assign advisers for freshmen students</p> <p>Monitor parent communication</p> <p>Conduct at least two face to face conferences with students’ parents to discuss progress</p> <p>Year 3 Same as Year 1 and 2</p> <p>Timeline: 2014-2015 new implementation of district-wide grading policy.</p>
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<p>advocacy. Law Academy students receive exposure to the legal profession, and develop the skills and knowledge needed to embark on advanced professional and academic careers. Current data indicates that the school has 4% of its population served in the magnet program. After conducting an assessment, it was discovered that students were not aware all students are eligible to participate in the Law Academy. There was a misperception that only students from other feeder zones were allowed to participate in the program. Students have expressed an interest in expanding the program to include more areas of the law such as law enforcement and legal services. The Law Academy’s purpose is directly aligned to our vision to ensure that “each student demonstrates strength of character and is college or career ready.” Through the Law Academy there are opportunities to introduce students to the knowledge of judicial processes, to reinforce character education, and to build our students’ leadership capacities. In addition, the overall program provides a wealth of opportunities for future career placement in jobs in the Bibb County community.</p> <p>In an effort to increase this opportunity to the majority of the population, Southwest will add two additional law pathways (Legal Enforcement Services/ Forensic Science and Legal Services/ Legal Administrative Services). Southwest plans to partner with local colleges and law enforcement agencies to provide the students with internships and work-based learning experiences.</p> <p>The Southwest Magnet High School and Law Academy seeks to cultivate and enrich young men and women with the essential skills required for collegiate and applied studies in Law. As such, the program strives to provide a platform for learning that will prepare students for the critical thinking and technological demands of today’s careers in the law profession.</p> <p>Smith, T. (2008). <i>Striking the balance: Career academies combine academic rigor and workplace relevance</i>. Washington, D.C.: National High School Center at the American Institutes for Research.</p> <p><b><u>Southwest Law Academy Proposed Initiatives</u></b></p> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Provide students the opportunity to become global thinkers through an academic emphasis on international relations, foreign affairs, and public administration</li> <li>• Offer students a curriculum focused on the interpretation</li> </ul>	<p>Timeline: Preliminary Actions</p> <ul style="list-style-type: none"> <li>• Collaborated with the District CTAE Director to inquire about expanding the Law Academy</li> <li>• Collaborated with Georgia Legal Services to determine learning opportunities for students</li> <li>• Collaborated with Boys Scouts of America to prepare for implementation of the Explorer’s Police Academy</li> <li>• Collaborated with the Orange Duffel Bag Program to develop a plan for over-aged students who may be in jeopardy of dropping out</li> </ul> <p>Year 1</p> <p>Implement an additional Law Pathway – Legal Services/ Legal Administrative Services</p> <p>Upon approval of grant July 1, 2014 Interview possible CTAE candidates to teach the additional pathway and a Career Academy Coach to oversee the “Freshman Academy”, implementation of AVID, and the Law Academy (See Job Description for Academy Coach, pgs. 34-35 in Appendix)</p> <p>Ensure CTAE teachers have equipment necessary for the implementation of Law</p>
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<p>and implementation of the US Constitution, the rights of the individual in relation to federal and state governments, the process of bringing civil and criminal lawsuits in a simulated courtroom setting, and issues involved with the practice of international law through comparative law studies</p> <ul style="list-style-type: none"> <li>• Provide students with an understanding of the differences among the US Common Law system and international Civil Law systems</li> <li>• Offer opportunities for students to participate in academic competitions focused on authentic mock trials and/or an in-depth analysis of Constitutional Law</li> <li>• Increase student acceleration in collegiate studies by promoting dual enrollment courses outside of the traditional school day and by increasing course offerings in the field of pre-law during the school day</li> <li>• Expose students to specific research standards and protocols associated with academic and law libraries, databases, and other electronic research tools</li> <li>• Introduce students to real-world experiences in law careers through professional internships in law offices or other arenas where law is practiced throughout the community</li> <li>• Add an additional CTAE teacher to teach the new pathway courses</li> <li>• Develop partnerships with local businesses, organizations, and government agencies and leverage these partnerships to give students hands-on learning opportunities, such as internships and job shadowing</li> <li>• Partner with Mercer Law School to expose students to Pre-Law opportunities</li> <li>• Implement a student court system</li> <li>• Implement a Student Leadership Program to develop students' leadership skills</li> <li>• Provide parents with information about the purpose and outcome of the Law Academy</li> </ul>	<p>Enforcement/ Forensic Science for the upcoming year</p> <p>Timeline:</p> <p>Year 2</p> <p>Same as above; however, implement the third Law Pathway –Law Enforcement/ Forensic Science</p> <p>Year 3</p> <p>Same as Year 1 and 2</p>
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<ul style="list-style-type: none"> <li>• Hire an Academy Coordinator to monitor the implementation of the Freshman Academy, Law Academy and AVID</li> <li>• Add two additional pathways to the current existing Law Academy to provide students with three Law Pathways:             <ul style="list-style-type: none"> <li>✓ Law Enforcement Services/ Criminal Investigations (current pathway),</li> <li>✓ Law Enforcement Services/ Forensic Science</li> <li>✓ Legal Services/ Legal Administrative Services</li> </ul> </li> </ul> <p><b>Current Pathway: Law Enforcement Services/ Criminal Investigations Pathway Courses and Explanations</b></p> <p><i>Introduction to Law, Public Safety, Corrections and Security</i> - This course provides students with career-focused educational opportunities in various LPSCS fields. It examines the basic concepts of law related to citizens’ rights and the responsibilities, and students will receive instruction in critical skill areas including: communicating with diverse groups, conflict resolution, ethics, CERT (Citizens Emergency Response Training, or similar program), basic firefighting, report writing, terrorism, civil and criminal law. Career planning and employability skills will be emphasized.</p> <p><i>Criminal Justice Essentials</i>- Criminal Justice Essentials provides an overview of the criminal justice system. Starting with historical perspectives of the origin of the system, the course reviews the overall structure. Students will become immersed in criminal and constitutional law and will review basic law enforcement skills. The course ends with a mock trial to provide participants with a first-hand experience of the criminal justice system. The course will also provide in-depth competencies and components for the co-curricular SkillsUSA student organization that should be incorporated throughout instructional strategies of the course.</p> <p><i>Criminal Investigations</i> - This course is designed to provide students with an opportunity to explore the basic processes and principles of a criminal investigation. Students will learn the legal responsibilities and challenges of the patrol officer, investigator,</p>	<p>Year 1</p> <p>Implement an additional Law Pathway – Legal Services/ Legal Administrative Services</p> <p>Upon approval of grant July 1, 2014 Interview possible CTAE candidates to teach the additional pathway and a Career Academy Coach to oversee the “Freshman Academy”, implementation of AVID, and the Law Academy</p> <p>Ensure CTAE teachers have equipment necessary for the implementation of Law Enforcement/ Forensic Science for the upcoming year</p> <p>Year 2</p> <p>Same as above; however, implement the third Law Pathway –Law Enforcement/ Forensic Science</p> <p>Year 3</p> <p>Same as Year 1 and 2</p>
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<p>and crime scene technician at a crime scene. Students will learn the importance of preserving and documenting the crime scene along with the identification, collection, and processing of evidence and the contribution to the criminal investigation.</p>	
<p><b>New Program</b></p>	
<ul style="list-style-type: none"> <li>• <b>Explorer’s Police Academy</b> - In this pathway students will have the opportunity to participate in the Explorer’s Police Academy. The Explorer program provides a community service organization for anyone interested in a law enforcement career and allows young men and women to better understand the role of law enforcement in today’s society. This program also provides members with training and experience in leadership, teamwork, and positive self-confidence. By identifying interested youth and exposing them to police work, the goal is to attract possible officers of tomorrow. In addition to classes, scenarios and training, Explorers have the opportunity to work with various community programs and organizations. Because helping the community is a vital role of a police officer, Explorers will be given many opportunities to serve and help the public.</li> </ul>	<p>Year 1</p> <p>Implement an additional Law Pathway – Legal Services/ Legal Administrative Services</p> <p>Upon approval of grant July 1, 2014 Interview possible CTAE candidates to teach the additional pathway and a Career Academy Coach to oversee the “Freshman Academy”, implementation of AVID, and the Law Academy</p> <p>Ensure CTAE teachers have equipment necessary for the implementation of Law Enforcement/ Forensic Science for the upcoming year</p>
<p><b>New Pathway: Law Enforcement Services/ Forensic Science Pathway Courses and Explanations</b></p>	
<p><i>Introduction to Law, Public Safety, Corrections and Security –Same as Above</i></p>	
<p><i>Criminal Justice Essentials – Same as above</i></p>	
<p><i>Forensic Science and Criminal Investigations</i> - Forensic Science and Criminal Investigations is a course designed to contextualize scientific principles within the career studies of students interested in criminal justice. The course will utilize scientific equipment. Students will study the forensic application of principles of chemistry, biology, physics and other disciplines. Students will utilize chromatography, electrophoresis, microscopic observation, and other scientific techniques in their studies. Students will also learn some investigative techniques and crime scene investigation skills through the lens of the scientific method.</p>	<p>Year 2</p> <p>Same as above; however, implement the third Law Pathway –Law Enforcement/ Forensic Science</p> <p>Year 3</p> <p>Same as Year 1 and 2</p>
<p><b>Legal Services/ Legal Administrative Services Pathway Courses</b></p>	

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<b>and Explanations</b>	
<p><i>Introduction to Law, Public Safety, Corrections and Security –Same as Above</i></p>	
<p><i>Essentials of Legal Services</i> - Essentials of Legal Services is the second course for the Legal Services pathway. This course provides an overview of the judicial process and role in our constitutional system of government. The major focus of the course is on constitutional rights of citizens and the corresponding duties of governmental officials. Students will learn about the role of the United States Supreme Court as the final arbiter of constitutional rights and responsibilities, as well as learning about the legal process in both criminal and civil cases. Students will learn about the various participants and the legal and ethical roles in criminal and civil cases. Students will not only understand these legal concepts, but will be able to apply their knowledge to various scenarios and defend their choices, decisions, and actions. Employability skills will be integrated into the tasks, activities, and projects to demonstrate skills required in legal services careers.</p>	<p>Year 1</p> <p>Implement an additional Law Pathway – Legal Services/ Legal Administrative Services</p> <p>Upon approval of grant July 1, 2014 Interview possible CTAE candidates to teach the additional pathway and a Career Academy Coach to oversee the “Freshman Academy”, implementation of AVID, and the Law Academy</p> <p>Ensure CTAE teachers have equipment necessary for the implementation of Law Enforcement/ Forensic Science for the upcoming year</p>
<p><i>Legal Administrative Services</i> - This course provides an overview of the responsibilities of a legal administrative assistant. Students explore the wide range of career opportunities as a legal administrative assistant with private law firms, corporate legal departments, governmental agencies, judiciary offices, colleges and universities, business offices, nonprofit law firms, and court-reporting agencies. Students will be introduced to basic legal knowledge concerning substantive criminal and civil law and will learn to handle specialized responsibilities in the field of law. The responsibilities include handling legal correspondence, working with an attorney or paralegal to prepare legal documents such as motions, subpoenas and appellate briefs, as well as maintaining legal files and records. Students will also learn the basic computer skills necessary for a well-functioning law office. In addition, students will explore the role of certified court reporters in the justice system. Employability skills will be integrated into the tasks, activities, and projects to demonstrate skills required in legal administrative services careers. After completion of this course and any other requirements, students may be eligible for pursuing the Legal Office Assistant credential.</p>	<p>Year 2</p> <p>Same as above; however, implement the third Law Pathway –Law Enforcement/ Forensic Science</p> <p>Year 3</p> <p>Same as Year 1 and 2</p>

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<p><b>Proposed Partnerships (In-Kind Services):</b></p> <ul style="list-style-type: none"> <li>• Division of Juvenile Justice</li> <li>• Bibb County Sheriff’s Department</li> <li>• Georgia Legal Services (Ira Foster)</li> <li>• Mercer University School of Law</li> <li>• Bibb County Coroner and Forensics Lab</li> <li>• Georgia Bureau of Investigation</li> <li>• Federal Bureau of Investigation</li> <li>• Volunteer Macon</li> <li>• Georgia Bar Association</li> <li>• Parks and Recreation</li> <li>• Bibb County Superior Court</li> <li>✓ All of these partnerships are provided on a voluntary basis. These will be in-kind services provided by community members interested in the Southwest students’ educational experience.</li> </ul> <p><b>Curriculum Integration</b></p> <ul style="list-style-type: none"> <li>• Multidisciplinary –requires teacher and student collaboration</li> <li>• Integrates core concepts from several academic courses and the law course</li> <li>• Addresses both academic and career-technical standards</li> <li>• Problem or project-based- build student’s inquiry, teamwork, and communication skills</li> <li>• Writing, speaking, listening and reading skills in ELA</li> </ul> <p><b>Advancement via Individual Determination Academy (AVID) (Currently funded under Gear-Up)</b></p> <p>The AVID program is currently funded through the Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP). This discretionary grant program is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students.</p> <p>The AVID Academy focuses on the implementation of strategies</p>	<p>Preliminary actions:</p> <p>AVID students were identified at their feeder middle school in March 2013.</p> <p>Through GEAR Up funds, new members of the AVID Site Team will be trained July 1 -3, 2014.</p> <p>Schedule AVID students for sections on the master schedule. June 2014</p> <p>Recruit new students March-April 2015</p> <p>Year 2</p> <p>Repeat Y1 actions</p> <p>Year 3</p> <p>Repeat Y2 actions</p> <p>Conduct a program evaluation in May 2017</p>
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<p>from Advancement Via Individual Determination (AVID) program, designed to increase the number of under-represented students who enroll in four-year colleges. The Academy includes the key components of AVID in the areas of writing, reading, inquiry, collaboration, time management, and note-taking, in addition to problem solving and critical thinking. Finally, the Academy emphasizes a multidisciplinary approach to instruction wherein teachers will work collaboratively within and across the content areas to plan lessons/or units that illuminate learning connections across disciplines. Two AVID elective teachers have been selected and have worked with AVID students this past year. Tenth grade teachers will be trained this summer to provide sustainability of the program when the students move to the next grade level. A new cohort of ninth grade students will receive the support of AVID, the “Freshman Academy” and the Law Academy as a means to prepare the students for college and career readiness. To ensure sustainability of the AVID strategies, all staff members are provided job-embedded professional learning in AVID provided by coached and administrators who have been AVID trained. All students are required to have a three-ring binder for organization, and all subjects implement Cornell Notes.</p>	<p>Sustain AVID research-based strategies school wide</p>
<p>Year 1</p> <p>Targeted ninth and tenth grade students will be enrolled in an AVID elective and will receive academic skill support and instruction. Twice a week students will be coached by college tutors from Mercer University and will work in collaborative learning groups to enhance their learning. The remaining three days will be devoted to a strong reading and writing curriculum; study skills; preparation for college entrance and placement exams; guest speakers; team building; and field trips to colleges or businesses. AVID students will be placed in targeted core classes designed to increase capacity in student leadership with a goal of preparing them for rigorous courses in their pathways.</p>	<p>Timeline:</p> <p>Preliminary Actions          Spring 2014 teachers were surveyed to solicit their interest in sponsoring extra-curricular activities</p> <p>Implemented Beta Club Fall 2013 and researched information regarding starting a National Honor Society Chapter</p>
<p><b>Student Leadership Programs</b></p> <p>Student leadership abilities play an integral role in college admissions. A significant leadership role early on in a student’s high school career can make a difference between a decent college application and a stellar one. Developing the students’ leadership capacities will equip them with life-long skills that will be necessary for college and careers. The goal will be to involve our students in the decision-making process at the school level to solicit ownership of the school improvement process from our primary</p>	<p>Year 1</p> <p>Implement Student Leadership Program</p> <p>Conduct summer leadership training</p> <p>Determine students to serve on School Council</p>



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<p>stakeholders, the students.</p> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Recruit students for current leadership organizations such as Student Governance Association, Beta Club, DECA, FBLA, FCCLA, Skills USA, Mock Trial and Student African American Brotherhood (SAAB)</li> <li>• Conduct leadership training for student leaders during the summer and throughout the school year.</li> <li>• Implement a National Honors' Society Chapter</li> <li>• Provide registration fees and transportation for state and national conventions for these organizations</li> <li>• Involve students in the planning process for Open House, Smooth Move, Homecoming, and other school-wide activities.</li> <li>• Continue to have a student leader serve on the AVID Site Team.</li> <li>• Include a student representative on the School Council.</li> <li>• Require students to participate in a year-long community project of the organization's choice.</li> <li>• Fund college trips for students to give them an opportunity to compare local and state colleges.</li> <li>• Explore opportunities for the students to receive Carnegie credits for additional work on community project.</li> </ul>	<p>Meet with student leaders throughout the school year to assess school programs</p> <p>Conduct program evaluation</p> <p>Year 2 Same as Year 1</p> <p>Year 3 Same as Year</p>
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<p>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.</p>	
<p>Data systems allow for the collection, interpretation, and use of student data. A universal screening system can be used at the beginning and middle of the school year to identify students who are academically on-track and those who are at-risk for difficulties in key critical content areas, such as reading and mathematics</p>	

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(Gersten, Beckmann, Clarke, Foegan, Marsh, Star, & Witzel;. 2009; Gersten, Compton, Connor, Dimino, Santoro, Linan-Thompson, & Tilly, 2008).

In order for Southwest to change student learning outcomes, it must become a learning organization that uses data in ongoing and agile ways to mobilize teams within the building to employ and assess targeted changes in instructional practice. Many initiatives have already been put into place this year toward that end. With additional funding, these initiatives can be strengthened and expanded.

**Actions:**

- Identify which students are at-risk and provide more intense instruction to students identified as at-risk
- Employ efficient, easy to use progress monitoring measures to track the progress of students receiving intervention services towards critical academic outcomes.
  - ✓ Continue to utilize AimsWeb as a universal screener for placement into READ 180 for ninth graders and Inside Algebra for math
  - ✓ Continue to utilize Lexile Scores for placement into READ 180 for ninth grade students. (A Reading Specialist has been hired to instruct the students placed in READ 180. She has received specialized training in using Lexile Scores and providing instruction to struggling readers.)
- Use formative assessments to evaluate learning and determine what adjustments can be made to instruction to enhance student understanding.
- Engage in professional collaboration about identifying and/or developing performance-based assessments, scoring them consistently, and using the results to improve instruction and monitor student growth.
- Implement District Unit Benchmarks (DUBs) to assess student progress on a quarterly basis.
- Focus on the essential elements of RTI: high-quality,

**Timeline:**

**Year 1**

Continue to implement Data Teams on a monthly basis with content area teachers and school administration to monitor student progress through analysis of common assessments

Monitor implementation of intervention programs (READ 180 funded through Title I funds and Inside Algebra funded through Gear Up funds)

Continue to involve all stakeholders (Leadership Team, Collaborative Teams, and students in the school improvement process by sharing data presentations and involving them in the SDIS process

**Year 2**

Same as Year 1

**Year 3**

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<p>research-based instruction for all students and interventions for struggling students, universal screening, progress monitoring, fidelity, and evaluation.</p> <ul style="list-style-type: none"> <li>• Continue to employ Data Teams, a data analysis protocol, on a monthly basis to analyze data to determine next steps in instruction. This process has been led by the current administrator who has received training on the Data Teams process from the Leadership and Learning Center. The implementation of Data Teams has been pervasive and has built the capacity level of school leaders to lead teams in data analysis.</li> <li>• Involve students in the learning process by reviewing their graduation plan through a cohort advisement program known as “Operation Graduation—Teachers as Advisors.”</li> <li>• Have students and teachers employ the eight steps to the Georgia School Improvement Framework. Students and teachers will utilize steps to the school improvement process to analyze data, determine SMART goals and to monitor student progress.</li> <li>• Monitor continued improvement of instructional practices through the implementation of the Teacher Keys Effectiveness System.</li> <li>• Continue to utilize protocols such as the Collaborative Assessment Conference Protocol to review student work, products, artifacts, and project-based assessments to inform instruction.</li> <li>• Expand the use of a variety of assessments to monitor student progress and inform instruction.</li> <li>• Maintain a school improvement team that engages in continuous examination of school practices, guided by standards and indicators of effective district practice.</li> </ul> <p>These initiatives will continue to be a driving force in transforming the school’s performance in reaching and exceeding targeted levels of student achievement.</p> <p>Currently Literacy and Math Coaches work closely with the</p>	<p>Same as Year 1 and 2</p>
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administrative team, teachers and the Leadership Team to identify student learning needs, target those needs through instruction, develop professional learning plans that guide instructional improvement, enhance the quality of instruction through ongoing practice-feedback cycles, and continuously assess and revise plans based on the deliberate examination of student work, student data, and classroom practice. To ensure academic coaches are spending their time coaching teachers and implementing school improvement strategies, coaches turn in a weekly calendar to the administration for approval. Administration reviews the calendar to monitor time spent coaching the staff, especially teachers who have deficiencies. The school also plans vertically with the feeder elementary and middle schools to analyze school data and develop action plans to increase the graduation rate.

All classroom teachers are currently being trained in Formative Instructional Practices using the instructional modules provided by the Georgia Department of Education in order to learn and successfully implement high-impact formative assessment strategies designed to improve individual student performance. This training is on-going and its implementation will be closely monitored to ensure effective use in the classroom (See agenda for FIP Module One). These formative instructional practices will be utilized to improve course design and content, to shape instructional methods, to make adjustments in lesson content and delivery methods, and to provide timely constructive feedback to students in order for them to know what steps they need to take to improve academic performance.

Each department currently holds collaborative planning sessions, guided by an established “Collaborative Planning Protocol”. Along with weekly collaborative planning, the school utilizes Target Teams and Data Teams to gather, disaggregate, interpret, analyze, and share data to ensure a data-driven instructional focus in every course and every classroom. In addition to informing classroom instruction, student data is also used to identify students who need supplemental support services to enhance academic achievement. A variety of assessments are used to obtain student data.

As designed by the Georgia Department of Education, Student Learning Objectives (SLOs) assessments will be used to provide baseline data in order to establish learning targets for individual

Timeline:

FIP Training began on February 2014 and will continue throughout the 2014-2015 school term.

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<p>students as well as classes. Student performance will be monitored via interim assessments to determine progress toward these targets. Along with formative assessments, summative assessments such as classroom exams and EOCTs, will be used to monitor student mastery of Common Core Standards and, along with other measures, to determine students' individual needs for instructional support or enhancement in the classroom. Such assessment data will be used on a regular basis to determine the need for student participation in after-school academic support programs such as Southwest Tutorial Enrichment Program (S.T.E.P.) and E2020, a credit recovery program.</p> <p>Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., &amp; Witzel, B. (2009). <i>Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools. A practice guide.</i> (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.</p>	
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<p>A8. Establish schedules and strategies that provide increased learning time for all students (defined as 300 hours of additional time devoted to instruction for all students, teacher planning and collaboration, and remediation). Please describe how the school will provide at least 50 hours of instruction (through a longer day, week, or academic year) for all students and how the remaining 250 hours will be divided between teacher planning and collaboration and remediation.</p>	
<p>Currently, the 180 six-hour-day schedule used in most schools is not based on the needs and learning styles of students, but rather on a 19th-century agrarian system (Farbman &amp; Kaplan, 2005). Many states and districts have considered ways to change the outdated way that time is spent in school by (1) transforming school day schedules; (2) extending the school day; and (3) altering the school year structure. Ultimately, though, these reforms must not focus on simply extending the time students are in school, but on increasing the time students engage in productive, academic learning (Silva, 2005).</p> <p>At Southwest, Increased Learning Time will include several models to meet the specific needs of the students in targeted academic support classes. For more time to deliver meaningful results, the schedule will include at least 300 hours of additional time devoted for all students, teacher planning and collaboration and remediation.</p>	

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<p>Action Steps:</p> <ul style="list-style-type: none"> <li>• Implement professional development to aid teachers in employing research-based instructional strategies during Increased Learning Time</li> <li>• Determine how to restructure the school day so that students who need the most support are given more instructional opportunities</li> <li>• Create a plan for monitoring the progress of increased learning time initiatives as well as continuous improvement</li> </ul> <p>Farbman, D., &amp; Kaplan, C. (2005). <i>Time for a change: The promise of extended-time schools for promoting student achievement</i>. Boston, MA: Massachusetts 2020.</p> <p>Silva, E. (2007). <i>On the clock: Rethinking the way schools use time</i>. Washington, DC: Education Sector.</p> <p><b>Collaborative Planning (At least 60 minutes per week for each teacher)</b></p> <p>Common planning time for grade level, subject, or interdisciplinary teams has increasingly been considered a crucial part of school improvement. Research suggests that sufficient, scheduled planning time is essential for these teams to be effective (Flowers, Mertens, &amp; Mullhall, 1999). Collaborative teams, in which teachers share planning time and a common group of students, have been correlated with better school culture, more effective parent communication, higher student achievement, and increased teacher motivation and job satisfaction (Kassissieh &amp; Barton, 2009; Flowers et al., 1999; Little, 1982; Jackson &amp; Davis, 2000; Piccucci, Brownson, Kahlert, &amp; Sobel, 2002)</p> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Organize the instructional schedule to include sustained time for team collaboration</li> <li>• Establish clear expectations for the work products developed during planning time</li> <li>• Require at least 60 minutes of collaborative planning for teachers each week</li> </ul>	<p>Preliminary Actions:</p> <ul style="list-style-type: none"> <li>• Worked with the Scheduling Committee to ensure a master schedule is built that will maximize instructional time and provide increased learning time for all students</li> </ul> <p>Year 1</p> <p>Implement several models of increased learning time (during the school day, after school, Saturdays, during breaks)</p> <p>Monitor the program effectiveness of Increased Learning Time at all levels</p> <p>Monitor collaborative planning</p> <p>Year 2</p> <p>Same as Year 1</p> <p>Year 3</p> <p>Same as Year 1 and Year 2</p> <p>Timeline: Ongoing</p> <p>Monitor collaborative planning by administrators and coached attending collaborative planning meetings and monitoring the minutes on a weekly basis to</p>
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Kassissieh, J., & Barton, R. (2009). The top priority: Teacher learning. *Principal Leadership*, 9(7), 22-26

**School Day-Embedded Increased Learning Time (50 minutes a day for targeted students)**

During ILT during the school day, the time will be used to build a school culture of high expectations and mutual accountability, prepare students for college and career, strengthen instruction, and provide well-rounded education. Students will engage in self-assessments, peer tutoring, and focused instruction based on students' needs. Re-engagement methods will be used such as instruction enhanced by technology, differentiation, culturally responsive pedagogy, and activities that cultivate higher order thinking skills. Teachers will spend this time facilitating engaging activities, using varied methods of instruction and assessment, and fostering positive relationships with students.

**Actions:**

- Implement screening and progress monitoring vertically and horizontally
- Use screening and progress monitoring data to identify students in need of assistance and to make instructional decisions
- Continually assess students to obtain valid data and use this student data to inform instructional decisions and determine appropriate grouping patterns
- Use grouping strategies to meet the individual needs of students within the broader group context and design instructional tasks for each group to align with educational goals
- Differentiate instruction by using various grouping formats, modifying assignments, allowing students to respond in multiple ways, and using other effective instructional strategies such as re-teaching and providing examples
- Provide opportunities for teams of teachers to plan and prepare procedures and materials to use for feedback,

Timeline: Ongoing

March

Schedule Increased Learning Time and maximize the schedule to ensure remediation and enrichment for all students

Monitor program effectiveness through walkthrough and collecting academic data

Continue to use common assessment data to identify students' strengths and weaknesses and to determine next steps in instruction

Timeline: Ongoing

March

Schedule Increased Learning Time and maximize the schedule to ensure remediation and enrichment for all students

Monitor program effectiveness through walkthrough and collecting academic data

Continue to use common assessment data to identify students' strengths and weaknesses and to determine next steps in instruction



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<p>correctives, enrichment, and instructional alignment</p> <ul style="list-style-type: none"> <li>• Recognize the diversity of students as learners and offer powerful programs that provide the differentiated learning opportunities that will accelerate the achievement of all students</li> <li>• Use student-centered activities to meet the specific needs of students</li> <li>• Utilize the data analysis from the common assessments analyzed during Data Teams to determine flexible groups</li> <li>• Monitor student performance through formative and summative assessment and use student data to inform instructional decision-making and ensure appropriate levels of instruction</li> </ul> <p><b>Southwest Tutorial Enrichment Program (S.T.E.P.) After School Program (3 days a week at 2 hours per day)</b></p> <p>Whatever its context or purpose, tutoring represents a means of increasing intensity, including instructional time and instructional focus (e.g., smaller groups, homogenous grouping, and direct instruction of skills). Tutoring may occur during non-instructional periods of the school day, before or after school, or during weekends.</p> <p>The goal of Southwest’s S.T.E.P. program is to increase cohort graduation rate by allowing students with the desire and need for remediation to have an opportunity to meet in a small group setting. This will allow students to receive individualized instruction. Selected teachers with proven success will work with students on current coursework to ensure mastery of state standards. A variety of data sources will be used to recommend students for these services.</p> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Support the hiring and monitoring of tutors, recruiting and screening volunteer tutors, and supporting teachers who implement peer tutoring</li> </ul>	<p>Timeline: Ongoing</p> <p>Implement after school program</p> <p>Evaluate program effectiveness</p>
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<ul style="list-style-type: none"> <li>• Align tutoring content with student needs and with classroom-provided instruction to yield the best results</li> <li>• Assess the effectiveness of the after school program through data analysis and observation data</li> <li>• Staff will meet parents of students who are failing to encourage student participation. Teachers will be required to have conferences with parents to offer this opportunity instead of depending on the students to make the decision of attending the afterschool program.</li> <li>• For students who do not attend these after school sessions, their progress will be closely monitored in Increased Learning Time.</li> </ul> <p><b>Saturday School ( 3 Hours, 2 Saturdays a Month)</b></p> <p>Any student seeking course-work remediation or attendance recovery may participate in the program. Saturday school is designed for students to work on current coursework through direct instruction, computer-assisted, and/or virtual learning. Students who are in need of attendance recovery may attend to make-up assignments and time lost.</p> <ul style="list-style-type: none"> <li>• Staff will meet parents of students who are failing to encourage student participation. Teachers will be required to have conferences with parents to offer this opportunity instead of depending on the students to make the decision of attending Saturday sessions.</li> <li>• For students who do not attend these Saturday sessions, their progress will be closely monitored in Increased Learning Time.</li> </ul> <p><b>Southwest Summer Bridge Program (Two Weeks prior to School Opening - 6 hours a day for 2 weeks)</b></p> <p>The purpose of the Summer Bridge Program is to provide an orientation program for incoming freshman that is rigorous and is a transition tool for those students not fully prepared to meet the demands of secondary instruction and high school life.</p> <p><b>Southwest Summer Opportunity Program (Four Weeks in June)</b></p>	<p>Timeline: Ongoing</p> <p>Implement Saturday School program</p> <p>Evaluate program effectiveness</p> <p>Preliminary Actions:</p> <p>Collaborate with feeder middle schools to identify targeted students</p> <p>Timeline: Ongoing</p> <p>Implement Summer Bridge program</p> <p>Evaluate program effectiveness</p> <p>Timeline: Ongoing</p> <p>Implement Summer Opportunity Program</p> <p>Evaluate program effectiveness</p> <p>Timeline: Ongoing</p>
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<p><b>– 5 hours a days for 4 weeks)</b></p> <p>The summer program is an extension of the regular academic program and is designed to allow students to make up credit.</p> <p><b>Southwest Intersession School (Breaks &amp; Holidays)</b></p> <p>Students who are failing coursework will be allowed to work on re-engagement activities. Some students may need assistance with Credit Recovery. Students who have been absent can make-up time during in this setting as well. Intersession school is equally designed for our students to prepare for state and national assessments.</p> <p><b>Enrichment</b></p> <p>SAT and Study Skills classes will continue to be offered to assist students with increasing their SAT scores and with standardized testing. The school partners with Mercer University students to conduct SAT workshops for 9<sup>th</sup>-12<sup>th</sup> grade students. There is also a partnership with Educational Talent Search to provide students with Saturday workshops for EOCT, SAT, PSAT, and ACT preparation.</p>	<p>Implement Intersession School during holidays and breaks</p> <p>Evaluate program effectiveness</p> <p>Timeline: Ongoing</p> <p>Implement Enrichment programs</p> <p>Evaluate program effectiveness</p>
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<p><b>A9. Partner with parents and parent organizations, faith-and community- based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students’ social, emotional, and health needs.</b></p>	
<p>Research shows that schools can improve their students’ learning by engaging parents in ways that directly relate to their children’s academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach (Henderson &amp; Mapp, 2002, Partikakou, Weissberg, Redding, Walberg, 2005; Redding, 2000). Educators who desire effective partnerships are advised to prioritize the process, permit time for development, and promote community ownership (Sanders &amp; Lewis, 2005)</p> <p>In order to provide a holistic approach to improve academic achievement for the entire student population, Southwest High School will endeavor to create an environment conducive to developing a meaningful partnership among the school, home, community and community-based organizations. The goal is to foster and build relationships designed to improve the school’s current family and community engagement environment. Emphasis is placed on the importance of shared responsibility between parents and educators to increase student performance and achievement. In order to enable parents to support this effort to the maximum degree, school administration will plan and conduct meetings and services in effort to provide vital information that results in the best understanding of subject matter that enables</p>	

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<p>parents and family members to optimally assist their student’s success and achievement. Examples of the provided information may be: explain the Common Core Standards, the forms of assessment that are used to measure student progress, what the student performance standards mean, and how the school’s curriculum is intended to prepare students to meet the performance benchmarks. The school has assessed student needs and has identified potential community partners who might address the needs.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Create a plan to communicate with stakeholders during the implementation of the transformation model</li> <li>• Engage all stakeholders in the decision-making process <ul style="list-style-type: none"> <li>✓ Solicit input from teachers, parents, and students</li> <li>✓ Use parent surveys for community input</li> </ul> </li> <li>• Implement an operational School Council that consists of the principal, family engagement facilitator, two staff members, two business partners, two community partners, two parents, and two student leaders</li> <li>• Develop appropriate roles for community-based organizations and businesses to partner in parent involvement activities</li> <li>• Incorporate the community into the curriculum as a resource of learning, including service learning, place-based education and other strategies</li> <li>• Provide information about opportunities for organizations and businesses to work with our parents in concert with the school to encourage meaningful and fruitful partnerships</li> <li>• Invite representatives from organizations to serve on selected school councils and advisory committees</li> <li>• Send home information related to school and parent programs, meetings, and other activities in the language used in the homes. Interpretation services will be available at meetings when possible.</li> <li>• Engage available social services within the school district to address and treat specific wellness needs of students as a wrap-around approach to student achievement</li> </ul>	<p><b>Preliminary Actions:</b></p> <p>Prior to the beginning of the 2013-2014 school year, the principal appointed a School, Family, and Community Engagement Target Team to provide leadership in this area and develop a plan to increase parent, family and community engagement.</p> <p><b>Timeline:</b></p> <p><b>Year 1</b></p> <p>Monitor the implementation of the action plan developed by the School, Family, and Community Engagement Target Team</p> <p>Implement an operational School Council</p> <p>Monitor the progress of students participating in the Orange Duffel</p>
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**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application FY 2013-Cohort 4**

<p>sudden death, child abuse and neglect, school safety, violence, basic family needs, economic factors, behavioral difficulties, social competencies, divorce, mental health concerns, and learning factors such as special education needs.</p> <p>In efforts to maintain continuous meaningful communication with parents concerning their student’s progress toward high school graduation, informational/advisory meetings will be offered by counselors to inform parents of education opportunities and options. During these biannual meetings, parents and their student will review progress toward target graduation date and update coursework plans to ensure on-time high school graduation.</p> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Conduct staff development on parent involvement practices and effective strategies for staff to work with parents as equal partners</li> <li>• Partner with the middle schools and other programs to coordinate and provide a seamless transition to our parent involvement activities and promote continued support and full participation of parents in the critical ninth grade year</li> </ul> <p>Henderson, E., Weissberg, R.; Redding, S., Walberg, H. (2005) <i>School-family partnerships for children success</i>. New York, NY: Teacher College Press.</p> <p><b>Positive Behavior Instructional Supports-</b> In an effort to foster a positive learning Environment Southwest will continue to implement PBIS. During the 2013-2014 school term, the PBIS team implemented an action plan that reinforced school-wide expectations to develop a culture of respect and responsibility. The LEA provided training for selected schools based on discipline data. After the training, the school developed a behavior management plan to provide a vision for a positive learning environment and to communicate common school-wide expectations. Throughout FY14, the team met monthly to discuss discipline data and determine cultural progress. Data, results, and proposed strategies for continuous improvements were shared throughout the year with students and faculty members. Teachers taught the expectations by continuously referring to a school-wide matrix that outlined the school-wide expectations in different areas of the school (classroom, assemblies, cafeteria, hallways, and restroom). Southwest High School’s school-wide expectations (Patriot P.R.I.D.E.) were pervasive throughout the building and reinforced</p>	<p>Timeline:</p> <p>Preliminary Actions  Summer 2014  Revise school-wide behavior management plan</p> <p>Year 1</p> <p>Implement PBIS with fidelity  Evaluate program effectiveness  Reward students with incentives</p> <p>Year 2</p> <p>Same as Year 1</p>
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<p>through a variety of mediums. Students who demonstrated strength of character, academic success and respect to others were rewarded for their positive behavior. Southwest will continue to implement PBIS to ensure that school-wide expectations are pervasive and create a culture that is conducive to learning.</p> <p><b>Response to Intervention (RtI)</b> - The school will ensure that Tier 1 and Tier 2 are implemented with fidelity to ensure that student’s needs are met with proficiency. To ensure standards-based classrooms are implemented at the Tier 1 level, professional development will be provided to those teachers who need additional assistance. Expectations for implementation will be established, shared, and monitored through regular monitoring of the instructional program. Tier 2 programs will be data-driven and evidence-based to make a determination if interventions are effectual. The RTI Target Team and the PBIS Target Team will work collaboratively to develop behavior management plans for identified RTI students for behavior.</p>	<p>Year 3</p> <p>Same as Year 1 and 2</p>
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<p>A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</p>	
<p>According to the Mass Insight Education &amp; Research Institute’s The Turnaround Challenge, “States and districts can engineer more effective turnaround at scale by creating space that supports outside the-system approaches, focused inside the system” (Calkins et al., 2007, p. 11 ). Its top lesson learned from high-performing, high-poverty schools is, “Clearly defined authority to act based on what’s best for children and learning—i.e., flexibility and control over staffing, scheduling, budget, and curriculum” (Calkins et al., 2007, p. 11).</p> <p>Actions:</p> <ul style="list-style-type: none"> <li>• The district has given the principal and the school authority over the hiring process with the understanding that the state School Improvement Specialist has to be involved in the process</li> <li>• Consider scheduling changes that could facilitate improved student learning</li> <li>• Provide teachers with the opportunity to use time differently, such as allocating more time for monitoring student progress, data analysis, joint planning, or professional development</li> </ul>	<p>Timeline: Ongoing</p>

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<ul style="list-style-type: none"> <li>Align budgets with school improvement priorities</li> </ul> <p>Calkins, A., Guenther, W., Belfiore, G., &amp; Lash, D. (2007).  <i>The turnaround challenge: Why America's best opportunity to improve student achievement lies in our worst-performing schools.</i>          Boston: Mass Insight.</p>	
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A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	
<p><b>Actions:</b></p> <p>The LEA employs a district school improvement specialist (SIG coordinator), directors, and coordinators in critical departments to aid in managing the SIG grant. The LEA is also assigned an SEA lead specialist to serve as a liaison for DOE. Each school will have its own SEA school improvement specialist to work alongside with the principal to guide the CSI process and monitor quality implementation of grant activities.</p>	<p>Timeline: Ongoing</p>

B. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.	
<p><b>Actions:</b></p> <p>The School Leadership Team will work 3 days (off-contract) during July 2014 to plan grant activities prior to each calendar year.</p> <p>6 hours per day x 3 days = 18 hours; (1 PLU)</p>	<p>Timeline:</p> <p>July 21-23, 2014</p> <p>Summer 2015</p> <p>Summer 2016</p>

C. Align additional resources with the interventions.	
<p><b>Funding from the grant will:</b></p> <ul style="list-style-type: none"> <li>Ensure that Law Academy has the equipment, technology, and resources needed to teach pathways courses.</li> <li>Use current resources in targeted ILT to determine</li> </ul>	



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<p>effectiveness of the programs (EOCT practice sites, virtual school, credit recovery)</p> <ul style="list-style-type: none"> <li>• Provide training for new staff members</li> </ul>	
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**D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.**

<p><b>Actions:</b></p> <p>The LEA will review current policies and practices to determine if there are any barriers to prevent quality implementation of the SIG grant. All key LEA officers will attend a SIG grant draft meeting to discuss principal’s proposals for transformation.</p>	<p><b>Timeline:</b></p> <p>2014-2017</p>
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**E. Sustain the reform after the funding period ends.**

<p>Behavioral change is the key to school improvement. Regulation can change organizations, but an effective change agent must also offer incentives, build capacities, and provide opportunities for the people in the system to learn and change (Redding, 2007a). To be fully realized and lasting, reform efforts must be accompanied by a fundamental cultural shift throughout the local education community, a shift that results in new mindsets and accompanying behaviors among administrators, teachers, and students. Such cultural changes will require ongoing support (CCSRI, 2009), and a degree of accountability, with incentives for positive change. Center for Comprehensive School Reform and Improvement (CCSRI). (2009). <i>School restructuring: What works when? A guide for education leaders</i>. Washington, DC: Learning Point Associates.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Continue to seek faculty and community input in the planning stage and subsequently seek continued support and involvement of all stakeholders to ensure continuity of the reform effort.</li> <li>• To sustain Implementation of CCGPS and use Georgia Frameworks in core academic classes local and Title funds will be used to provide ongoing assistance with the implementation of Common Core standards.</li> </ul>	<p><b>Timeline:</b></p> <p>Ongoing sustainability throughout the grant cycle.</p>
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School Improvement Grant 1003(g) - LEA Application FY 2013-Cohort 4**

<ul style="list-style-type: none"> <li>• To sustain the process of monitoring school improvement efforts the Leadership Team will continue to monitor the work of Target Teams. Target Teams have been developed to monitor the indicators of CCRPI and the Indistar Indicators.</li>   <li>• To monitor student and teacher attendance, school administration will continue to collect and analyze this data as well as share the data with stakeholders. Protocols are in place to monitor and address students with chronic absences. Procedures have been developed to monitor teacher attendance and determine the impact on student learning.</li>   <li>• To monitor student discipline, administrators and the PBIS Team will continue to analyze student data in the school data management system. Protocols will be conducted to determine root causes and develop plans of actions for students and teachers. The PBIS team will work collaboratively with the RtI Team to develop individual plans for targeted students.</li>   <li>• To assess the school’s strengths and weaknesses, Southwest will continue to participate in the GAPSS Analysis process.</li>   <li>• The school will sustain the implementation of TKES and LKES and will solicit technical assistance from the LEA. Teachers and leaders will continue to review standards through the familiarization process.</li>   <li>• To sustain the professional learning of the administrators and instructional coaches, they will continue to participate in Georgia Department of Education Professional Learning events, i.e., Summer Leadership Academy, and Instructional Coaching Clinics utilizing funds from either professional learning or school improvement funds.</li>   <li>• To sustain Increased Learning Time Southwest will design an extended learning program tailored to meet the needs of the school to serve students requiring additional academic intervention. Services will be provided during the school day using extended learning time or before/after school, on Saturdays, during inter-sessions, or during the summer.</li> </ul>	
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**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application FY 2013-Cohort 4**

- To sustain sixty minutes planning time teachers will continue to schedule common planning time for all departments. If funds are available, an additional 5 days of collaborative planning each year will be allotted either during the school year or during the summer.
  
- To sustain the Math Coach and Graduation Coach additional funds such as Title I or School Improvement funds will be used.
  
- Academic coaches will work with the staff to establish practices that will be sustained after the grant time. The principal will establish a plan for monitoring and ensuring an implementation that is consistent and pervasive.
  
- In order to maintain the academic coaching model, the master schedule will be modified to provide release time for teacher leaders. Title funds will also be used to provide stipends for academic coaching sessions after school. Other grant funding sources will be explored.
  
- Projected increase in student enrollment will sustain the Law Academy CTAE teacher in FTE.
  
- Continue to use Title funds to support some extended learning services for students.
  
- The School Administrative Manager will continuously meet with the assistant principals to ensure the duties of the SAM will be sustained after grant implementation.
  
- Duties and responsibilities of the Academy Coach will be sustained through the department chairs, instructional coaches and administrative staff.

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**School Improvement Grant 1003(g) - LEA Application FY 2013-Cohort 4**

LEA Name: Bibb County Schools

School Name: Southwest Magnet High School and Law Academy

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

**Reading/English Language Arts**

2014-2015 School Year

- ✓ Students enrolled in 9<sup>th</sup> Grade Literature will increase meet/exceed percentage performance on the EOCT by 8 percentage points from 60% in FY13 to 68% in FY15.
- ✓ Students enrolled in American Literature will increase meet/exceed percentage performance on the EOCT by 8 percentage points from 65% in FY13 to 73% in FY15.

2015-2016 School Year

- ✓ Students enrolled in 9<sup>th</sup> Grade Literature will increase meet/exceed percentage performance on the EOCT by 8 percentage points from 68% in FY15 to 76% in FY16.
- ✓ Students enrolled in American Literature will increase meet/exceed percentage performance on the EOCT by 8 percentage points from 73% in FY15 to 81% in FY16.

2016-2017 School Year

- ✓ Students enrolled in 9<sup>th</sup> Grade Literature will increase meet/exceed percentage performance on the EOCT by 8 percentage points from 76% in FY16 to 84% in FY17.
- ✓ Students enrolled in American Literature will increase meet/exceed percentage performance on the EOCT by 8 percentage points from 81% in FY16 to 89% in FY17.

**Mathematics**

2014-2015 School Year

- ✓ Students enrolled in Coordinate Algebra will increase meet/exceed performance on the EOCT by 25 percentage points from 1.1% in FY13 to 26% in FY15.

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<ul style="list-style-type: none"> <li>✓ Thirty percent of students enrolled in Analytic Geometry will meet/exceed state standards on the EOCT in FY15.</li> </ul>
<p>2015-2016 School Year</p> <ul style="list-style-type: none"> <li>✓ Students enrolled in Coordinate Algebra will increase meet/exceed performance on the EOCT by 10 percentage points from 36% in FY15 to 46% in FY16.</li> <li>✓ Students enrolled in Analytic Geometry will increase meet/exceed performance on the EOCT by 10 percentage points from 30% in FY15 to 40% in FY16.</li> </ul>
<p>2016-2017 School Year</p> <ul style="list-style-type: none"> <li>✓ Students enrolled in Coordinate Algebra will increase meet/exceed performance on the EOCT by 10 percentage points from 46% in FY16 to 56% in FY17.</li> <li>✓ Students enrolled in Analytic Geometry will increase meet/exceed performance on the EOCT by 10 percentage points from 40% in FY16 to 50% in FY17.</li> </ul>
<p><b>Cohort Graduation Rate (High Schools Only)</b></p>
<p>2014-2015 School Year</p> <ul style="list-style-type: none"> <li>✓ The cohort graduation rate for all students will increase by 8 percentage points from 45% in FY13 to 53% in FY15.</li> </ul>
<p>2015-2016 School Year</p> <ul style="list-style-type: none"> <li>✓ The cohort graduation rate for all students will increase by 8 percentage points from 53% in FY15 to 61% in FY16.</li> </ul>
<p>2016-2017 School Year</p> <ul style="list-style-type: none"> <li>✓ The cohort graduation rate for all students will increase by 8 percentage points from 61% in FY16 to 69% in FY17.</li> </ul>

**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application FY 2013-Cohort 4**  
Year 1  
**FY15 July 1, 2014 – June 30, 2015**

LEA Name: Bibb County Schools

School Name: Southwest Magnet High School and Law Academy

Intervention Model: Transformation Model

Object Class		Item Description	Costs		
<b>100</b>	<b>Personal</b>	1 Math Academic Coach contracted for 195 days	\$65,000		
		1 School Administrative Manager contracted 195 days (US Ed recommended position. This person would provide daily support as opposed to the School Improvement Specialist providing assistance approximately twice week.)	\$65,000		
	<b>Services (Salaries)</b>	1 Academy Coach contracted for 195 days	\$65,000	<b>Object Total</b>	
		1 Counselor for the Freshman Academy contracted for 195 days	\$65,000		
		1 Graduation Coach contracted 195 days	\$65,000		
		1 CTAE Teacher for Law Academy (Above and beyond school allotment)	\$55,000		<b>\$380,000</b>
		10 Certified Tutors with proven success for Extended Learning Services (Credit Recovery/Grade Recovery/Attendance Repair/Tutoring/Acceleration/State & National Assessment Review) <ul style="list-style-type: none"> <li>• ASP- Tues-Thurs 3:15-5:15 (78 days at 2 hours X 10 tutors X \$31)</li> <li>• Intercession/Holiday (Fall Break-2 days, Winter Break-2 days, Spring Break-2 days X 8 tutors at 4 hours X \$31)</li> <li>• Saturday School/Bridge Saturday(15 Saturdays X 6 tutors at 3 hours x \$31)</li> <li>• Summer School (5 weeks at 5 hrs. a day x 12 teachers x \$31)</li> <li>• Summer Bridge (5days at 6 hours a day X 8 teachers X \$31)</li> </ul>	\$48,360 \$5,952 \$8,370 \$46,500 \$7,440		<b>\$116, 622</b>
		Substitutes for Teachers	\$2600		<b>\$2,600</b>
		Bus Drivers for Extended Learning Services (ILT) (\$13 X 78 days X 2 hours X 3 buses)	\$6,084		
		Bus Drivers for Intercession/ Holiday (\$13 X 6 days X 2 hours X 3 buses)	\$468		
Bus Drivers for Summer School(\$13 X 25 days x 2 hours X 3 buses)	\$260				
Bus Drivers for Summer Bridge (\$13 X 5 days x 2 hours X 2 buses)	\$799				
FICA (\$8,762 X 7.65%) = \$670		<b>\$9,561</b>			

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School Improvement Grant 1003(g) - LEA Application FY 2013-Cohort 4**

Worker's Compensation (\$8,762 X 1.30%) = \$114 UC (\$8,762 X .17%) = \$15		
Professional Learning: 60 Certified Staff for Job-embedded Professional Learning/Departmental Collaboration	\$10,000	<b>\$10,000</b>
<b>Reward Structures:</b>	63 x \$1000 = \$63,000	
<b>63 certified staff members evaluated on TKES and reaching all three levels of achievement</b>	7 x 750 = \$5,250	
<b>7 Certified staff members not evaluated on TKES and reaching two levels of achievement</b>		
<b>3 Administrators evaluated on LKES and reaching all three levels of achievement</b>	3 x \$1,000 = \$3,000	
<b>Incentives for Students</b>	\$1,750	
<b>15 Classified Staff members reaching two levels of achievement</b>		
(Please refer pgs. 24-29 in the Appendix)	25 x \$250 = \$6,250	
		<b>\$79,250</b>
Continuous School Improvement Summer Retreat for Leadership Team (20 members at 3 days) \$100 a day FY14 & FY15	\$6,000	<b>\$6,000</b>

**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application FY 2013-Cohort 4**

<b>200</b>	<b>Benefits</b>		
210	Personnel Salaries: State Health (5 X \$912.34 per month X 12)	\$65,688	
220	Personnel Salaries: Social Security (431,622 x 7.65%)	\$37,992	
221	Personnel Salaries: Medicare N/A		
230	Personnel Salaries: TRS(431,622 x 13.15%)	\$65,306	
250	Personnel Salaries: Unemployment Comp. (431,622 x .17%)	\$844	
260	Personnel Salaries: Workmen's Compensation(431,622 x 1.30%)	\$6,456	
290	Personnel Salaries: Life (.06 per \$1,000) x 12 month	\$357	
			<b>Object Total</b>
			\$176,643
	<b>Services</b>		<b>Object Total</b>
			\$ -
<b>300</b>	<b>Other Purchased Services</b>		
	Orange Duffel Bag Coaching Program 50 students x \$700 for the cost of coaching for students.	\$35,000	
			<b>Object Total</b>
			\$35,000
<b>600</b>	<b>Supplies</b>		
	Job-Embedded Professional Learning	\$1500	
			<b>\$1,500</b>
	Fuel for Extended Learning Services: Saturday School, Intercession, Summer Bridge, Summer School		<b>Object Total</b>
	After School Fuel \$40.00(One-Way) x 78 days x 3 buses=\$9,360 Intercession School \$80.00(Round Trip) x 6 days x 3 buses=\$1,440 Summer Program Fuel- \$80.00 (Round Trip) x 25 days x 3 buses=\$6,000 Summer Bridge Fuel-\$80.00 (Round Trip) x 5 days x 2 buses=\$800	\$17,600	\$17,600
<b>800</b>	<b>Dues/Fees</b>		
	Student Leadership Training/Camp ( Beta Club Officers, AVID, Student Governance Association Officers, and Officers of CTSO) Student Leadership Dues/Fees for State/National Conferences/ Travel	\$20,000	\$20,000
	INDIRECT COST 2.85%	\$23,919	\$23,919
			<b>Object Total</b>
	Total SIG Budget		<b>\$878,695</b>



**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application FY 2013-Cohort 4**

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

LEA Name: Bibb County Schools

School Name: Southwest Magnet High School and Law Academy

Intervention Model: Transformation Model

<b>Object Class</b>		<b>Item Description</b>	<b>Costs</b>	
<b>100</b>	<b>Personal</b>	1 Math Academic Coach contracted for 195 days	\$65,000	
	<b>Services (Salaries)</b>	1 School Administrative Manager contracted 195 days (US Ed recommended position. This person would provide daily support as opposed to the School Improvement Specialist providing assistance approximately twice week.)	\$65,000	
		1 Academy Coach contracted for 195 days	\$65,000	<b>Object Total</b>
		1 Counselor for the Freshman Academy contracted for 195 days	\$65,000	
		1 School Social Worker contracted for 195 days	\$55,000	
		Graduation Coach	\$65,000	
		1 CTAE Teacher for Law Academy(Above and beyond school allotment)	\$55,000	<b>\$435,000</b>
	10 Certified Tutors with proven success for Extended Learning Services (Credit Recovery/Grade Recovery/Attendance Repair/Tutoring/Acceleration/State & National Assessment Review)			
	<ul style="list-style-type: none"> <li>• ASP- Tues-Thurs 3:15-5:15 (78 days at 2 hours X 10 tutors X \$31)</li> <li>• Intercession/Holiday (Fall Break-2 days, Winter Break-2 days, Spring Break-2 days X 8 tutors at 4 hours X \$31)</li> <li>• Saturday School/Bridge Saturday(15 Saturdays X 6 tutors at 3 hours x \$31)</li> <li>• Summer School (5 weeks at 5 hrs. a day x 12 teachers x \$31)</li> <li>• Summer Bridge (5days at 6 hours a day X 8 teachers X \$31)</li> </ul>	\$48,360 \$5,952 \$8,370 \$46,500 \$7,440	<b>\$116, 622</b>	
		Substitutes for Teachers	\$2600	<b>\$2,600</b>
	Bus Drivers for Extended Learning Services (ILT) (\$13 X 78 days X 2 hours X 3 buses)	\$6,084		
	Bus Drivers for Intercession/ Holiday (\$13 X 6 days X 2 hours X 3 buses)	\$468 \$1,950		
	Bus Drivers for Summer School(\$13 X 25 days x 2 hours X 3 buses)	\$260 \$799	<b>\$9,561</b>	

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School Improvement Grant 1003(g) - LEA Application FY 2013-Cohort 4**

Bus Drivers for Summer Bridge (\$13 X 5 days x 2 hours X 2 buses) FICA (\$8,762 X 7.65%) = \$670 Worker's Compensation (\$8,762 X 1.30%) = \$114 UC (\$8,762 X .17%) = \$15		
Professional Learning: 60 Certified Staff for Job-embedded Professional Learning/Departmental Collaboration	\$8,000	<b>\$8,000</b>
<b>Reward Structures: 63 certified staff members evaluated on TKES and reaching all three levels of achievement</b>	63 x \$1000 = \$63,000	
	7 x 750 = \$5,250	
<b>7 Certified staff members not evaluated on TKES and reaching two levels of achievement</b>	3 x \$1,000 = \$3,000	
	\$1,750	
<b>3 Administrators evaluated on LKES and reaching all three levels of achievement</b>		
<b>Incentives for students</b>		
<b>15 Classified Staff members reaching two levels of achievement</b>		
(Please refer pgs. 24-29 in the Appendix)		
	25 x \$250 = \$6,250	
		<b>\$79, 250</b>
Continuous School Improvement Summer Retreat for Leadership Team (20 members at 3 days) \$100 a day FY14 & FY15	\$6,000	<b>\$6,000</b>
Personnel Salaries: State Health (6 X \$912.34 per month X 12)	\$76,636	

200      **Benefits**  
210

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**School Improvement Grant 1003(g) - LEA Application FY 2013-Cohort 4**

220		Personnel Salaries: Social Security (486,622 x 7.65%)	\$42,199	
221		Personnel Salaries: Medicare N/A		
230		Personnel Salaries: TRS (486,622 x 13.15%)	\$72,538	
250		Personnel Salaries: Unemployment Comp. (486,622 x .17%)	\$938	
260		Personnel Salaries: Workmen's Compensation (486,622 x 1.30%)	\$7,171	
290		Personnel Salaries: Life (.06 per \$1,000) x 12 month	\$397	
				<b>Object Total</b>
				\$199,879
	<b>Services</b>			<b>Object Total</b>
				\$ -
<b>300</b>	<b>Other Purchased Services</b>	Orange Duffel Bag Coaching Program 50 students x \$700 for the cost of coaching for students.	\$35,000	<b>\$35,000</b>
				<b>Object Total</b>
<b>600</b>	<b>Supplies</b>	Job-Embedded Professional Learning	\$1500	
				<b>\$1,500</b>
		Fuel for Extended Learning Services: Saturday School, Intercession, Summer Bridge, Summer School		<b>Object Total</b>
		After School Fuel \$40.00(One-Way) x 78 days x 3 buses=\$9,360 Intercession School \$80.00(Round Trip) x 6 days x 3 buses=\$1,440 Summer Program Fuel- \$80.00 (Round Trip) x 25 days x 3 buses=\$6,000 Summer Bridge Fuel-\$80.00 (Round Trip) x 5 days x 2 buses=\$800	\$17,600	\$17,600
<b>800</b>	<b>Dues/Fees</b>	Student Leadership Training/Camp ( Beta Club Officers, AVID, Student Governance Association Officers, and Officers of CTSO) Student Leadership Dues/Fees for State/National Conferences/ Travel	\$20,000	\$20,000
		INDIRECT COST 2.85%	\$26,149	\$26,149
				<b>Object Total</b>
		Total SIG Budget		<b>\$957,161</b>

**Year 3**

**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application FY 2013-Cohort 4**  
**FY17 – July 1, 2016 – June 30, 2017**

LEA Name: Bibb County Schools

School Name: Southwest Magnet High School and Law Academy

Intervention Model: Transformation Model

Object Class		Item Description	Costs		
<b>100</b>	<b>Personal</b>	1 Math Academic Coach contracted for 195 days	\$65,000		
		1 School Administrative Manager contracted 195 days (US Ed recommended position. This person would provide daily support as opposed to the School Improvement Specialist providing assistance approximately twice week.)	\$65,000		
	<b>Services (Salaries)</b>	1 Academy Coach contracted for 195 days	\$65,000	<b>Object Total</b>	
		1 Counselor for the Freshman Academy contracted for 195 days	\$65,000		
		1 School Social Worker contracted for 195 days	\$55,000		
		Graduation Coach	\$65,000		
		1 CTAE Teacher for Law Academy(Above and beyond school allotment)	\$55,000		<b>\$435,000</b>
		10 Certified Tutors with proven success for Extended Learning Services (Credit Recovery/Grade Recovery/Attendance Repair/Tutoring/Acceleration/State & National Assessment Review) <ul style="list-style-type: none"> <li>• ASP- Tues-Thurs 3:15-5:15 (78 days at 2 hours X 10 tutors X \$31)</li> <li>• Intercession/Holiday (Fall Break-2 days, Winter Break-2 days, Spring Break-2 days X 8 tutors at 4 hours X \$31)</li> <li>• Saturday School/Bridge Saturday(15 Saturdays X 6 tutors at 3 hours x \$31)</li> <li>• Summer School (5 weeks at 5 hrs. a day x 12 teachers x \$31)</li> <li>• Summer Bridge (5days at 6 hours a day X 8 teachers X \$31)</li> </ul>	\$48,360 \$5,952 \$8,370 \$46,500 \$7,440		<b>\$116, 622</b>
		Substitutes for Teachers	\$2600		<b>\$2,600</b>
		Bus Drivers for Extended Learning Services (ILT) (\$13 X 78 days X 2 hours X 3 buses)			
		Bus Drivers for Intercession/ Holiday (\$13 X 6 days X 2 hours X 3 buses)	\$6,084		\$468
		Bus Drivers for Summer School(\$13 X 25 days x 2 hours X 3 buses)	\$1,950		\$260
	Bus Drivers for Summer Bridge (\$13 X 5 days x 2 hours X 2 buses)	\$799			
FICA (\$8,762 X 7.65%) = \$670					
Worker's Compensation (\$8,762 X 1.30%) = \$114					
		<b>\$9,561</b>			

**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application FY 2013-Cohort 4**

UC (\$8,762 X .17%) = \$15		
Professional Learning: 60 Certified Staff for Job-embedded Professional Learning/Departmental Collaboration	\$8,000	<b>\$8,000</b>
<b>Reward Structures: 63 certified staff members evaluated on TKES and reaching all three levels of achievement</b>	63 x \$1000 = \$63,000	
<b>7 Certified staff members not evaluated on TKES and reaching two levels of achievement</b>	7 x 750 = \$5,250	
<b>3 Administrators evaluated on LKES and reaching all three levels of achievement</b>	3 x \$1,000 = \$3,000	
<b>Incentives for students</b>	\$1,750	
<b>15 Classified Staff members reaching two levels of achievement</b>		
(Please refer pgs. 24-29 in the Appendix)		
	25 x \$250 = \$6,250	
		<b>\$79,250</b>
Continuous School Improvement Summer Retreat for Leadership Team (20 members at 3 days) \$100 a day FY14 & FY15	\$6,000	<b>\$6,000</b>
Personnel Salaries: State Health (6 X \$912.34 per month X 12)	\$76,636	

200      **Benefits**  
210

**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application FY 2013-Cohort 4**

220		Personnel Salaries: Social Security (486,622 x 7.65%)	\$42,199	
221		Personnel Salaries: Medicare N/A		
230		Personnel Salaries: TRS (486,622 x 13.15%)	\$72,538	
250		Personnel Salaries: Unemployment Comp. (486,622 x .17%)	\$938	
260		Personnel Salaries: Workmen's Compensation (486,622 x 1.30%)	\$7,171	
290		Personnel Salaries: Life (.06 per \$1,000) x 12 month	\$397	
				<b>Object Total</b>
				\$199,879
	<b>Services</b>			<b>Object Total</b>
				\$ -
<b>300</b>	<b>Other Purchased Services</b>	Orange Duffel Bag Coaching Program 50 students x \$700 for the cost of coaching for students.	\$35,000	<b>\$35,000</b>
				<b>Object Total</b>
<b>600</b>	<b>Supplies</b>	Job-Embedded Professional Learning	\$1500	
				<b>\$1,500</b>
		Fuel for Extended Learning Services: Saturday School, Intercession, Summer Bridge, Summer School		<b>Object Total</b>
		After School Fuel \$40.00(One-Way) x 78 days x 3 buses=\$9,360 Intercession School \$80.00(Round Trip) x 6 days x 3 buses=\$1,440 Summer Program Fuel- \$80.00 (Round Trip) x 25 days x 3 buses=\$6,000 Summer Bridge Fuel-\$80.00 (Round Trip) x 5 days x 2 buses=\$800	\$17,600	\$17,600
<b>800</b>	<b>Dues/Fees</b>	Student Leadership Training/Camp ( Beta Club Officers, AVID, Student Governance Association Officers, and Officers of CTSO) Student Leadership Dues/Fees for State/National Conferences/ Travel	\$20,000	\$20,000
		INDIRECT COST 2.85%	\$26,149	\$26,149
				<b>Object Total</b>
		<b>Total SIG Budget</b>		<b>\$957,161</b>

**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application FY 2013-Cohort 4**

LEA Name: Bibb County

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School Name: Southwest High School

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**LEA Budget Template**

<b>LEA BUDGET</b>					
	<b>Year 1 Budget</b>		<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Three-Year Total</b>
	<b>Pre-Implementation</b>	<b>Year 1 – Full Implementation</b>			
<b>Southwest High School</b>		\$878,695	\$957,161	\$957,161	\$2,793,071
<b>School Name</b>					
<b>School Name</b>					
<b>LEA-level Activities</b>					
<b>Total Budget</b>		<b>\$878,695</b>	<b>\$957,161</b>	<b>\$957,161</b>	<b>\$2,793,071</b>

# APPENDICES



### School Level Descriptive Information

*School Comprehensive Needs Analysis:*

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

School Name:			Selected Intervention Model:
Provide a minimum of two years of data where indicated.			Provide a summary and conclusion of the analysis of each area.
<b>1. Student Profile Data</b>	<b>2011-12</b>	<b>2012-13</b>	<p>Currently, Southwest Magnet High School and Law Academy has 872 students with a racial makeup of 96% African American and 4% White and Multiracial. This year there was a decrease in student enrollment due to redistricting. There are 819 students who qualify for the free lunch program and 31 students for the reduced lunch program. Approximately, eleven percent of the population is served in the special education program. Only 20 students are served in the gifted program. The attendance rate is an area where continuous effort is being made for improvement as well as AP and Dual enrollment.</p> <p>Currently discipline incidents will probably be more than the past year at the end of this school term. This is our first year of implementing Positive Behavioral Instructional Strategies (PBIS). With the implementation of PBIS, we are using an electronic platform to process referrals which we believe is capturing a more accurate view of our data than the past. Educator’s Handbook allows us to disaggregate several factors of our data. We are able to analyze the number of referrals, the frequency of referrals by student and teacher, the time of day of incidents, referral distributions, and the percent of infractions by grade. Currently, the majority of the discipline referrals (584) come from the freshman class. We have 20% (176) of our students with over three referrals. Seventy-five percent of the infractions are occurring in the classroom. A small pool of teachers makes up the majority of the referrals. We have implemented school wide expectations and have tried to reinforce positive behaviors while disseminating consequences for inappropriate behavior. The five school-wide expectations (Perform and Achieve, Respect Self and Others, Inspire Others by Leading, Do What is Responsible, and Engage Positively with the Environment) are reinforced by all staff members and are pervasive throughout the school building. Student incentives have been implemented to reward punctuality, character, and academic achievement. Approximately 39% of our student body participated in our first “Punctuality” school wide incentive.</p> <p>We are diligently working on trying to improve our attendance rate. Currently 20% of the student population have missed more than 10 days of school. An Attendance Target Team was developed in an effort to consistently report attendance issues and to monitor our action plan for</p>
<b>Total student enrollment</b>	945	952	
<b>Grade level enrollment</b>	9 <sup>th</sup> 356 10 <sup>th</sup> 230 11 <sup>th</sup> 181 12 <sup>th</sup> 178	9 <sup>th</sup> 359 10 <sup>th</sup> 238 11 <sup>th</sup> 172 12 <sup>th</sup> 183	
<b>Number of students in each subgroup (List applicable subgroups below.)</b>			

<b>Attendance%</b>	89%	86%	improving student attendance. A mandatory attendance forum was held in the fall for parents of students who had missed over 10 days of instruction. A panel of community and Central Office representatives was present to discuss the importance of regular attendance and provide information on local agencies that could assist with specific needs of students. An attendance recovery rubric was developed in an effort to assist students with recovering seat time. Parents and students were informed of the possibility of recovering time during the after school program titled Southwest Tutorial and Enrichment Program (S.T.E.P.). The Attendance Target Team has provided the teaching staff with training to ensure consistency with marking students absent and tardy during class periods because there was great discrepancy which caused inconsistencies in reporting data.			
<b>Disciplinary Incidents</b>	1,794	1,078				
<b>AP, IB, and Dual Enrollment(#)</b>	63	33	The 2012 and 2013 AP scores yielded dismissal results with no students scoring above the rating of 2. In 2012 the AP scores were as follows:			
			<b>AP Exam Score</b>	<b>3</b>	<b>2</b>	<b>1</b>
			Literature	0%	0%	100%
			US History	0%	5%	95%
			World History	0%	5%	95%
			In 2013 the AP scores are as follows:			
			<b>AP Exam Score</b>	<b>3</b>	<b>2</b>	<b>1</b>
			Calculus	0%	27%	73%
			World History	0%	14%	86%
<b>Graduation Rate</b>	38.25%	45.6%	Currently 97 students are served in 127 segments of AP courses. AP courses are offered for tenth through twelfth graders. This is 11% of our total population served in AP courses. AP numbers have increased 8% by offering more courses this year. There is a need for more teachers to be trained to teach AP courses, and there needs to be more of a push for students to enroll in AP courses. Teacher turnover has contributed to the inability to offer several courses in the past.			
			For the past eleven years the graduation rate has not surpassed 53% (2003-46%, 2004 – 51.6%, 2005 – 47.6%, 2006 – 39.9%, 2007 – 43.8%, 2008 – 50%, 2009 – 53%, 2010 – 46.8%, 2011 – 49.2%, 2012 – 38.25%, and 2013 – 45.6%). Increasing our graduation rate continues to be the focus of our work. S.M.A.R.T. goals were established to address this issue, and collaboration has occurred with the feeder elementary and middle schools to develop an action plan to increase the graduation rate. Graduation Rate Target Team was developed to monitor the action plan developed to increase the graduation rate.			

<b>2. Staff Profile Data</b>	Provide a summary and conclusion of the analysis of each area.	
<b>Current Principal Length of time in position</b>	Dr. Tanzy D. Kilcrease was hired to employ strategies to transform the school. She has been in administration for sixteen years, serving as a principal of an elementary and middle school, a Director of School Improvement and an Associate Superintendent. She has experience as a transformational leader in “Needs Improvement” schools. She has been with the school for nine months. The principal at Southwest High School demonstrates competencies of a transformational leader and is leading stakeholder groups in the implementation of a continuous school improvement model. The principal possesses extensive knowledge of instructional and educational principles and procedures. The principal communicates the importance of rigor and expectations to students, parents and other stakeholders and monitors to ensure that content aligned to standards is differentiated and accelerated to meet the needs of the students. The data analysis process is effectively led to ensure that all programs and initiatives are aligned to the comprehensive school improvement plan and are carefully monitored to identify changes as needed while creating buy-in for accountability. Data is used effectively in planning and in identifying professional development needs that will increase student learning. Expectations are communicated and a positive school climate is being established that reflects accountability, respect, openness and trust. Engaging relationships and effective communications, both within the school and with external partners, foster support and positive change that occur at the school on a continuing basis. The principal is totally committed to the success of the school as a whole and communicates and models a strong belief that any failures are to be used as opportunities to solve problems and turn those failures into successes.	
<b>Teaching Staff Number of years’ experience in profession</b>		
<b>1 to3</b>	<b>28%</b>	Southwest has a dedicated teaching staff that has rallied behind the new administration to accomplish the goals that have been established. Sixty-two percent of the staff has less than 10 years of experience. Nineteen percent of our teachers have been trained in the Teacher Alternative Preparation Program (T.A.P.P.). Thirty-eight percent of the staff has 11 – 21+ years of experience.
<b>4-10years</b>	<b>34%</b>	
<b>11-20 years</b>	<b>19%</b>	
<b>21+years</b>	<b>19%</b>	
<b>Teaching Staff Percentage (%) of experience in the school</b>		
<b>1 to3</b>	<b>52%</b>	For the past five years the school has experienced a great amount of turnover. For the past three years, past administration has had to hire approximately 10 – 15 teachers each year. Fifty-two percent of the staff has 1 to 3 years of teaching experience at Southwest High School. Only 12% have at least 11-21+ years of experience. The inconsistency in the stability of the teaching staff has made it difficult to sustain school wide initiatives.
<b>4-10years</b>	<b>36%</b>	
<b>11-20 years</b>	<b>5%</b>	
<b>21+years</b>	<b>7%</b>	

<b>Teacher attendance rate</b>	<b>2011-2012</b>	<b>2012-2013</b>	Currently, the teacher attendance rate has improved. New procedures for reporting absences were put into place at the beginning of the school term. Some staff illnesses have occurred which has caused some of our teachers to be out for extended periods of time. Although this is not the fault of staff members, the teacher absences will still have an impact on student learning.				
	93%	88%					
<b>Teacher evaluation data by levels (Level 1 is equivalent to Exemplary and Level 4 is equivalent to Ineffective on TKES)</b>		<b>2012-2013</b>	Unfortunately, there is no valid data for the 2012-2013 school term. Several of the staff members did not receive feedback on walkthroughs, formative assessments were not conducted, and some summative assessments are not available. Out of the staff members who received only a summative rating, all teachers received proficient ratings on all standards. Our teaching evaluation data is reported at 100% proficiency; however, we do not believe the data is an accurate representation of teacher performance for the 2012-2013 school term. Consequently, the 2013-2014 TKES data will be the baseline data.				
		Level1					
		Level2		100%			
		Level3					
		Level4					
<b>Student Achievement Data</b>	<b>2011-2012</b>	<b>2012-2013</b>					
<b>Reading/Language Arts</b>							
<b>All Students category</b>	<b>Overall EOC</b>	<b>2012-13</b> % Pass/Pass+			<b>2011-12</b> Pass/Pass+ %		
		SWHS	Bibb	GA	SWHS	Bibb	GA
	<b>9th Lit &amp; Comp</b>	60%	70%	86%	54%	66%	84%
	<b>American Lit &amp; Comp</b>	65%	83%	91%	68%	80%	89%
							The End of Course Test (EOCT) data for literature continues to lag behind the Bibb and state averages. The 2012 9 <sup>th</sup> Grade Literature Composition scores were 12 percentage points from the Bibb County average scores and 30 percentage points from the state average. The 2012 9 <sup>th</sup> Grade Literature Composition scores were 10 percentage points from the Bibb County average scores and 26 percentage points from the state average. The 2012 American Literature and Composition scores were 12 percentage points from the Bibb County average scores and 21 percentage points from the state average. The 2013 9 <sup>th</sup> American Literature and Composition scores were 18 percentage points from the Bibb County average scores and 26 percentage points from the state average. There is a need to continue to work on aligning students' tasks and assessments to the depth of knowledge of the standard to ensure that our students are able to perform to the level of the standard.

<p><b>Subgroups:</b>  <b>Economically disadvantaged students,</b>  <b>Special education students</b>  <b>English Language Learners (ELL)</b>  <b>Race/ethnicity subgroups</b></p>	<table border="1"> <thead> <tr> <th colspan="2" rowspan="2">EOCT by Subgroup</th> <th colspan="3">2012-13 % Pass/Pass+</th> <th colspan="3">2011-12 % Pass/Pass+</th> </tr> <tr> <th>SWHS</th> <th>Bibb</th> <th>GA</th> <th>SWHS</th> <th>Bibb</th> <th>GA</th> </tr> </thead> <tbody> <tr> <td rowspan="3">9th Lit &amp; Comp</td> <td>Black</td> <td>59%</td> <td>66%</td> <td>79%</td> <td>53%</td> <td>62%</td> <td>77%</td> </tr> <tr> <td>SWD</td> <td>11%</td> <td>26%</td> <td>52%</td> <td>0%</td> <td>24%</td> <td>48%</td> </tr> <tr> <td>ED</td> <td>59%</td> <td>65%</td> <td>80%</td> <td>55%</td> <td>62%</td> <td>73%</td> </tr> <tr> <td rowspan="3">Amer Lit &amp; Comp</td> <td>Black</td> <td>65%</td> <td>80%</td> <td>86%</td> <td>67%</td> <td>74%</td> <td>84%</td> </tr> <tr> <td>SWD</td> <td>14%</td> <td>50%</td> <td>61%</td> <td>23%</td> <td>40%</td> <td>59%</td> </tr> <tr> <td>ED</td> <td>66%</td> <td>80%</td> <td>86%</td> <td>67%</td> <td>75%</td> <td>84%</td> </tr> </tbody> </table>	EOCT by Subgroup		2012-13 % Pass/Pass+			2011-12 % Pass/Pass+			SWHS	Bibb	GA	SWHS	Bibb	GA	9th Lit & Comp	Black	59%	66%	79%	53%	62%	77%	SWD	11%	26%	52%	0%	24%	48%	ED	59%	65%	80%	55%	62%	73%	Amer Lit & Comp	Black	65%	80%	86%	67%	74%	84%	SWD	14%	50%	61%	23%	40%	59%	ED	66%	80%	86%	67%	75%	84%	<p>The students with disabilities subgroup is a major area of concern. The 2012 9<sup>th</sup> Grade Literature and Composition scores for Students With Disabilities (SWD) subgroup lagged behind the state average by 48 percentage points. Zero percent of the SWD students met the standards. The 2013 9<sup>th</sup> Literature and Composition scores for the SWD subgroup lagged behind the state average by 41percentage points. The 2013 American Literature and Composition scores for SWD subgroup lagged behind the state average by 36 percentage points. The 2013 American Literature and Composition scores for SWD subgroup lagged behind the state average by 47percentage points. The economically disadvantaged subgroup scores are directly aligned to the scores of the Black population. This is due to the fact that the total population is 96% African American, and 97% qualify for free and reduced lunch.</p>
EOCT by Subgroup				2012-13 % Pass/Pass+			2011-12 % Pass/Pass+																																																					
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		ED				24%	31%	56%								
	Coordinate Algebra	Black	2%	8%	23%											
		SWD	0%	2%	10%											
		ED	3%	8%	25%											
	Math II	Black	27%	39%	49%	11%	27%	44%								
		SWD	0%	26%	28%	4%	12%	25%								
ED		27%	38%	53%	11%	26%	47%									
<b>Graduation rate(if applicable)</b>	38.25%			45.6%			<p>All of the subgroups performance on all math EOCTs are of major concern. All subgroups have performed poorly for the past several years. The students with disabilities' scores are of extreme concern. On all EOCT math tests (Math I, Math II, and Coordinate Algebra) there were no students in the SWD subgroup that met the standards. The economically disadvantaged students' scores lagged behind Bibb County and state averages by several percentage points. There is a need for additional training in effective math instruction. The implementation of formative instructional practices will be necessary to increase student achievement. There is a need for more training on differentiated instruction to meet the specific needs of students.</p> <p>On the Post High School Readiness indicators of the Career and College Readiness Performance Index (CCRPI) we have not achieved many points. The 2012 report indicates we received 35.2 out of a total of 70 points. The highest achievement was the percent of graduates completing a CTAE pathway, or an advanced academic pathway, or a fine arts pathway, or a world language pathway within their program of study. 91.7 % of the students meet this indicator. 33.9% of the graduates: entering TCSG/USG not requiring remediation or learning support courses; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams; or scoring 4 or higher on two or more IB exams. The benchmark for this indicator was 83.3%; therefore, the target was missed by approximately 50%. 29.2% was scored on the indicator that measured the percent of graduates earning high school credit(s) for accelerated enrollment via ACCEL, Dual HOPE Grant, Move On when Ready, Early College, Gateway to College, Advanced Placement Courses, or International Baccalaureate courses. Currently, scores fall below that indicator.</p> <p>The ACT and SAT scores continue to be below local and state averages. The 2013 ACT and SAT composite scores are as follows:</p> <table border="1"> <thead> <tr> <th>Test</th> <th># Tested</th> <th>Composite</th> </tr> </thead> <tbody> <tr> <td>ACT</td> <td>30</td> <td>16.4</td> </tr> <tr> <td>SAT</td> <td>87</td> <td>1078</td> </tr> </tbody> </table>	Test	# Tested	Composite	ACT	30	16.4	SAT	87	1078
Test	# Tested	Composite														
ACT	30	16.4														
SAT	87	1078														

	2012	2013	
<b>CCRPI Score:</b>	47.8	42.8	The Southwest Magnet High School and Law Academy achievement score on the Career and College Readiness Performance Index was 47 for FY12. Achievement points earned were 39.4 out of 100. Only 7.1 percent of progress points were earned and achievement gap points earned were 11.3. Results on the CCRPI indicated a need to improve performance of Students with Disabilities (SWD) and all other subpopulations (Black and Socially Economically Disadvantaged). For example, SWD students earned zero percentage points on the indicator for earning 3 or more core Carnegie Units for 1 <sup>st</sup> time Grade 9 students. All SWD students enrolled in ELA and Math EOCT courses did not meet the state or subgroup performance target. Additionally, these students did not meet the state or subgroup performance target for graduation rate. The school did not achieve any points for exceeding the bar indicators. Thus, transformational actions are essential.

**School Culture and Climate**

**Provide a summary of existing status and current needs.**

**School Safety**

**Student Health Services**

**Attendance Support**

**Social and Community Support**

**Parental Support**

The entire Southwest faculty and staff participated in a root cause analysis of data generated from the School Culture Triage Survey. The “Notice/Wonder” Protocol was employed to determine the strengths and weaknesses of the data. The “Five Whys” Protocol was employed to determine the root cause of teacher perception. This assisted with developing an action plan to improve the areas of weakness.

The entire Southwest faculty and staff also participated in a protocol that assisted the staff in determining the internal and external barriers that hinder the school from meeting academic goals. The data indicated one major internal challenge or barrier to accomplishing goals and initiatives is the culture of the school. As evidenced by results from GAPPS reports from 2010 and 2012 and other survey results, the culture has not been one that focuses on learning. Lack of student achievement has been blamed on several factors instead of the school embracing the fact that the culture has to transform in order for students to be successful. This culture has resulted in consistent turnover of staff. This instability has made it difficult to implement school initiatives and effectively monitor school improvement efforts. There is also a small pool of veteran teachers to serve as mentors for novice teachers many who have gone through the alternative teaching program.

In 2013, Southwest students participated in the “Georgia Student Health Survey”. There are several questions that assessed the students’ perceptions of the climate of our school.

SA = Strongly Agree    SWA = Somewhat Agree    SWD = Somewhat Disagree    SD = Strongly Disagree

<b>Question</b>	<b>SA</b>	<b>SWA</b>	<b>SWD</b>	<b>SD</b>
<b>1. Teachers treat me with respect.</b>	35%	40%	15%	11%
<b>2. The behaviors in my classroom allow the teacher to teach so I can learn.</b>	17%	43%	21%	18%
<b>3. Students are frequently recognized for their good behavior.</b>	15%	42%	23%	20%
<b>4. I have been picked on or teased at school in the past 30 days.</b>	9%	9%	12%	70%
<b>5. School is a place where I feel safe.</b>	11%	36%	26%	28%
<b>6. I feel successful at school.</b>	37%	49%	7%	6%

Overall the students agreed that teachers treat them with respect. Sixty percent of the students agreed that the behaviors in their classroom allowed the teacher to teach so that student learning could take place. Only 56% of the students surveyed agreed that students are frequently recognized for their good behavior. Eighteen percent agreed that they had been picked on or teased at school in the past 30 days. Only 11% strongly agreed that school is a place where they feel safe. Eighty-seven percent agreed they felt successful at school. We currently are getting ready to administer the TKES’s Survey of Instructional Practices which will help determine summative ratings for the Teacher Effectiveness Measurement (TEM) score.



<p><b>School Culture and Climate</b></p> <p><b>School Safety</b></p> <p><b>Student Health Services</b></p> <p><b>Attendance Support</b></p> <p><b>Social and Community Support</b></p> <p><b>Parental Support</b></p>	<p><b>Provide a summary of existing status and current needs.</b></p> <p>The school is diligently working to provide students with a safe learning environment; therefore, there is an anticipation of the 2014 “Georgia Student Health Survey” results.</p> <p>The Southwest “Culture and Climate” Target Team conducted a student and teacher survey after implementing PBIS for two months. The data indicated that students and teachers strongly agreed that efforts had been made to improve the culture and climate of the school. The overall consensus was that steps had been made to ensure that the school was focused on learning. There had been more emphasis on providing an environment that is conducive to learning. The “Culture and Climate” Target Team intends on administering the survey again prior to end of the school year to obtain more feedback from students and teachers regarding culture and climate. This data will assist in developing action plans for the 2014-2015 school term.</p> <p>This year, there has been a strong emphasis on school wide expectations and them being reinforced pervasively by all staff members. This consistency has already resulted in a climate that is more conducive for learning. There is still a need to continue to ensure that all staff members are on one accord regarding expectations for student learning and behavior. Southwest High School participated in two PBIS site visits, and the data compiled from the Georgia Southern representative from PBIS and the Central Office indicated that Southwest was an exemplary model for the implementation of PBIS at the high school level. All students and staff members surveyed knew the school wide expectations and were aware of the incentives for student and teacher appropriate behavior. Discipline data documented in Educator’s Handbook indicates a tremendous decrease in fights, weapons and drug use. Implementation of PBIS has resulted in creating a school environment where students understand the purpose for being in school is learning.</p> <p>Several community organizations are trying to assist in achieving the goal of raising the graduation rate. Mercer University students conducted a SAT Prep course on five Saturdays leading up to the October administration of the SAT. This was an opportunity for students to receive helpful test-taking tips for the SAT. Mercer University also provides our school with tutors for the AVID program. Central Georgia Technical College is providing a professor for four of the senior students to receive college credit for English 101. The professor comes to the school and teaches the students on site. This has been a wonderful opportunity for students. Alpha Phi Alpha Fraternity Incorporated as adopted the school and has pledged to provide our students with resources needed to help them be successful. Through the Gear Up Grant, there is a liaison with Communities in Schools that works with at-risk 9<sup>th</sup> grade students. TRIO provided students with a College and Career Fair where over 25 Georgia colleges and universities participated. Students were able to speak to college and career representatives to ask questions and receive information regarding colleges and careers.</p> <p>The school appreciates all of the partners’ assistance; however, there is a need for additional assistance to help with the social/emotional and mental health issues that some of the students served. Through the ESSC Grant there is an additional counselor, but the grant will end next year. There is a need for more counseling and health services for students if the goal is to graduate students who are college or career ready. Additional assistance will help in educating parents and equipping them with the skills necessary to advocate for their children.</p>
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**Rigorous Curriculum-Alignment of curriculum with state standards across grade levels**

**Provide a summary of existing status and current needs.**

Southwest teachers are required to implement the Common Core Georgia Performance Standards which is the statewide curriculum. Common Core standards provide our students with more rigor; therefore, there is an expectation for our students to learn at a higher level. In order for our students to learn at a higher level, there is a need for us to provide students with more opportunities to take ownership of their own learning. The faculty and staff are currently involved in participating in the Georgia Formative Instructional Practices (FIP) on-line module that will assist with involving students in the assessment process. During the professional learning day for the district, the high school and feeder middle school science and social studies teachers participated in some vertical alignment efforts. The College Board assisted the schools in looking at the vertical alignment of standards. TKES Standard 8, Academically Challenging Environment, assesses the teachers' ability to implement a rigorous curriculum. The formative ratings indicate that 77% of our teachers received a rating of "Proficient", 22% "Needs Development", and 1% "Ineffective". At the beginning of the year, administration trained the staff on how to "unwrap" standards and align assessments and instructional strategies to the depth of knowledge of the standard to ensure the rigor of the standard will be met. On the formative ratings of TKES Standard 2, Lesson Planning, 82% of our teaching staff received a rating of 82% "Proficient, and 18% of our teaching staff received a rating of "Needs Development".

## Curriculum Intervention Programs

- **Increased Learning Time (ILT)** – An additional 30 minutes has been added on to fifth block to provide students with differentiated instruction based on student performance on common assessments. Students have been strategically placed in one of their EOCT classes based on need. These teachers meet collaboratively to analyze common assessment data and develop differentiated lessons for flexible groups of students. The most recent data from the progress reports is as follows:

EOCT Course	Pass Rate	Fail Rate
9 <sup>th</sup> Grade Literature Composition	85%	15%
American Literature	77%	23%
Economics/ Business	84%	16%
US History	92%	8%
Biology	66%	34%
Analytical Geometry	66%	34%
Coordinate Algebra	62%	38%

- The areas of concern are the ninth grade and tenth grade courses: Biology, Analytical Geometry and Coordinate Algebra.
- **Read 180 and Systems 44** is a reading program designed to close gaps in the skill level of struggling readers using a combination of research-based instructional methods. Currently only our 9<sup>th</sup> grade students are served in Read 180 and Systems 44. We currently only serving approximately 16% of the freshman population and the AimsWeb screener indicates that 40% of our students are at the emerging level.
- **Inside Algebra** is a comprehensive, research-based program that provides hands-on, manipulative- based activities to master algebra concepts and skills. This program is utilized during increased learning time to assist students with algebra concepts and skills. Currently, we have four ninth grade classes that are being served in this program as a means of remediation. Based on March data, only 10% of the students served have reached the Inside Algebra proficiency goal.
- **Reading Plus** is a web-based program that is aligned to Common Core. It is a reading intervention that prepares students to engage with complex text by developing all three dimensions of successful readers--capacity, efficiency, and motivation. Currently one class of 9<sup>th</sup> graders is in this program and one class of 11<sup>th</sup> grade students who are in American Literature. Currently, 85% are not meeting the proficiency targets.
- **S.T.E.P.** (Southwest Tutorial and Enrichment Program) – Southwest’s afterschool program provides students with opportunities to receive additional assistance on class assignments, the Georgia High School Graduation Test (GHS GT) remediation, and an opportunity to make up missed class periods. Approximately 42% of our student population has attended the after school program at least once with 13% of the student population attending regularly. Currently 51% of 9<sup>th</sup> grade students are failing at least one course; 34% of 10<sup>th</sup> grade students, 24% of 11<sup>th</sup> grade students, and 14% of 12<sup>th</sup> grade students. There are still 42% of senior enrolled students in need of at least one Georgia High School Graduation Test.
- **Saturday School** – Since the beginning of the school year, we have provided our students with additional time to prepare for the Georgia High School Graduation Test. Senior students receive 3 hours of instruction. On average, 29% of our seniors who are in need of remediation have taken advantage of this opportunity.
- **E2020 Edgenuity** - Edgenuity is a research-based video course curriculum, which offers more than 185 semester-equivalent core and elective online courses for students, grades 6-12. The program can be used at home or in school. It is used as core curriculum, for intervention, to recover credits, to prepare for standardized assessments and to prep for some Advanced Placement programs. Course offerings include math, English, science, foreign languages, and career-oriented courses (business, IT, health sciences). There are currently 14.3% of the student population who are recovering course credits. There is a need for us to be able to offer more courses as enrichment. We would like to provide students with more AP opportunities through Edgenuity.

<p><b>Enrichment Programs</b></p>	<p><b>AVID</b> - This is the first school term that we are implementing AVID (Advancement via Individual Determination). AVID is a college readiness system which targets the student in the middle who has the potential to attend college; however, needs the additional support for this to happen. Currently, we have four ninth grade classes of AVID students. This program needs to be expanded to serve more students and to make the research-based strategies more pervasive throughout the building. Currently, 90% of the AVID students are successful academically.</p> <p><b>Law Academy</b> - In 1999, Southwest implemented the Law Academy as a magnet program for the school. Currently, only 4% of the total population is being served in the Law Academy. One pathway of Law is currently offered for students. In an effort to expand the Law Academy, three pathways need to be offered for law as well as dual enrollment opportunities. Three Law Enforcement pathways could include: Law Enforcement Services/ Criminal Investigations (which we currently have), Law Enforcement Services/ Forensic Science and Legal Services/ Legal Administrative Services. This addition directly aligns with the school's vision of students being college or career ready.</p>
<p><b>Dual enrollment(if applicable)</b></p>	<p>Currently, only have 7% of students serve in dual enrollment. Communication regarding these programs needs to be timely and more effective.</p> <p>6 Students in Cosmetology (Central Georgia Technical College)  5 the Joint Enrollment (Central Georgia Technical College)  1 Move On When Ready (Middle Georgia State College)</p>

**Advanced Placement(if applicable)**

Currently, 127 students are being served in Advanced Placement. This is only 16% of the total student population. There is a need for more teachers to be trained to teach AP courses and score AP exams.

- AP Lang/Comp
- AP Lit/Comp
- AP Biology
- AP Environ Sci.
- AP Calculus AB
- AP World History
- AP U.S. History

The 2012 and 2013 AP scores yielded dismissal results with no students scoring above the rating of 2. In 2012 the AP scores were as follows:

<b>AP Exam Score</b>	<b>3</b>	<b>2</b>	<b>1</b>
Literature	0%	0%	100%
US History	0%	5%	95%
World History	0%	5%	95%

In 2013 the AP scores are as follows:

<b>AP Exam Score</b>	<b>3</b>	<b>2</b>	<b>1</b>
Calculus	0%	27%	73%
World History	0%	14%	86%

More training in AP courses for teachers will assist us with providing students with the rigor that is necessary to perform at the depth of knowledge level of the standards.

**Instructional Program****Provide a summary of existing status and current needs.**

Southwest teachers are required to implement the Common Core Georgia Performance Standards. Lesson plans are developed collaboratively to ensure consistency and equity of the educational experience of our students. The new administration developed a “Collaborative Planning Protocol” in an effort to provide consistency in the development of lesson plans where assessments and instructional activities would meet the depth of knowledge of the standard. The instructional program is continuously monitored through formal and informal walkthroughs and observations conducted by administrators, instructional coaches, Central Office Personnel, the State School Improvement Specialists, and other state representatives. Just recently, a schedule has been developed for teachers to participate in Instructional Rounds as a means to develop a common understanding of effective instruction at Southwest High School. The Teacher Keys of Effective System (TKES) has been implemented with fidelity this school term. The mid-year formative ratings on all ten standards are as follows:

<b>Standard 1:</b> Professional Knowledge	95% Proficient	4% Needs Development	1% Ineffective
<b>Standard 2:</b> Lesson Planning	82% Proficient	18% Needs Development	
<b>Standard 3:</b> Instructional Strategies	88% Proficient	11% Needs Development	1% Ineffective
<b>Standard 4:</b> Differentiation	63% Proficient	36% Needs Development	1% Ineffective
<b>Standard 5:</b> Assessment Strategies	93% Proficient	7% Needs Development	
<b>Standard 6:</b> Assessment Uses	87% Proficient	12% Needs Development	1% Ineffective
<b>Standard 7:</b> Positive Learning Environment	87% Proficient	12% Needs Development	1% Ineffective
<b>Standard 8:</b> Academically Challenging Environment	77% Proficient	22% Needs Development	1% Ineffective
<b>Standard 9:</b> Professionalism	92% Proficient	8% Needs Development	
<b>Standard 10:</b> Communication	93% Proficient	7% Needs Development	

Job-embedded professional learning is based on the results of the TKES observations and informal observations. Teachers and staff participate in required professional learning on a monthly basis as well as differentiated professional learning opportunities in which the teachers may choose which session best caters to his or her needs. Southwest participated on a GAPSS Analysis last school term in November 2012. Target Areas for Improvement in Curriculum, Assessment and Instruction were as follows:

- Seek ways to increase the use of formative assessment at the classroom level in order to monitor and adjust instruction and to provide feedback to students. A-1.2; A-2.4
- Ensure that collaborative planning sessions consistently include an in-depth analysis of assessment data so that teachers can develop a balanced variety of assessment tasks, including performance tasks and projects. A-2.4
- Expand the data analysis process to routinely use the results to monitor and adjust instruction at the classroom level in order to ensure the continuous improvement of individual learners, subgroups of learners, and attainment of school-wide targeted goals for student achievement. A-3.1
- Make research-based instruction and high expectations for student achievement standard practice in all classrooms by moving away from whole-group, teacher-centered learning increasing the use of teaching and learning strategies that promote active student engagement requiring authentic student work products that integrate higher-order thinking skills and demonstrate a depth of understanding of the standards incorporating the language of the standard throughout the sequencing of the lesson. I-2.1; I-2.2; I-2.4; I-3.1
- Differentiate instruction in all classrooms by content, process, product, and/or learning environment, and ensure that all students benefit from the use of purposeful, flexible groups which are developed based on diagnostic and formative assessment data. I-2.3; I-2.

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

- increase student engagement
- collect formative assessment data
- reinforce higher-order thinking skills
- enhance differentiation of instruction
- expand students’ ability to investigate and analyze information I-2.7

<p><b>Planning and implementation of research Based instructional strategies</b></p>	<p>Southwest teachers are expected to implement research-based strategies to provide students with effective instructional strategies. During Data Teams teachers are required to select common instructional strategies. Marzano’s strategies are shared as research strategies that have a high impact on student learning. Standard 3 of the TKES process is Instructional Strategies. During the formative ratings, our results were 88% Proficient, 11% Needs development and 1% Ineffective. Job-embedded professional learning has focused on implementing AVID WICOR (Writing, Inquiry, Collaboration, Organization and Reading) strategies. All teachers have been required to implement Cornell Notes, Quick- writes, and binders for organization to ensure consistency.</p> <p>The results of the GAPSS Analysis yielded the following target areas of improvement:</p> <p style="padding-left: 40px;">Make research-based instruction and high expectations for student achievement standard practice in all classrooms by</p> <ul style="list-style-type: none"> <li>• moving away from whole-group, teacher-centered learning</li> <li>• increasing the use of teaching and learning strategies that promote active student engagement</li> <li>• requiring authentic student work products that integrate higher-order thinking skills and demonstrate a depth of understanding of the standards</li> <li>• incorporating the language of the standard throughout the sequencing of the lesson I-2.1; I-2.2; I-2.4; I-3.1</li> </ul> <p>Current formal and informal observations as well as Instructional Rounds indicate a continued need to promote active student engagement. This is an area we will continue to work on developing.</p>
<p><b>Use of instructional technology (by students and teachers)</b></p>	<p>Current observations signify a need to improve on the use of instructional technology. Currently, there is a limitation on access to technology due to infrastructure.</p> <p>The results of the GAPSS Analysis yielded the following target area of improvement:</p> <p>Increase teacher and student use of instructional technology as an effective tool to</p> <ul style="list-style-type: none"> <li>• increase student engagement</li> <li>• collect formative assessment data</li> <li>• reinforce higher-order thinking skills</li> <li>• enhance differentiation of instruction</li> <li>• expand students’ ability to investigate and analyze information</li> </ul> <p>In order to prepare our students for college and career readiness, we have to have the technological resources necessary to reinforce their skills. The school continues to experience major difficulties with technology; therefore, it is difficult to integrate technology. It is impossible for us to implement ISTE (International Society for Technology in Education) standards without access to technology. Our students are missing out on immense opportunities to develop twenty-first century skills to make them more diverse learners.</p>

<p><b>Use of data analysis to inform and Differentiate instruction</b></p>	<p>Data Teams are small, grade-level department, course, content, or organizational teams that collaboratively analyze data and select instructional strategies in order to drive instruction and improve professional practice. They allow schools to break down the silos of individual practice and create truly professional teams of educators who continuously reflect on and improve their practice. Currently, all Math, ELA, Science and Social Studies teachers meet on a monthly basis with administration to participate in this process. Teachers bring common assessment data with them to the meeting to analyze and prioritize needs. Teachers collaboratively go through all steps to drive instruction and determine flexible groups for remediation, intervention and acceleration.</p> <p>The steps to the Data Team Process include the following:</p> <ul style="list-style-type: none"> <li>• Collect and chart data</li> <li>• Analyze data and prioritize needs</li> <li>• Set, review, and revise incremental SMART goals</li> <li>• Select common instructional strategies</li> <li>• Monitor and evaluate results</li> </ul> <p>We are in a need of more instructional technology such as response clickers to help automate data quickly and accurately to help target interventions for students.</p>
<p><b>Number of minutes scheduled for core academic subjects</b></p>	<p>Currently Southwest is on a seven period schedule which consists of 50 minute periods. There is an additional 30 minute period for Increased Learning Time. As teachers make the transition from a block schedule to a seven-period day, there is a need for professional development on how to maximize time in a 50 minute class.</p>
<p><b>Assessments</b></p>	<p>Currently we are learning more about the importance of a balanced approach to an assessment system. One of our professional learning opportunities focused on triangulating our assessment system by focusing on conversations, observations, and products. We rely heavily on summative assessments and most of our feedback is evaluative instead of descriptive. There needs to be more of a focus on formative assessments and providing descriptive feedback to help our students improve. Our participation in the Georgia Formative Instructional Practices (FIP) blended learning module will help our staff understand the importance of formative assessments.</p>
<p><b>Use of formative, interim, and summative Assessments to measure student progress</b></p>	<p>Currently, every department is required to administer at least one common assessment each month that will be analyzed during Data Teams. The analysis of this data results in the teams identifying students to create flexible groups. The results are also used to determine next steps in instruction. Teachers are primarily creating their own assessment aligned to the standards. District benchmarks are being developed. Teachers have also created mini-assessment to use as a means of formative assessment. There is a need for our staff to be involved in continued professional learning opportunities focused on assessment strategies and uses. The current implementation of Georgia's Formative Instructional Practices (FIP) on-line blended learning module will assist our staff and students.</p>
<p><b>Timeline for reporting student progress to parents</b></p>	<p>Every 4.5 weeks teachers are required to send home progress reports that outline the students' progress. Teachers are required to make parental contact when students are failing. Each quarter teachers have to develop a plan of action if over 15% of their class is failing a course. For the first progress report, content area teachers have the parents come to the school to pick up the progress report so that we may have conversations with the parents. Teachers have access to their child's grades on a continuous basis through the Parent Portal in the data management system, Infinite Campus.</p>



<p><b>Parent and Community Support</b></p>	<p><b>Provide a summary of existing status and current needs.</b></p> <p>Several community organizations are trying to assist the school in achieving the goal of raising the graduation rate. Mercer University students conducted a SAT Prep course on five Saturdays leading up to the October administration of the SAT. This was an opportunity for students to receive helpful test-taking tips for the SAT. Mercer University also provides our school with tutors for the AVID program. Central Georgia Technical College is providing a professor for three of our senior students to receive college credit for English 101. The professor comes to the school and teaches the students on site. The local graduate Alpha Phi Alpha Fraternity Incorporated has adopted the school and has pledged to provide our students with resources needed to help them be successful. Through the Gear Up Grant, a liaison with Communities in Schools that works with our at-risk 9<sup>th</sup> grade students. TRIO provided students with a College and Career Fair on site with over 25 Georgia colleges and universities participating. Our students were able to speak to college and career representatives to ask questions and receive information regarding colleges and careers. Macon Promise Neighborhood has provided our students with college and career opportunities. The students were provided paid career-based internships for the past two years. Paxen Learning Corporation has provided onsite tutoring, Georgia High School Test (GHSGT) remediation and career preparation workshops. Orange Duffle Bag has graduated two classes of 50 senior students. This program assists students in goal-setting and learning more about college opportunities. Those students who successfully complete the course receive a free laptop.</p> <p>Parent attendance at some of our after school meetings has increased; however, there is a need for more parental participation and support. There is a need to have current and working phone numbers so that the lines of communication can remain open. Better efforts need to be made to provide parental workshops that are worth parents' time and helpful to them. Programs need to be taken to the community centers in the neighborhoods where families live to accommodate those who do not have transportation.</p>
<p><b>Social, health, and community services to students and families</b></p>	<p>This is an area of need for our students and families. More wrap around services are needed to deal with students' social, health and community needs. The ESSC Grant has provided a half-time social worker who has assisted the school with making necessary home visits. However, more community assistance is needed in the area of mental health for teenage children.</p>

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Appendix B - Rubric**

**School Improvement Grant LEA Application Rubric**

	<b>Not addressed or ineffectively addressed (0-1 point)</b>	<b>Limited (2 points)</b>	<b>Moderate (3 points)</b>	<b>Strong (4 points)</b>
<p style="text-align: center;"><b>LEA Narrative – Capacity</b></p> <p style="text-align: center;"><b>Score ____</b></p>	<p>The LEA is unable to provide an adequate description of the district leadership team OR the district leadership team does not possess expertise in working with federal grants, school improvement, and lacks direct access to the superintendent.</p> <p>The LEA has not reviewed its capacity to serve its schools and does not provide a description of support from staff, parents, students, and the school board.</p>	<p>The LEA provides a general description of the district leadership team but the district leadership team does not possess expertise in all areas necessary to managing a SIG grant (working with federal grants, school improvement, direct access to the superintendent).</p> <p>The LEA has reviewed its capacity to serve its schools but does not provide an appropriate description of support from staff, parents, students, and the school board.</p>	<p>The LEA provides a detailed description of the district leadership team and the district leadership team possesses expertise in working with federal grants, school improvement, and human resources. The plan does not describe how the district leadership team has direct access to the superintendent.</p> <p>The LEA has reviewed its capacity to serve schools and provides a detailed description and evidence of its commitment of</p>	<p>The LEA provides a detailed description of a district leadership team that is comprised of professionals with expertise in working with federal grants, school improvement, human resources, and has direct access to the superintendent.</p> <p>The LEA has reviewed its capacity to serve schools and provides a detailed description and evidence of its commitment of support from staff, parents, students, and the school board.</p>

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			support from staff, parents, students, and the school board.	
<b>Needs Analysis</b>  <b>Score _____</b>	The LEA provides some data, however the analysis of the data provided is insufficient and/or there are fallacies in the conclusions.	The LEA provides data but the analysis or conclusions are not fully developed.	The LEA provides a comprehensive view of the data. The analysis, summary, and conclusions are provided. Identified needs are clearly articulated.	The LEA has provided extensive student achievement, staff, curriculum and instruction, and school culture data. A comprehensive analysis with corresponding summary and conclusions are supplied. Identified needs are clearly articulated and are logical given the analysis.
<b>Annual Goals</b>  <b>Score _____</b>	The LEA has not reviewed the school's data and has set either extremely low student achievement goals or goals that are extremely unrealistic.	The LEA has provided a cursory review of the school's data and has set realistic student achievement goals. The LEA has articulated how it will plan for evaluation and monitoring but there is little evidence that suggest that the LEA is prepared to monitor progress toward annual student achievement goals, SIG leading indicators and implementation of	The LEA has reviewed the school's data and has set ambitious yet realistic student achievement goals. The LEA has articulated a plan for monitoring inclusive of progress toward annual student achievement goals and the SIG leading indicators. Goals are measurable and time-bound.	The LEA has reviewed the school's data and has set ambitious yet realistic student achievement goals. The LEA has articulated how it will plan for on-going evaluation and monitoring that includes progress toward annual student achievement goals, SIG leading indicators and implementation of interventions. Goals are measurable and time-bound.

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		interventions. Goals are measurable and time-bound.		
<b>Model specific school application</b>  <b>Score_____</b>	The LEA does not provide a rationale for the selected intervention model based on the school's identified needs and addresses root causes of the school's low performance.	The LEA provides a general rationale for the selected intervention model. The alignment of the rationale with the school's identified needs is unclear.	The LEA provides a clear rationale for the selected intervention model based on the school's identified needs.	The LEA provides a compelling and clear rationale for the selected intervention model based on the school's identified needs and addresses root causes of the school's low performance.
<b>Budget</b>  <b>Score_____</b>	A number of requests in the LEA and/or schools' budget are not reasonable or necessary expenditures. Budget activities are in not aligned with the goals of the grant.	A few items listed in the LEA and/or schools' budget are discussed in the justification template. The budget request is not fully aligned with the school's goals.	All items listed in the LEA and schools' budget are substantiated in the budget justification templates. All budget requests are reasonable, necessary, and allocable to the SIG grant. Activities are in alignment with the school's goals.	All items listed in the LEA and schools' budget are substantiated in the budget justification templates. Requests are reasonable and necessary expenditures and are in compliance with federal grant requirements (allocable). Activities are in clear alignment with and support school goals.
<b>Sustainability Plan</b>	There is no evidence in the application that indicates actions will be taken to maintain implementation of the processes and strategies that positively impact student achievement.	An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies required	An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies required	A comprehensive plan describes actions the LEA will take to maintain implementation of the processes and strategies required for the intervention model selected. The plan includes specific steps and adequate resources to ensure sustainability.

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		for the intervention model selected; however, the plan does not describe the specific actions the LEA will take after the funding period ends.	for the intervention model selected. The plan includes general steps with no or limited resources identified to support efforts to ensure sustainability.	
<b>Total Score of Written Application</b>				
<b>Interview (if applicable, only applications receiving 15 or more points will be invited to interview)</b>  <b>Score _____</b>	The LEA is unable to satisfyingly speak to the general plan for implementation of the grant. Action steps are vague or inadequate. The LEA is unable to discuss how all stakeholders will be kept abreast of the reform taking place at the SIG school(s).	The LEA can articulate a general plan for implementation of the SIG grant. The action steps, communication plan for stakeholders, and the plan for sustainability are somewhat unclear.	There is a solid plan to ensure overall success and sustainability. District leadership within the LEA is able to provide a clear articulation of the work necessary to successfully implement the chosen reform model. Action steps are specific and the LEA can articulate what barriers may arise and how stakeholders will be informed.	There is a comprehensive plan to ensure overall success and sustainability. District leadership within the LEA is able to provide a clear articulation of the work necessary to successfully implement the chosen reform model. Action steps are specific and the LEA can articulate how barriers will be removed and how stakeholders will be informed at regular intervals throughout the life of the grant.
<b>Total Score</b>				

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

In an effort to increase shared accountability for student results, an increasingly popular local reform strategy is to implement a performance-based incentive program. According to Springer (2009) performance based incentives lead to teacher retention in targeted schools. In an effort to foster interdependence at Southwest a growth model to reward school leaders, teachers and students will be implemented. A two-faceted incentive system to measure academic growth for students and provide rewards for school leaders, teachers and other staff that work to ensure this growth is obtained has been designed. This reward system is based on the TKES for certified personnel, and it is based on established goals as provided in the School Improvement Grant. (Please refer to attachment below).

Timeline:

May 2015 (ongoing)

*Note: Each level is independent of the other. A person may meet indicators in one level without meeting indicators of another.*

**Incentives**

Employee Type	Level A	Level B	Level C
<b>Certified</b> -Teacher/ Principal/ Assistant Principal positions	• \$250 monetary award	• \$450 monetary award	• \$300 monetary award
<b>Certified</b> - Other Non-Teacher positions		• \$450 monetary award	• \$300 monetary award
<b>Classified</b> positions		• \$100 monetary award	• \$150 monetary award

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**Southwest Magnet High School Incentives Rubric**

**EOCT Incentive Goals**

	2012-2013 EOCT Scores	2013-2014 EOCT Targets	2014-2015 EOCT Targets	2015-2016 EOCT Targets	2016 – 2017 EOCT Targets
9th Grade Lit & Comp	59.8%	62%	68%	76%	84%
Am Lit & Comp	65.9%	68%	73%	81%	89%
Coordinate Algebra	1.1%	26%	36%	46%	56%
Analytical Geometry*	N/A	N/A	30% %	40%	40%
Biology	38.9%	43%	50%	57%	64%
Economics	48.9%	57%	64%	71%	78%
US History	27.7%	35%	42%	49%	56%
			*Target for Math Coaches Only/**Not Included in Incentive Plan .		



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<b>Graduation Incentive Goal</b>				
<b>SWHS 2012-13 Cohort Graduation Rate</b> (% of students graduating from SWHS)				<b>Target Increase</b>
<i>2012-13 Actual</i>  <i>Goal</i>	<i>2014-2015</i>  <i>Goal</i>	<i>2015-2016</i>  <i>Goal</i>	<i>2016-2017</i>  <i>Goal</i>	
45.6%	53%	61%	69%	8% points

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**Certified – Teacher**

Employee Type	Level A	Level B	Level C
Administrators	<ul style="list-style-type: none"> <li>Receive <b>one (1) "Exemplary" rating on the eight LAPS</b> (Leader Assessment on Performance Standards) through the LKES (Leader Keys Effectiveness System) and <b>no "Ineffective" ratings</b></li> </ul>	<ul style="list-style-type: none"> <li>Meet SWHS EOCT Goals in 6/7 areas</li> </ul>	<ul style="list-style-type: none"> <li>Overall <b>"Proficient"</b> rating on LKES</li> <li>Meet SWHS Graduation Goal</li> </ul>
Core-area Certified Classroom Teachers	<ul style="list-style-type: none"> <li>Receive <b>one (1) "Exemplary" ratings on the ten TAPS</b> (Teacher Assessment on Performance Standards) through the TKES (Teacher Keys Effectiveness System) and <b>no "Ineffective" ratings</b></li> </ul>	<ul style="list-style-type: none"> <li>Departmental EOCT scores met SWHS EOCT Goals (per chart)</li> <li>EOCT Teacher meets EOCT subject goal (stand-alone)</li> </ul>	<ul style="list-style-type: none"> <li>Overall <b>"Proficient"</b> rating on TKES</li> <li>Meet SWHS Graduation Goal</li> </ul>
All other Certified Classroom teachers	<ul style="list-style-type: none"> <li>Receive <b>one (1) "Exemplary" ratings on the ten TAPS</b> (Teacher Assessment on Performance Standards) through the TKES (Teacher Keys Effectiveness System) and <b>no "Ineffective" ratings</b></li> </ul>	<ul style="list-style-type: none"> <li>Meet SWHS EOCT Goals in 6/7 areas</li> </ul>	<ul style="list-style-type: none"> <li>Overall <b>"Proficient"</b> rating on TKES</li> <li>Meet SWHS Graduation Goal</li> </ul>

**Certified – Non-Teacher**

Employee Type	Level A	Level B	Level C
Media Specialists		<ul style="list-style-type: none"> <li>Satisfactory GMSEP Evaluation with no Unsatisfactory marks</li> <li>Meet SWHS EOCT Goals in 6/7 areas</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory GMSEP Evaluation</li> <li>Meet SWHS Graduation Goal</li> </ul>
Counselors		<ul style="list-style-type: none"> <li>Satisfactory GSCEP Evaluation with no Unsatisfactory marks</li> <li>2% increase in number of students participating in AP or dual-enrollment courses from previous year</li> <li>Increase school average ACT scores to 19 or increase in combined SAT reading, math, and writing score of 1050.</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory GSCEP Evaluation</li> <li>Meet SWHS Graduation Goal</li> </ul>

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		<ul style="list-style-type: none"> <li>• 5 point gain in Cohort Graduation rate</li> <li>• 85% students successfully enter GA College 411 information</li> <li>• Meet SWHS EOCT Goals in 6/7 areas</li> </ul>	
Grant-supported Instructional coaches		<ul style="list-style-type: none"> <li>• Satisfactory GLEI Evaluation with no Unsatisfactory marks</li> <li>• Departmental EOCT goals/target met (per chart)</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfactory GLEI Evaluation</li> <li>• Meet SWHS Graduation Goal</li> </ul>
<b>Classified Staff</b>			
<b>Employee Type</b>	<b>Level A</b>	<b>Level B</b>	<b>Level C</b>
School Social Worker		<ul style="list-style-type: none"> <li>• Satisfactory Staff Evaluation with no Unsatisfactory marks</li> <li>• Show evidence of working with students and parents which results in the following improvements:</li> <li>• Meet SWHS EOCT Goals in 6/7 areas</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfactory Staff Evaluation</li> <li>• Meet SWHS Graduation Goal</li> </ul>
Student Resource Officers		<ul style="list-style-type: none"> <li>• Satisfactory Staff Evaluation with no Unsatisfactory marks</li> <li>• SCCPSS Annual Stakeholder survey indicates 90% or greater satisfaction with school safety</li> <li>• Increase accessibility on campus by providing a daily update of scheduled duties and whereabouts</li> <li>• Show evidence of working with students, administrators, and parents which results in a 10% reduction of student suspensions.</li> <li>• Meet SWHS EOCT Goals in 6/7 areas</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfactory Staff Evaluation</li> <li>• Meet SWHS Graduation Goal</li> </ul>
Nutrition Staff		<ul style="list-style-type: none"> <li>• Satisfactory Staff Evaluation with no Unsatisfactory marks</li> <li>• Health Inspection Score average of 95% or higher</li> <li>• Meet SWHS EOCT Goals in 6/7 areas</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfactory Staff Evaluation</li> <li>• Meet SWHS Graduation Goal</li> </ul>

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Nurse		<ul style="list-style-type: none"> <li>• Satisfactory Staff Evaluation with no Unsatisfactory marks</li> <li>• Meet SWHS EOCT Goals in 6/7 areas</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfactory Staff Evaluation</li> <li>• Meet SWHS Graduation Goal</li> </ul>
Custodians		<ul style="list-style-type: none"> <li>• Satisfactory Staff Evaluation with no Unsatisfactory marks</li> <li>• 94% Yearly Average Score on District maintenance walk-throughs</li> <li>• Meet SWHS EOCT Goals in 6/7 areas</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfactory Staff Evaluation</li> <li>• Meet SWHS Graduation Goal</li> </ul>
Special Education Paraprofessionals		<ul style="list-style-type: none"> <li>• Satisfactory Staff Evaluation with no Unsatisfactory marks</li> <li>• Meet SWHS EOCT Goals in 6/7 areas</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfactory Staff Evaluation</li> <li>• Meet SWHS Graduation Goal</li> </ul>
Secretary and Clerks		<ul style="list-style-type: none"> <li>• Satisfactory Staff Evaluation with no Unsatisfactory marks</li> <li>• Meet SWHS EOCT Goals in 6/7 areas</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfactory Staff Evaluation</li> <li>• Meet SWHS Graduation Goal</li> </ul>
Bookkeeper		<ul style="list-style-type: none"> <li>• Satisfactory Staff Evaluation with no Unsatisfactory marks</li> <li>• Meet SWHS EOCT Goals in 6/7 areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfactory Staff Evaluation</li> <li>• Meet SWHS Graduation Goal</li> </ul>
ISS Facilitator		<ul style="list-style-type: none"> <li>• Satisfactory Staff Evaluation with no Unsatisfactory marks</li> <li>• Meet SWHS EOCT Goals in 6/7 areas</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfactory Staff Evaluation</li> <li>• Meet SWHS Graduation Goal</li> </ul>
Hall Monitor		<ul style="list-style-type: none"> <li>• Satisfactory Staff Evaluation with no Unsatisfactory marks</li> <li>• Meet SWHS EOCT Goals in 6/7 areas</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfactory Staff Evaluation</li> <li>• Meet SWHS Graduation Goal</li> </ul>

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Southwest Magnet High School and Law Academy – Leadership Team Meetings 2014.2015

August 7, 2014

August 21, 2014

September 4, 2014

September 18, 2014

October 2, 2014

October 16, 2014

October 30, 2014

November 13, 2014

December 4, 2014

December 18, 2014

January 8, 2014

January 15, 2014

February 5, 2014

February 12, 2014

March 5, 2014

March 19, 2014

April 9, 2014

April 16, 2014

May 7, 2014

May 21, 2014

July 21<sup>st</sup> – July 23<sup>rd</sup> – Summer Retreat

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**Job Description for High School Graduation Coach**

**SUMMARY**

Each local board of education shall ensure that each high school in its jurisdiction has the full-time services of a High School Graduation Coach who is engaged in high school graduation assistance activities, including but not limited to working with students, school faculty and staff, parents, and guardians. The High School Graduation Coach will provide assistance to all high school students, individually and in groups, regarding high school graduation and completion, including but not limited to analyzing data to identify students or subgroups with potential high school graduation problems; planning, implementing, and tracking individual high school graduation plans; identifying and resolving barriers to graduation; and facilitating career choices and planning.

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

The High School Graduation Coach shall work to improve graduation rates for all population subgroups within the school by performing the following duties and responsibilities.

- Utilize the components of a profile of characteristics of potential dropouts developed by the GADOE to identify high school students with the high probability of not graduating;
- Collaborate with feeder middle school(s) to utilize the components of a profile of characteristics of potential dropouts developed by the GADOE to identify middle school students with the high probability of not graduating;
- Employ the GADOE School Improvement Data Utilization Guide to identify students scoring within a band of 5% above and 5% below proficiency levels (“bubble students”);
- Employ the GADOE School Improvement Data Utilization Guide to identify students scoring significantly below proficiency levels;
- Conduct an analysis that focuses on data for individual students and subgroups such as:
  - State Standardized Tests: CRCT, GHSGT, and EOCT
  - National Standardized Tests: SAT and ACT
  - Local Records: attendance records, behavior records, records of teacher conferences, records of parent conferences, records of student conferences, SST meeting minutes, grade retention records, and records of credits earned;
- Develop and implement individual intervention strategies to increase the likelihood that these students will stay in school and graduate;
- Work with students to develop a graduation and achievement plan to include the best program to meet academic and post-secondary goals;
- Coordinate a transition program for 9<sup>th</sup> graders to successfully adapt to the rigor of high school;
- Develop a “Graduation Team” for each identified student that minimally includes an administrator, two teachers, a counselor and/or school social worker or a representative from a local support or mentoring agency;
- Connect individual students and their parents with programs such as Communities In Schools and Georgia College 411, as well as area technical colleges;
- Develop a local mentoring program with business partners and connect individual students with mentors;
- Track the progress of individual and subpopulations of students as they progress toward graduation;
- Provide training to parents of students identified as being at risk of not graduating;

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- Provide training to middle school and high school teachers on support measures that work with youth identified as at risk of not graduating and the youth's parents/guardians;
- Work with faculty and administrators to adapt curriculum and instruction to meet the needs of identified at risk students;
- Identify and link area social agencies with youth at risk of not graduating and their parents/guardians;
- Train middle school and high school teachers on the components of an effective "teachers as advisors" program;
- Conduct quarterly vertical team meetings among elementary, middle, and high school faculty and staff to develop action steps to improve individual student and subgroup transition success rate;
- Attend, participate in, and redeliver as appropriate all required high school graduation coach training provided by the Department of Education and/or its collaborative partners;
- Develop partnerships with community organizations to support the goals of the high school graduation initiative;
- Conduct and analyze on-going formative and summative evaluation data of program effectiveness such as:
  - What interventions were most utilized in achievement plans created for each at risk student;
  - Number and percent of at risk students who met part or all of their goals in their academic plan;
  - Number and percent of identified at risk students in the school compared to total school population and rationale for why the number/percent is higher or lower than the state average;
- Provide and/or submit reports to the Department of Education as scheduled and requested.

### **MINIMUM QUALIFICATIONS, EXPERIENCES, AND ABILITIES**

- Georgia Professional Standards Commission certification in the following areas: Teaching, Service (School Counseling, School Psychology, and/or School Social Work) or Leadership;
- At least three years experience in one or a combination of the certificated areas above in secondary schools;
- Successful experiences working with secondary at-risk students;
- Working knowledge of appropriate strategies for reducing behaviors that put students at risk of not graduating from high school;
- Ability to communicate effectively with youth and adults;
- Ability to analyze, develop, implement, and track intervention plans and strategies;
- Knowledge of and the ability to analyze data, including that available from the Georgia Department of Education, the Governor's Office of Student Achievement, and from other sources;
- An understanding of the multiplicity of social services available in the community to support students at risk of not graduating;
- Knowledge of alternative education opportunities (e.g. Communities In Schools, Credit Recovery, Plato, Georgia Virtual High School)



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<b>Academy Coach</b>	
<b>Job Description</b>	
<b>Official Title:</b> Academy Coach	
<b>Length of Work Year:</b> 195	<b>Reports To:</b> Principal
<p><b>Summary Description of Classification:</b> The Academy Coach will monitor the implementation of the “Freshman Academy”, AVID Program and the Law Academy. Serves as liaison between the schools, parents, the community, business and industry.</p>	
<b>Minimum Qualifications Standards</b>	
<p><b>Knowledge, Abilities and Skills:</b> The Academy Coach must work in a professional manner with administrators, faculty, parents and students as well as members of business and industry. The ability to monitor data and develop action plans to improve student achievement. Other requirements listed below are representative of the knowledge, ability and skills necessary.</p>	
<b>Education, Training and Experience:</b>	
<ol style="list-style-type: none"> <li>1. A Bachelor’s Degree required (Master’s preferred)</li> <li>2. Minimum of two years of work experience in business or industry is required</li> <li>3. A CTAE certification</li> <li>4. Experience in instructional coaching is desired</li> </ol>	
<p><b>Certificate and License Requirements:</b> Must be certified in or eligible for certification in any Career, Technical, and Agricultural Education program area. Must also possess a current and valid Georgia Driver’s License.</p>	
<b>Physical Demand:</b>	
<b>Special Requirements:</b>	
<b>Paid Overtime (Y/N):</b> No Salaried position	
<b>Duties and Responsibilities:</b>	
<ol style="list-style-type: none"> <li>1. The coach will work collaboratively with administrators, student service personnel, and teachers to ensure the delivery of career development services through the Law Academy.</li> <li>2. The coach will facilitate linkages with parent, business/industry, post-secondary institutions and community organization to support students’ transition to postsecondary education and employment</li> <li>3. The coach will develop and maintain business partnership through an active business/industry advisory board.</li> <li>4. The coach will supervise the implementation of the components of the “Freshman Academy”.</li> <li>5. The coach will analyze pertinent data for the ninth grade students.</li> </ol>	

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6. The coach will provide job-embedded professional learning for teachers serving students in the “Freshman Academy”, AVID program, and Law Academy.
7. The coach will well work with the Law Academy instructors to assure that all Law Academy students complete the required coursework.
8. The coach will plan, coordinate and implement connecting activities between the school and the business/industry community.
9. Seek out recruitment opportunities for new students and businesses/industries partnerships.
10. Evaluate business/industry partnerships and establish job placements that serve the goals and objectives of the Law Pathway.
11. Track the Law Academy students and document completers of the program at the appropriate time.
12. The ability to work effectively with academically diverse populations.
13. The ability to communicate effectively both verbally and written.
14. Access and recommend students for dual enrollment courses (in cooperation with counselors, instructors, and postsecondary administrators if appropriate).
15. Monitor and evaluate the program for improvement.
16. Develop linkages to other Law programs within the community.
17. Analyze community resources and coordinate job placements and rotations.
18. Assure that placement sites are in compliance with federal, state, and local labor laws and maintain program insurance, liability and industry regulations and standards.
19. Conduct public relations and program promotion activities with students, school administrators and the local business community.
20. Conduct an annual assessment of the program and develop an on-going program improvement plan as are required.
21. Other duties as assigned by the Principal

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**Appendix C- Turnaround Leader**

**Turnaround Leader Competencies: Four Clusters of Competence**

These are the competencies – or consistent patterns of thinking, feeling, acting and speaking – needed for school turnaround leader success. They were derived by “mapping” the cross-sector research on turnaround leader actions to high-quality competency studies of successful entrepreneurs and leaders in large organizations. The competencies chosen fit the activities that turnaround leaders share with leaders in these other contexts. Validation, refinement and further customization of these competencies will be possible as the number of successful school turnarounds grows and comparisons among more and less successful school turnaround leaders are possible. These competencies are arranged into four clusters of related capabilities.

**Driving for Results Cluster** – This cluster of competencies is concerned with the turnaround leader’s strong desire to achieve outstanding results and the task-oriented actions required for success. Competencies in this cluster include:

- Achievement
- Initiative and Persistence
- Monitoring and Directiveness
- Planning Ahead

**Influencing for Results Cluster** – This cluster of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone, but instead must rely on the work of others. Competencies in this cluster include:

- Impact and Influence
- Team Leadership
- Developing Others

**Problem Solving Cluster** – This cluster of competencies is concerned with leader’s thinking applied to organization goals and challenges. It includes analysis of data to inform decisions; making clear logical plans that people can follow; and ensuring a strong connection between school learning goals and classroom activity. Competencies in this cluster include:

- Analytical Thinking
- Conceptual Thinking

**Showing Confidence to Lead** – This competency, essentially the public display of self-confidence, stands alone and is concerned with staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds.

- Self-Confidence

Competencies selected from Competence at Work: Models for Superior Performance, Spencer and Spencer (1993). Leader actions from School Turnarounds: A Review of the Cross-Sector Evidence on Dramatic Organization Improvement, Public Impact for the Center on Innovation and Improvement (2007) and Turnarounds with New Leaders and Staff, Public Impact for the Center for Comprehensive School Reform and Improvement (2006).

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**Appendix D – Reform Models**

**Brief Overview of the School Improvement Grant 1003(g) Reform Model**

- 1. Turnaround Model:** Replace the principal, screen existing school staff, and rehire no more than half the teachers; adopt a new governance structure; and improve the school through curriculum reform, professional development, extending learning time, and other strategies.
- 2. Restart Model:** Convert a school or close it and re-open it as a charter school or under an education management organization.
- 3. School Closure:** Close the school and send the students to higher-achieving schools in the district.
- 4. Transformation Model:** Replace the principal and improve the school through comprehensive curriculum reform, professional development, extending learning time, and other strategies.