

School Improvement Grant 1003(g) Peach County Schools

Peach County High School Improvement Grant Application – Executive Summary

The vision of Peach County High School's redesign was based on several years of research and faculty input. With the onset of the School Improvement Grant (SIG), our vision will become a reality in the near future. Because of consistent, low-student achievement, immediate school improvement in the form of an extreme makeover is mandated. Of the SIB models available, the Transformational Model was the only option we could embrace. It provides the means for that immediate extreme makeover.

Two of the other SIG models: the Closing Model and the Restart Model were not options for us because PCHS is the only high school in the district. Because the Turnaround Model required the dismissal of all teachers, this presented a conflict with the retention of quality teachers as well as the legal issues involved with faculty dismissal.

Peach County High School's Transformational Redesign Model encompasses the following changes:

- The establishment of three themed academies – The Science, Technology, Engineering, and Math (STEM) Academy, the Arts and Humanities Academy, and the Human Services Academy.
- The implementation of the New Tech Network (NTN) framework for the ninth and tenth grades. Under this framework, **teachers will**
 - Use project-based learning as the major instructional strategy in the classroom.
 - Participate in high quality, job-embedded professional development on project-based learning, Critical Friends, and the use of technology for instruction.
 - Participate in team teaching. Initially, a select cadre of teachers from each academy will team-teach in curriculum-integrated classrooms. Other teachers will also team-teach in the subsequent years.Under this framework, **students will**
 - Participate in curriculum-integrated classrooms that will be team-taught by content-area teachers.
 - Participate in dual enrollment opportunities with the three, local colleges. The NTN goal is for students to graduate from high school with twelve college credits.
 - Develop 21st Century technology skills through the 1:1 computer initiative. Each student will be provided a computer to conduct research and complete projects.
- Implementation of the Buck Institute of Education framework for the eleventh and twelfth grades. Under this framework, teachers will
 - Use project-based learning as the major instructional strategy in the classroom.
 - Participate in high quality, job-embedded professional development on project-based learning, Critical Friends, and the use of technology for instruction.
- The addition of a yearlong 55-minute block and the extension of the school day in order to increase learning opportunities.
- The implementation of the CLASS KEYS teacher evaluation tool. The study year for CLASS KEYS will be the 2010-2011 school year.

School Improvement Grant 1003(g) Peach County Schools

- Peach County Schools understands and assures that any conflicts between the School Improvement Grant and Race to the Top will be resolved to reflect Race to the Top conditions.

**4/15/2010 School Improvement Grant 1003(g) Peach County Schools
School Improvement Grant 1003(g)**

Part II: LEA Application 2010

LEA Name: Peach County Schools	LEA Mailing Address: 523 Vineville Street Fort Valley, Georgia 31030
LEA Contact for the School Improvement Grant Name: Mr. Jerry Gray Position and Office: Secondary School Improvement Coordinator Contact's Mailing Address: 523 Vineville Street Fort Valley, Georgia 31030 Telephone: (478) 825-5933 Fax: (478) 825-9970 Email Address: jgray@peachschools.org	
Superintendent (Printed Name): Susan S. Clark	Telephone: (478) 825-5933
Signature of Superintendent: 	Date: <i>4-15-10</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.	

School Improvement Grant 1003(g) Peach County Schools

LEA Application 2010

LEA Name: **PEACH COUNTY SCHOOLS**

Section A. SCHOOLS TO BE SERVED: The LEA must include the following information with respect to the schools it will serve with a School Improvement Grant. Using the attached list of eligible schools, identify each Tier I, Tier II, and Tier III school the LEA commits to serve and select one of the four intervention models (turnaround model, restart model, school closure model, transformation model) that the LEA will use in each Tier I and Tier II school.

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of the schools.

School Name	NCES ID#	Tier I	Tier II	Tier III	Intervention Models (Tier I and Tier II Only)			
					Turnaround	Restart	Closure	Transformation
Peach County High	130450		X					X

School Improvement Grant 1003(g) Peach County Schools

LEA Application 2010

LEA Name: PEACH COUNTY SCHOOLS

School Name: PEACH COUNTY HIGH SCHOOL

Sections B and C must be completed for each Tier I and Tier II school applying for this grant. Section B, number 6 and Section C must be completed for each Tier III school applying for this grant.

Section B. DESCRIPTIVE INFORMATION: The LEA must include the following information to complete the School Improvement Grant application.

1. For each Tier I and Tier II school that the LEA commits to serve, the LEA must analyze the needs of each school and select an intervention model for each school.
 - a) Complete the School Profile (Attachment 1a: Elementary School Profile, Attachment 1b: Middle School Profile, Attachment 1c: High School Profile).

See pages 20-31 of 70

- b) If available, attach the “Target Areas for Improvement” section from the Georgia Assessment of Performance on School Standards (GAPSS) reviews completed within the last two years.

Outside GAPPS not available

- c) Provide a narrative describing the outcomes of analyzing the data (school needs).
Provide a narrative describing the outcomes of analyzing the data (school needs).

Peach County High School (PCHS) is in need of extreme academic intervention. The PCHS faculty has had limited success in adapting to the demands of the increased rigor necessary to fully implement the Georgia Performance Standards. These challenges have been compounded by a high attrition rate among both PCHS faculty and administration.

Since 2006-07, student achievement at PCHS has not kept pace with the increase in Annual Measurable Objectives (AMO's) necessary to meet Adequate Yearly Progress (AYP). The AMO for the Enhanced GHSGT in English Language Arts (ELA) increased from 84.7% to 87.7% and will rise to 90.8% in 2011. The AMO for the Enhanced GHSGT in Mathematics – from 68.6% to 74.9% and will rise to 81.2% in 2011. Without dramatic improvement in the alignment of curriculum, assessment, and instruction at PCHS, the results on state mandated standardized assessments will continue to lose ground with respect to similar schools across the

School Improvement Grant 1003(g) Peach County Schools

state.

In June of 2008, the Peach County Board of Education adopted its current vision – to be the top performing district of our size in the nation. Our current student performance on state and national standardized assessments shows we have a long way to meet this vision. Extensive research of the New Tech High framework yields the magnitude of improvement on student performance that is necessary. The New Tech High model utilizes interdisciplinary project-based learning and research-proven strategies which effectively aligns curriculum, assessment, and instruction in small learning academies.

AYP:

Peach County High School (PCHS) is currently in Needs Improvement-2 status. PCHS last met Adequate Yearly Progress (AYP) in 2006-07. In the two years since, PCHS has failed to make (AMO) in ELA and Mathematics.

In 2007-08, PCHS failed to meet AMO on the ELA Enhanced GHS GT (87.7%):

- 85.2% of all students
- 81.2% of Black students
- 86.4% of Hispanic students
- 64.0% of Students With Disabilities
- 81.9% of Economically Disadvantaged students

In 2007-08, PCHS failed to meet AMO on the Mathematics Enhanced GHS GT (74.9%):

- 66.7% of all students
- 56.4% of Black students
- 68.2% of Hispanic students
- 48.0% of Students With Disabilities
- 56.3% of Economically Disadvantaged students

In 2008-09, PCHS failed to meet AMO on the ELA Enhanced GHS GT (87.7%):

- 86.2% of all students
- 82.9% of Black students
- 48.0% of Students With Disabilities
- 80.3% of Economically Disadvantaged students

In 2008-09, PCHS failed to meet AMO on the Mathematics Enhanced GHS GT (74.9%):

- 61.5% of all students
- 48.7% of Black students
- 58.8% of Hispanic students

School Improvement Grant 1003(g) Peach County Schools

- 32.0% of Students With Disabilities
- 46.1% of Economically Disadvantaged students

In 2008-09, PCHS had a graduation rate of 73.9% and failed to meet the 75% AMO for the second indicator for AYP.

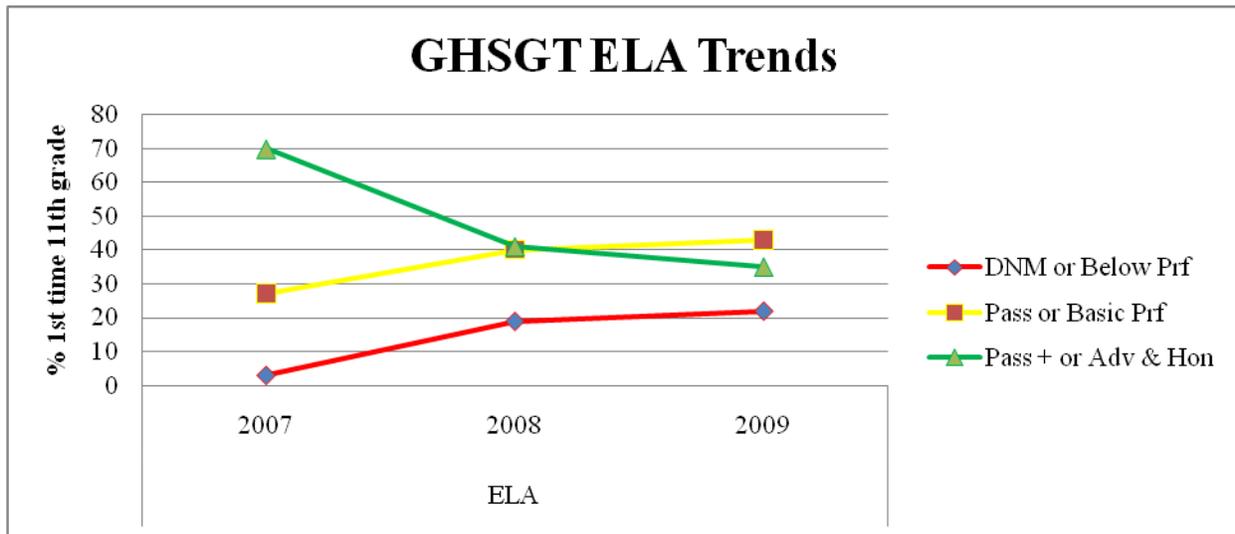
Other Measures of Academic Performance:

English Language Arts

End of Course Test data shows an overall trend toward improvement in student passing rate percentage over the past three years:

- 9th Grade Literature and Composition EOCT – 2006-07 (54%), 2007-08 (58%), 2008-09 (71%)
- American Literature and Composition EOCT - 2006-07 (79%), 2007-08 (75%), 2008-09 (83%)

Georgia High School Graduation Test data shows some disturbing three year trends. The percentage of eleventh grade students who failed to meet basic proficiency on the ELA Enhanced GHSGT on the first attempt has increased (from 1 to 22%). At the same time, the percentage of students who exceeded standards has steadily declined (from 70% to 35%).



Mathematics

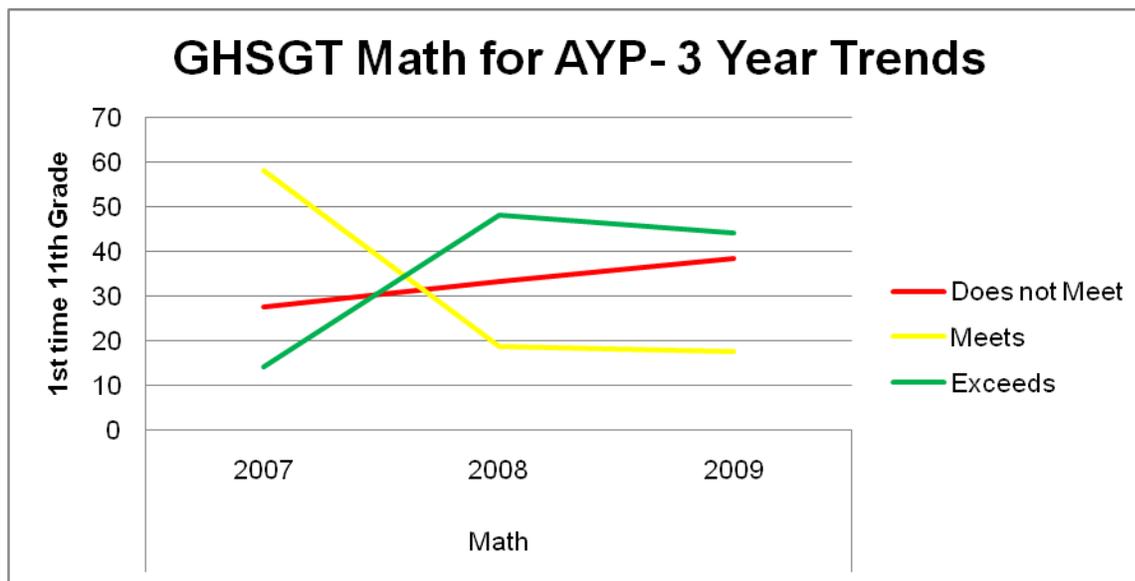
End of Course Test data shows an overall trend of decline in student passing rate percentage over

School Improvement Grant 1003(g) Peach County Schools

the past three years:

- Algebra I EOCT – 2006-07 (37%), 2007-08 (28%), 2008-09 (13%)
- Geometry EOCT - 2006-07 (48%), 2007-08 (27%), 2008-09 (29%)

Georgia High School Graduation Test data in mathematics shows some disturbing three-year trends. The percentage of eleventh-grade students who fail to meet standards on the Mathematics GHSGT for diploma purposes (scale score ≥ 500) has remained relatively stable. The percentage of students who fail to meet standards on the Mathematics GHSGT for AYP accountability (scale score ≥ 500) has grown from 28% to 39%. The average differential in the percentages between the 500 and 516 scale scores of students in the black (33.2) and economically disadvantaged (35.6) subgroups is dramatically higher than that of the white (13.4) subgroup at PCHS (see school profile, p.). This would seem to indicate the depth of understanding of mathematic concepts is not as great for the black and economically disadvantaged students.



Lack of feedback provided thus far from the Math I and Math II EOCT's makes any projections of student performance on the fully GPS alignment Mathematics GHSGT challenging.

Science

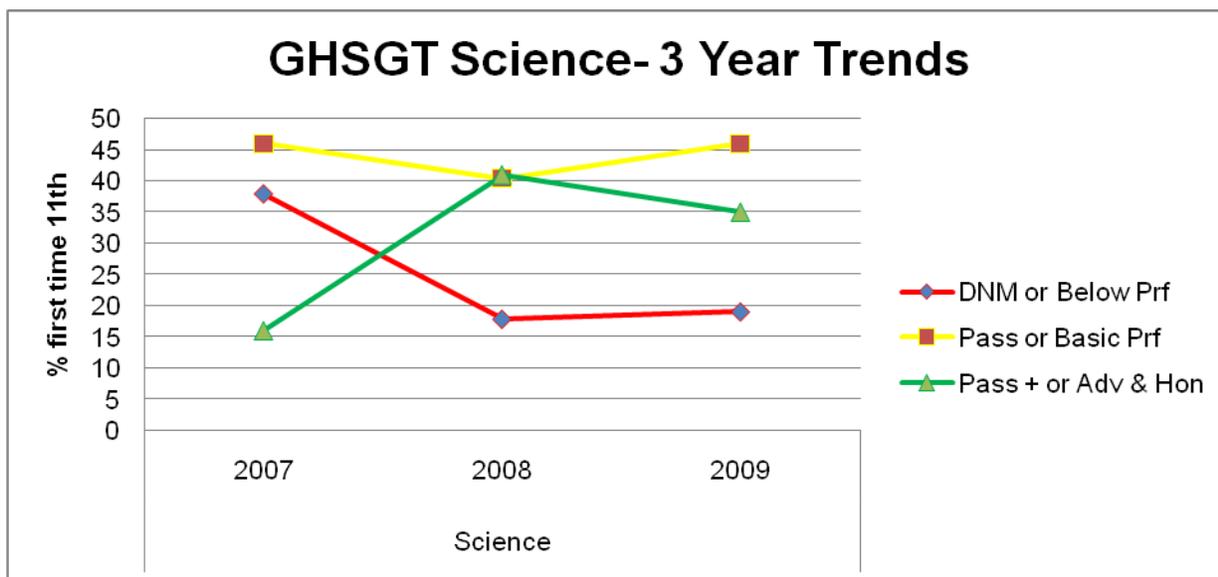
End of Course Test data shows a trend of improvement in student passing rate percentage in Biology in the past three years. The passing rate on the Physical Science EOCT remained stable,

School Improvement Grant 1003(g) Peach County Schools

though it has declined since 2008-09 as it has only been offered as a credit recovery course at PCHS.

- Biology EOCT – 2006-07 (39%), 2007-08 (42%), 2008-09 (64%)
- Physical Science EOCT - 2006-07 (58%), 2007-08 (57%), 2008-09 (21%)

Georgia High School Graduation Test data in Science has been stable (86 to 87% passing) since the Science GHSGT transitioned to GPS in 2007-08. The data shows an overall trend of decreasing percentage of students not meeting standards and increasing percentage of students exceeding standards.



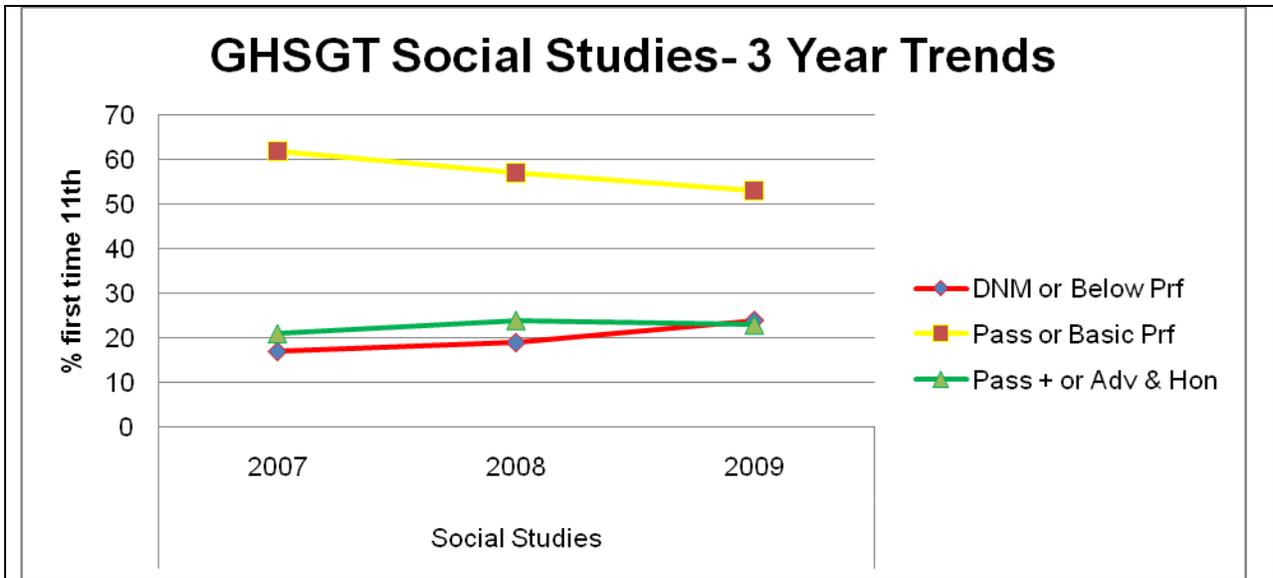
Social Studies

End of Course Test data shows a dramatic trend of improvement in student passing rate percentage in Economics in the past three years. The student percent passing rate on the US History EOCT has declined since the transition to GPS in 2007-08, but improved the following year.

- US History EOCT – 2006-07 (60%), 2007-08 (42%), 2008-09 (49%)
- Economics EOCT - 2006-07 (36%), 2007-08 (46%), 2008-09 (64%)

Georgia High School Graduation Test data in Social Studies has been stable, though the results of full alignment of the Social Studies GHSGT to GPS will occur in 2009-10.

School Improvement Grant 1003(g) Peach County Schools



d) Provide rationale for the intervention model selected.

The Peach County School System has identified the Transformation Model as being the best intervention model for Peach County High School. Based on extensive research and data evaluation, we have concluded that The New Tech Network (NTN) is the ideal reform model for our effort. This is because the New Tech Model is, at its core, a community of instructional practice that is based on project and problem-based learning (PBL). Much of the professional development from NTN is aligned with the best practices of PBL instruction. Using NTN, school teams are led through academically rigorous ‘projects’ that prepare students for a challenging and successful academic or business experience.

Peach County High School’s current school year (2009-2010) performance, as determined by student data, instructional observations by administration and instructional coaches, supports the conclusion that an extreme make over is necessary. NTN provides the framework for that make over.

The New Tech Network framework is not an off-the-shelf curriculum “program” that a school adopts as its reform model. NTN seeks to build the capacity of the administrators, faculty and staff of its member schools to develop and align curriculum, assessment, and instruction for dramatic school improvement. NTN’s research-proven, problem and project-based learning model extends to the job-embedded professional development in which the school staff participates during its three-year implementation.

As the cadre teams in each academy at Peach County High School gain the capacity to build, assess, and facilitate learning through the “project briefcases,” they will develop the skill set necessary to sustain the school’s extreme makeover once the NTN is fully operational and SEA

School Improvement Grant 1003(g) Peach County Schools

School Improvement Grant funds are depleted.

As a supplementary effort, the district has put in place some specific requirements for maintaining employment in the Peach County School System. Initially we would have preferred to use the “Turnaround Model” due to the fact that the grant dictated an extreme makeover.

While we were unable to employ the Turnaround Model, we have taken legal steps to ensure that the Transformation Model is structured in such a way as to provide the “Extreme Makeover” character as dictated by the grant application. Specifically, teacher contracts have been attached with an addendum which requires that all teaching personnel are legally bound to attend all professional development with successful implementation for the school year 2010 – 2011. The requirements are detailed in Attachment 2d; Section A2.

After considering the analysis of student performance data and also collecting the evidence from multiple instructional rounds conducted by a team of administrators, the following conclusions were reached:

- Students are losing ground academically in mathematics.
- A significant number of teachers at Peach County High School will not use or do not know how to use research-based instructional practices such as project-based learning, visual representations, and small learning groups.
- Although a significant amount of money has been expended for professional development for teachers at Peach County High School over the last five years, teachers for the most part, still refuse to relinquish out-dated instructional practices and continue to rely on textbooks and lecture.
- A majority of teachers refuse to embrace available instructional technology resources that could enhance instruction.
- Career, Technical and Agricultural Education courses that drive course selection and available electives for students are not relevant to students’ needs or interests.
- Extra help for students experiencing academic difficulty is optional.
- There is no school-wide process for identifying and responding to students who begin to experience academic difficulty.
- There is neither rigor nor relevance in course offerings.
- Assessments of student learning are too general in nature and are rarely formative. Students receive little or no specific feedback from teachers.
- Students assume little responsibility for their own learning and poor instructional practices result in lack of student engagement.

Based on these conclusions, the decision to partner with the New Tech Network appears to be in

School Improvement Grant 1003(g) Peach County Schools

the best interest of students at Peach County High School.

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

The Peach County School System began the process of researching and planning a High School Redesign Model in the spring of 2009. A team of teachers, administrators and central office staff researched multiple models of successful high school renewal and design models across the country and settled on the highly successful approach of themed, career academies. Traditional career academies are organized by Career-Technical Agricultural Education (CTAE) elective course offerings, with little consideration given to the strengths, interests, and academic talents of students. The PCHS academy design will transcend traditional career academies by organizing the academies with clearly delineated focus; (i.e. Human Services, Arts and Humanities, STEM (Science, Technology, Engineering, and Mathematics)).

What has emerged is a three-themed academy approach (STEM, Human Services, and Arts and Humanities) with electives and career paths that are specific to each academy. The curriculum in the academic core courses in each academy will be differentiated to meet the needs and interests of the students in that academy. This differentiation will be enhanced through the use of project-based learning and New Tech Network's framework. The academies are more fully explained in **Attachment 2, Section A6.**

District-level initiatives designed to support the high school through the New Tech model include:

- Assign an administrator to serve as the Transformation Director; this person will be charged with supervising and monitoring the implementation of the New Tech Plan and its ancillary components.
- Recruit, train, and employ an Instructional Coach for each academy. Prior to the receiving the opportunity to apply for the School Improvement Grant, the Peach County School District provided Peach County High School with 2 full-time instructional coaches (Science and English Language Arts) using Federal and local funds. Also, using district funds, the district Coordinator of Secondary School Improvement functioned intermittently as a social studies instructional coach, while an assistant principal assigned to PCHS functioned as a mathematics instructional coach. However, because of changing employment needs, only the Instructional Coach of ELA remains in that current position. She will become the Coach of the Arts and Humanities Academy. Two other coaches will need to be employed for the STEM Academy and Human Services

School Improvement Grant 1003(g) Peach County Schools

Academy. Each academy will utilize an instructional coach to support instruction in the respective academy and to provide cross-academy instructional support.

- Provide a dedicated instructional technology specialist who will serve full time at the PCHS in order to support teachers and students in the one-to-one technology initiative required by New Tech
- Recruit, train, and employ content-rich specialists for the Learning Support Center. These teachers will demonstrate strong best practices skills to enhance the efforts of the classroom teachers. The LEA will provide funding for the Learning Support Center, which will be staffed by the Dean of Students, an academy team leader, an intervention counselor, four content-area teachers, a guidance counselor and a secretary. The Learning Support Center staff will work collaboratively with the principal and the three themed-academy leaders to develop a school-wide model for academic intervention. This model includes specific procedures to be implemented by every teacher as soon as a student begins to experience difficulty. The Learning Support Staff will also be responsible for identifying students who are at high risk of failure, monitoring their progress, and coordinating any additional intensive help those students may need. The Learning Support Center Leader, guidance counselor, and the support teaching staff will provide both long and short term assistance for all students as prescribed by the Dean of Students and the intervention counselor.
- Utilize a dedicated Assessment and Testing Coordinator at the district level, to interpret data to assist with the implementation of NTN. This program will be vertically aligned from one grade to the next and with the Georgia Performance Standards. It will also promote the continuous use of student data to dictate and differentiate instruction to meet the academic needs of individual students. The LEA has purchased Scantron in order to assist the Assessment and Testing Coordinator with this process.
- The Teaching and Learning Department will track, monitor and evaluate all professional learning associated with high school redesign; providing follow-up and feedback. The availability of Teach-Scape will also assist in implementing true differentiated, job-embedded professional development.
- Flexibility for PCHS administration to recommend changes in board policy regarding graduation requirements. In addition, the school-level administrator will be given authority to adjust school-level scheduling procedures as dictated by New Tech and student needs.
- An ESPLOST (Education Special Purpose Local Option Sales Tax) was passed by the

School Improvement Grant 1003(g) Peach County Schools

voters of Peach County in November of 2009, expressly to do two things; 1) to retire an existing bond debt and 2) enhance instructional technology district wide. By the end of the three-year SIG grant cycle, the annual revenue spent by the district in paying off this existing bond debt can be reallocated toward sustaining the impact of the SIG grant initiative. (New Tech asserts that after three years of adherence to their procedures and practices, there will be significant gains in student achievement.)

LEA Application 2010

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

The following guiding questions can be used to respond:

- a) Is there evidence of past failures of the LEA to support school improvement initiatives?
- b) Is there evidence that the LEA has diligently worked to implement, support and monitor such initiatives as standards-based classrooms, data rooms, and appropriate assessment practices?
- c) Is there a School Improvement Specialist working in the LEA?
- d) Has the LEA demonstrated support of the School Improvement Specialist's efforts?
- e) Is there a person at the LEA level that has been hired to work specifically with school improvement efforts?
- f) Is there evidence that the LEA has required specific school improvement initiatives for all schools? Examples include, but are not limited to: implementation of the Georgia School Standards, GAPSS reviews in many or all schools, analysis of high-impact practices shown in the Georgia's Implementation Resource Guide, functional leadership teams in all schools, and a LEA representative on all leadership teams.

Peach County School District has no Tier I schools.

**School Improvement Grant 1003(g) Peach County Schools
LEA Application 2010**

3. Complete the appropriate portion of Attachment 2 (2a: Turnaround Model, 2b: School Closure Model, 2c: Restart Model, 2d: Transformation Model) that corresponds to the model selected for each Tier I and Tier II school. Attachment 2 addresses the LEA's actions it has taken, or will take, to:
- a. Design and implement the interventions consistent with the final requirements of the model selected for each school.
 - b. Recruit, screen, and select external providers, if applicable, to ensure their quality.
 - c. Align other resources with the interventions.
 - d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.
 - e. Sustain the reforms after the funding period ends.

See pages 32-65 of 70

4. Complete the appropriate portion of Attachment 2 that delineates the timeline to implement the selected intervention model in each Tier I and Tier II School.

See pages 32-65 of 70

5. Complete the appropriate portion of Attachment 2 that pertains to annual goals. The annual goals will be used to monitor the Tier I and Tier II schools that receive school improvement funds. The LEA must report each school's annual goals for student achievement on the State's assessment in Reading/English Language Arts and Mathematics, as well as graduation rate for high schools. This does not apply to the school closure model.

See pages 64-65 of 70

- 6/7. Complete Attachment 3 for each Tier III school the LEA commits to serve. The LEA must describe the services the school will receive and/or the activities the school will implement as well as the annual goals that the LEA will use to monitor progress.

N/A – The Peach County School System does not have any identified Tier III schools.

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

The Superintendent of the Peach County School System convened a School Improvement Grant Team composed of central office staff, building level principals, parents, and instructional coaches. After the team met with the Georgia Department of Education, the team aligned the requirements of the grant proposal with the framework for High School Redesign that had been drafted by a team of Peach County High School teachers and administrators in the spring of 2009.

The Superintendent had previously presented to and sought input on the district's framework for High School Redesign from the Board of Education and from the community through a county-wide Chamber of Commerce meeting in the spring of 2009, and at the March 2010 regular Board of Education meeting,

School Improvement Grant 1003(g) Peach County Schools

The Superintendent updated the Board of Education and representatives from the Community Engagement Committee, which is a standing committee of parents and community representatives who solicit parent/community input on a variety of school district issues, on the School Improvement Grant and what the transformational model that the district is proposing would entail.

The superintendent met with community leaders, including the mayors of Fort Valley and Byron, the president of Fort Valley State University, the chair of the Board of Commissioners, and representatives from the Blue Bird Corp. and the church community to discuss the need for change and to outline the Peach County Schools visions for changing Peach County High School through the School Improvement Grant.

Additionally, a planning group consisting of parents and school administrators met to create a schedule of focus group meetings to be held with parents during the month of April. These meetings were held as follow-ups to the community informational session which was conducted at the Board of Education study session on March 30, 2010.

**School Improvement Grant 1003(g) Peach County Schools
LEA Application 2010**

Section C. BUDGET: An LEA must complete a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

1. The LEA must provide a budget (Attachment 4: Budget Detail) that indicates the amount of school improvement funds the LEA will use each year to:
 - a. Implement the selected model in each Tier I and Tier II School it commits to serve.
 - b. Conduct LEA-level strategies designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools.
 - c. Support school improvement strategies, at the school or LEA level, for each Tier III school identified in the LEA's application.

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000. The funding range for each school is between \$50,000 and \$2,000,000 annually. The actual award for each school may vary. The LEA should submit a comprehensive, three-year budget that provides an explanation of expenditures for each year. Budget renewal for years 2 and 3 will be based upon annual approval.

School Improvement Grant 1003(g) Peach County Schools

Section 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 Tier I and Tier II school that the LEA commits to serve consistent with final requirements.
- (2) Establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
- (3) If the LEA implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
- (4) Report to the SEA the school-level data required under section III of the final requirements.

**School Improvement Grant 1003(g) Peach County Schools
LEA Application 2010**

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

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

- ✓ Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- "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.

Note: If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
High School Profile

LEA Name: **PEACH COUNTY SCHOOLS**
School Name: **PEACH COUNTY HIGH SCHOOL**
Grades: **9 - 12**
School Enrollment Total: **1228**

**NOTES: EDfacts data that is housed at the Georgia Department of Education will be provided in noted areas.
Enter "NA" for any fields for which you do not have data.**

<i>SCHOOL DATA</i>							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP status	Y	N	N	N/A	N/A	N/A	N/A
AYP targets the school met	ELA, Math, SI	SI	N/A	N/A	N/A	N/A	N/A
AYP targets the school missed	N/A	ELA, Math	ELA, Math, SI	N/A	N/A	N/A	N/A
School improvement status	NI_AYP	NI-1	NI-2	N/A	N/A	N/A	N/A
Number of days within the school year	180	180	180	147	149	149	149
Number of minutes within the school day	360	360	360	407	477	477	477
Number of minutes within the school year	64,800	64,800	64,800	59,829	71,073	71,073	71,073

**School Improvement Grant 1003(g)
LEA Application 2010**

Attachment 1c
High School Profile

<i>STUDENT OUTCOME/ACADEMIC PROGRESS DATA</i>							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage of limited English proficient students who attain English language proficiency	N/A	0	0				
Graduation rate (percentage)	69.2%	74.9%	74%		N/A	N/A	N/A
Dropout rate (percentage)	5.2%	5.1%	2.2%		N/A	N/A	N/A
Student attendance rate (percentage)	11.4%	14%	9.9%		N/A	N/A	N/A
Number of students completing advanced coursework (AP)	55	64	78		N/A	N/A	N/A
Percentage of students completing advanced coursework (AP)	4.3%	5.2%	6.9%		N/A	N/A	N/A
Number of students completing advanced coursework (IB)	N/A						
Percentage of students completing advanced coursework (IB)	N/A						
Number of students completing advanced coursework (early-college high schools)	0	1	1	1	N/A	N/A	N/A
Percentage of students completing advanced coursework (early-college high schools)	N/A	100%	100%	100%	N/A	N/A	N/A

**School Improvement Grant 1003(g)
LEA Application 2010**

Attachment 1c
High School Profile

<i>STUDENT OUTCOME/ACADEMIC PROGRESS DATA</i>							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of students completing advanced coursework (dual enrollment classes)	15	9	8	19	N/A	N/A	N/A
Percentage of students completing advanced coursework (dual enrollment classes)	1.2%	0.7%	0.7%	1.7%	N/A	N/A	N/A
College enrollment rate	50.0%	43.2%	46.2%		N/A	N/A	N/A
Number of discipline incidents coded as 900 as reported to state	1	31	0		N/A	N/A	N/A
Number of truants	39.1%	40.0%	36.5%		N/A	N/A	N/A
Teacher attendance rate	92.1%	90.5%	91.8%		N/A	N/A	N/A

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
High School Profile

Distribution of Certified Staff by Performance Level as designated on the LEA's Certified Staff Evaluation System							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of certified staff	83	91	91	95	N/A	N/A	N/A
Number of teachers evaluated	76	81	79	81	N/A	N/A	N/A
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory	100%	100%	100%		N/A	N/A	N/A
Percentage rated Unsatisfactory	0	0	0		N/A	N/A	N/A
Percentage non-renewed	3%	9%	5%		N/A	N/A	N/A

**School Improvement Grant 1003(g)
LEA Application 2010**

Attachment 1c
High School Profile

GHS GT Spring First-time 11th Grade Test-Takers English Language Arts

Percent of Students Who Met or Exceeded

Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores		99% (226/228)	90% (184/204)	85% (241/283)		N/A	N/A	N/A
Percentage Black		99% (120/121)	80% (86/108)	81% (126/156)		N/A	N/A	N/A
Percentage White		98% (91/93)	96% (67/68)	91% (94/103)		N/A	N/A	N/A
Percentage Hispanic		100% (10/10)	86.4% (19/22)	83% (15/18)		N/A	N/A	N/A
Percentage Asian		N/A	N/A	N/A		N/A	N/A	N/A
Percentage American Indian		N/A	N/A	N/A		N/A	N/A	N/A
Percentage Multiracial		N/A	N/A	N/A		N/A	N/A	N/A
Percentage Students with Disabilities		85% (11/13)	31% (4/13)	42% (10/24)		N/A	N/A	N/A
Percentage Economically Disadvantaged		99% (123/124)	80% (94/117)	78% (121/155)		N/A	N/A	N/A

**School Improvement Grant 1003(g)
LEA Application 2010**

Attachment 1c
High School Profile

GHS GT Spring First-time 11th Grade Test-Takers English Language Arts							
Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black	96%	100%	98.7%		N/A	N/A	N/A
Percentage White	97%	97.1%	99%		N/A	N/A	N/A
Percentage Hispanic	100%	100%	100%		N/A	N/A	N/A
Percentage Asian	N/A	N/A	N/A		N/A	N/A	N/A
Percentage American Indian	N/A	N/A	N/A		N/A	N/A	N/A
Percentage Multiracial	N/A	N/A	N/A		N/A	N/A	N/A
Percentage Students with Disabilities	100%	100%	93%		N/A	N/A	N/A
Percentage Economically Disadvantaged	99%	98.4%	99.4%		N/A	N/A	N/A

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 1c
High School Profile

GHS GT Spring First-time 11 th Grade Test-Takers English Language Arts Performance Levels																													
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				
Achievement Quartiles	Does Not Meet	Meets	Exceeds	NA	Does Not Meet	Meets	Exceeds	NA	Does Not Meet	Meets	Exceeds	NA	Does Not Meet	Meets	Exceeds	NA	Does Not Meet	Meets	Exceeds	NA	Does Not Meet	Meets	Exceeds	NA	Does Not Meet	Meets	Exceeds	NA	
FAY students with test scores	27	15	58		14	40	46		14	48	38						NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Black	36	21	44		19	46	36		17	58	25						NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	16	9	76		5	32	63		8	34	58						NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic					14	32	55		12	53	35						NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian																	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
American Indian																	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Multiracial																	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	18	27	55		36	32	64		52	24	24						NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	33	14	53		18	45	37		20	57	23						NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
High School Profile

GHS GT Spring First-time 11th Grade Test-Takers Mathematics

Percent of Students Who Met or Exceeded

Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores	≥ 500 scale score	97% (221/228)	90% (183/204)	90% (256/284)		N/A	N/A	N/A
	≥ 516 scale score	72.9% (167/229)	66.7% (140/210)	61.5% (169/275)				
Percentage Black	≥ 500 scale score	98% (119/121)	84% (91 /108)	87% (136/156)		N/A	N/A	N/A
	≥ 516 scale score	64.3% (81/126)	56.4% (66/117)	48.7% (74/152)				
Percentage White	≥ 500 scale score	96% (89/93)	99% (66/67)	94% (97/103)		N/A	N/A	N/A
	≥ 516 scale score	84.4% (76/90)	84.4% (54/64)	80.0% (80/110)				
Percentage Hispanic	≥ 500 scale score	N/A	91% (20/22)	100% (18/18)		N/A	N/A	N/A
	≥ 516 scale score	N/A	68.2% (15/22)	58.8% (10/17)				
Percentage Asian		N/A	N/A	N/A		N/A	N/A	N/A
Percentage American Indian		N/A	N/A	N/A		N/A	N/A	N/A
Percentage Multiracial		N/A	N/A	N/A		N/A	N/A	N/A
Percentage Students with Disabilities	≥ 500 scale score	77% (10/13)	38% (5/13)	50% (12/24)		N/A	N/A	N/A
	≥ 516 scale score	81.8% (18/22)	48% (12/25)	32% (8/25)				
Percentage Economically Disadvantaged	≥ 500 scale score	97% (120/124)	85% (99/116)	95% (123/155)		N/A	N/A	N/A
	≥ 516 scale score	67% (75/112)	56.3% (71/126)	46.1% (70/152)				

***State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
High School Profile

GHS GT Spring First-time 11th Grade Test-Takers Mathematics

Student Participation Rate

Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011***	2011-2012	2012-2013
Percentage Black	99%	100%	99.4%		N/A	N/A	N/A
Percentage White	97%	97%	99%		N/A	N/A	N/A
Percentage Hispanic	100%	100%	100%		N/A	N/A	N/A
Percentage Asian	N/A	N/A	N/A		N/A	N/A	N/A
Percentage American Indian	N/A	N/A	N/A		N/A	N/A	N/A
Percentage Multiracial	N/A	N/A	N/A		N/A	N/A	N/A
Percentage Students with Disabilities	100%	100%	93%		N/A	N/A	N/A
Percentage Economically Disadvantaged	100%	96.4%	100%		N/A	N/A	N/A

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 1c
High School Profile

GHSGT Spring First-time 11 th Grade Test-Takers Mathematics Performance Levels																												
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011 ***				2011-2012				2012-2013			
Achievement Quartiles	Does Not Meet %	Meets %	Exceeds %	NA	Does Not Meet	Meets	Exceeds	NA	Does Not Meet	Meets	Exceeds	NA	Does Not Meet	Meets	Exceeds	NA	Does Not Meet	Meets	Exceeds	NA	Does Not Meet	Meets	Exceeds	NA				
FAY students with test scores	27	15	58		33	19	48		39	18	44						NA	NA	NA	NA	NA	NA	NA	NA				
Black	36	21	44		44	22	34		51	16	33						NA	NA	NA	NA	NA	NA	NA	NA				
White	16	9	76		16	13	72		20	18	62						NA	NA	NA	NA	NA	NA	NA	NA				
Hispanic					32	18	50		41	24	35						NA	NA	NA	NA	NA	NA	NA	NA				
Asian																	NA	NA	NA	NA	NA	NA	NA	NA				
American Indian																	NA	NA	NA	NA	NA	NA	NA	NA				
Multiracial																	NA	NA	NA	NA	NA	NA	NA	NA				
Students with Disabilities	18	27	55		52	8	40		68	4	32						NA	NA	NA	NA	NA	NA	NA	NA				
Economically Disadvantaged	33	14	53		44	18	39		54	15	31						NA	NA	NA	NA	NA	NA	NA	NA				

***State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)

**School Improvement Grant 1003(g)
LEA Application 2010**

Attachment 1c
High School Profile

Mathematics I: Algebra/Geometry/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	76.2% (246/323)	73.5% (252/343)	69.9% (37/53)		NA	NA	NA
Percentage passed EOCT	37% (132/357)	28% (78/280)	13% (6/47)		NA	NA	NA

Mathematics II: Geometry/Algebra II/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	91.4% (404/442)	98.5% (561/687)	59.7% (133/223)		NA	NA	NA
Percentage passed EOCT	48% (207/433)	27% (87/319)	29% (62/215)		NA	NA	NA

*****This data will not be available for Mathematics I and Mathematics II until 2010.**

**School Improvement Grant 1003(g)
LEA Application 2010**

Attachment 1c
High School Profile

English Language Arts: Ninth Grade Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	82.5% 287/348	85.9% 262/305	91.3% 282/309		NA	NA	NA
Percentage passed EOCT	54% (180/334)	58% (173/302)	71% (215/304)		NA	NA	NA

English Language Arts: American Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	86.3% 264/306	86.9% 245/282	92.1% 280/304		NA	NA	NA
Percentage passed EOCT	79% (236/299)	75% (203/272)	83% (240/290)		NA	NA	NA

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 2d
Transformation Model

LEA Name: **PEACH COUNTY SCHOOLS**

School Name: **PEACH COUNTY HIGH SCHOOL**

The LEA must:

<p>A1. Replace the principal who led the school prior to commencement of the transformation model.</p>	
<p>Actions: The principal at Peach County High School has been in his current position for less than two years. He has been highly effective during the time he has been in place. During his tenure, under the authority of the School Board, he has successfully implemented a four-day school week, a before and after school tutoring program, common planning periods for teachers, common assessments, pacing guides, unit plans, performance-based standards classroom plans, instructional rounds for teacher observations. Though it cannot be quantified, his impact on the total program of the high school has been dramatic. Preliminary analysis of 2010 GHSGT test scores indicate student achievement growth in the areas of English Language Arts (3%), math (8 %), and science (8 %). Therefore, Peach County School Board has decided to allow him to retain his position.</p>	<p>Timeline: Spring 2008</p>
<p>A2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that</p> <ol style="list-style-type: none"> (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement. 	
<p>Actions: Superintendent meets with Peach County High School staff to outline expectations. Expectations include staff making a contractual commitment to do whatever it takes to improve student learning,</p>	<p>Timeline: March 10, 2010</p>

School Improvement Grant 1003(g)

<p>including, but not limited to:</p> <p>Completing the Classroom Analysis of State Standards (CLASS KEYS) teacher performance appraisal process self-assessment by March 17, 2010.</p> <p>Working with instructional coaches and administrators to develop a three year professional growth plan</p> <p>Committing to spend the summer of 2010 in intensive professional learning in areas of need</p> <p>Committing to a goal of reaching Exemplary status in all areas of the CLASS KEYS</p> <p>Teachers/administrators complete Professional Growth Plans</p> <p>Peach County Board of Education will introduce New Tech Evaluation Rubric immediately; however, effective 2010 School Year, the district will begin a study of CLASS KEYS and LEADER KEYS; with a goal of implementing them in school year 2011-2012.</p> <p>District provides concentrated differentiated professional learning for all staff.</p> <ul style="list-style-type: none"> • Buck Institute of Education for 11th and 12th grade teachers (see section A 4) • New Schools Training for 9th and 10th grade teachers (see section A 4) • Technology Boot Camp for all teachers which addresses software and hardware needs within their content area • Critical Friends Training for Administrators <p>District provides monthly differentiated professional learning for all staff.</p> <p>NTN and Class Keys provide a framework to ensure a rigorous, transparent, and equitable evaluation system. Class Keys and New Tech evaluations systems incorporate high levels of rigor and clarity, as revealed by regular monitoring</p>	<p>March 17, 2010</p> <p>Fall 2010</p> <p>Spring 2010</p> <p>Fall 2011</p> <p>May 20, 2010</p> <p>Summer 2010</p> <p>Summer 2010</p> <p>School Year 2010-2011</p>
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School Improvement Grant 1003(g)

and periodic evaluations. Both internal and external evaluators will monitor implementation and fidelity of the school improvement plan:

- NTN Teacher Rubric (See Attached)
- NTN Administrator Rubric (See Attached)
- NTN Classroom Rubric (See Attached)
- NTN School Rubric (See Attached)

These instruments will, with transparency, indicate the need for:

- specific professional learning to address the effectiveness of implementation of standards-based classrooms.
- specific professional learning to address the effectiveness of teachers' understanding of curriculum, instruction, and assessment of project-based learning.
- specific professional learning to address the management of facilities, allocation of funds, the coordination of services and resources to support the New Tech Network school culture.
- specific feedback on the effectiveness of implementing New Tech's climate and school culture process and the integration of 21st Century technology skills of project-based classrooms.

These will, in turn, have a profound impact on teacher practices and subsequently on student learning.

School Improvement Grant 1003(g)

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.

Actions:

Examine student achievement data to determine effectiveness of instruction from the following:

- GHSGT
- GHSWT
- EOCT scores
- An average of the 2009-2010 school year in each content area tested will provide the base line data for determining student achievement. For the 2010-2011 school year, the EOCT scores from each academy will be averaged and compared to the base line data to determine the attainment of the 6% increase.
- Teachers who have not achieved gains in student achievement must develop substantial progress through a professional development plan to include specific steps for improvement.
- A comprehensive, formalized mentoring program will be established to further support our beginning and weak teachers, giving them every opportunity to improve by the end of the 1st year of the grant.
- Consistent classroom observations using New Tech Teacher’s Rubric will be a key component to monitor teacher professional practice.

Timeline:

Beginning in the 2010 – 2011 School Year
 Continuing 2011 – 2012 School Year
 Continuing 2012 – 2013 School Year

LEA Application 2010

Attachment 2d
 Transformation Model

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

School Improvement Grant 1003(g)

<p>program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>	
<p>Actions:</p> <p>For an extreme makeover, long-term faculty professional development focuses on three major areas: (1) the CLASS KEYS; (2) New Tech Network and Buck Institute for Education Project Based Learning (PBL); and (3) mastery of innovative educational technology.</p> <p>New Tech Network’s School Development Process equips school teams with the tools and expertise necessary to create and sustain a school-based on the New Tech model. Because the New Tech model is, at its core, a community of instructional practice that is based on project and problem-based learning, much of the training is aligned with the best practices of PBL instruction. Throughout the planning and start-up process, school teams are led through various ‘projects’ that prepare them for a strong start. During the following three years, NTN support shifts from start-up to refinement and then to sustainability. The process is designed to help the school become less reliant on NTN for their staff development needs and look to opportunities provided by the New Tech Network of schools as well as using their own staff to train and support new teachers.</p> <p>In order to fully implement the changes required for successful implementation of the New Tech model, NTN works with schools for up to one year of planning and three years of implementation. In that time, NTN staff provides a variety of specifically designed training and support events. It is important to note, however, that the goal of the School Development Process is to create a sustainable school that no longer needs direct support from NTN. Through each successive year of implementation, the support NTN provides schools is gradually replaced by the support of the larger New Tech Network of schools and their own local capacity. The entire process of getting ready to start can be 12-18 months in</p>	<p>Timeline:</p> <p>Beginning in the 2010 – 2011 School Year Continuing 2011 – 2012 School Year Continuing 2012 – 2013 School Year</p> <p>Beginning in the 2010 – 2011 School Year Continuing 2011 – 2012 School Year Continuing 2012 – 2013 School Year</p> <p>NTN New School Training – Summer 2010</p> <p>NTN New School Training – Summer 2011</p> <p>NTN New School Training – Summer 2012</p>

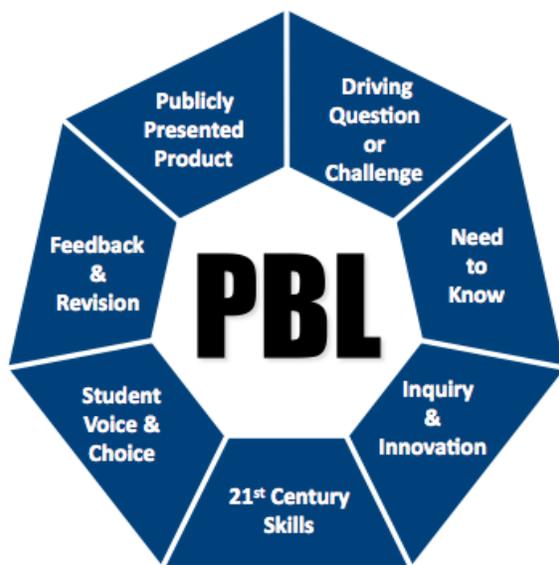
School Improvement Grant 1003(g)

<p>length. Over time, NTN has determined that strong starts have higher chances of achieving fidelity to the model more quickly. While each site continues to grow and mature and develop over time, those that make the leap to the NTHS model in totality do better than sites that intend to ‘evolve’ their way to a NTHS.</p>	
<p>The New Tech Network offers an intense, prescribed professional development plan that occurs in three different phases: Planning, Start-Up Year, and Implementation. However, because of the strong desire of school stakeholders to change our school into a successful place of learning, the Planning phase has begun and the Start-Up Year for PCHS will be the 2010-11 school year.</p>	<p>2010 – 2011 School Year 2011 – 2012 School Year 2012 – 2013 School Year</p>
<p>The professional development curriculum for New Tech (NT) and the Buck Institute for Education (BIE) are similar and linked through their ideas of project-based learning. In Project Based Learning (PBL), students go through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century Skills such as collaboration, communication & critical thinking, and create high-quality, authentic products & presentations (http://www.bie.org/about/what_is_pbl/).</p>	<p>2010-2011 School Year 2011-2012 School Year</p>
<p>Project Based Learning Training will be provided as follows:</p> <ul style="list-style-type: none"> • New Tech will provide the training for the PCHS principal, deputy principals, instructional coaches, and the ninth and tenth grade teachers. • Buck Institute of Education will provide equivalent training for eleventh and twelfth grade teachers. • New Tech will provide the training for the PCHS principal, deputy principals, instructional coaches, and the ninth, tenth and eleventh grade teachers. 	<p>Summer 2010 Summer 2010 Summer 2011</p>

School Improvement Grant 1003(g)

- Buck Institute of Education will provide equivalent training for twelfth grade teachers.
- New Tech will provide the training for the PCHS principal, deputy principals, instructional coaches, and the ninth, tenth, eleventh, and twelfth grade teachers.

See pages 74 – 81 describing New Tech Network’s time and implementation charts.



Another week during the summer will be devoted to technology professional development, or Technology Boot Camp. The Peach County Technology department, consisting of many personnel, will administer the training of the initial technology hardware and use of the equipment. Teachers will be divided into several groups and will rotate to different classrooms for training in integrating the technology in the instructional process and for instant assessment. This assessment can be used immediately to change instruction.

All technology pieces will revolve around GPS aligned curriculum and assessment. Teachers will also learn how to use the professional development website TeachScape. TeachScape will be used for individual/differentiated professional development in instructional strategies and other

Summer 2012

Summer 2013

July, 2010

School Improvement Grant 1003(g)

<p>areas of need.</p> <p>Counselors and teachers will also receive training on a Systemic Response to Academic Intervention Process. This process to identify struggling students as soon as academic trouble arises is fully explained in Section A11.</p> <p>Below is the current schedule and explanation of the professional development opportunities for PCHS.</p> <ul style="list-style-type: none"> • New Tech Principal’s Residency – This 3-day training is designed for the School Improvement Director, PCHS Principal, Deputy Principals, and Instructional Coaches. The location of the training occurs at a New Tech school site. Topics covered in this training include the basics of project-based learning, the development of a school launch plan, and the characteristics of a New Tech professional and school culture. • Teacher Shadowing – Approximately 16 teachers and the PCHS leadership team will spend 2 days at a New Tech site to observe the daily operations of a New Tech High School and ask questions of those involved. • Approximately 25 eleventh and twelfth- grade teachers, along with the leadership team, will attend a 3-day training conducted by the Buck Institute of Education (BIE). This training will concentrate on the basics of Project Based Learning (PBL), which includes the development of projects, project rubrics, and how to manage student projects. • Approximately 20 ninth and tenth grade teachers, along with the leadership team, will attend the week-long New School Training event in Indianapolis, Indiana. Topics covered in this training include the basics of PBL, the creation of projects, project rubrics, and the use of PeBL, which is the project management software for New Tech. Teachers will also learn the Critical Friends curriculum and protocol at this time. 	<p>Spring 2010 Spring 2011 Spring 2012</p> <p>Spring 2010 Spring 2011 Spring 2012</p> <p>Spring, 2010</p> <p>Summer 2010 Summer 2011</p> <p>Summer 2010</p>
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School Improvement Grant 1003(g)

<p>Critical Friends is a school culture developmental training, a part of New Schools Training and is deemed essential to the success of New Tech. During the summer of 2010 administrators and central office personnel will participate in Critical Friends Training.</p> <ul style="list-style-type: none"> • Technology Boot Camp • Leadership Summit – Allows the leadership team to network with other New Tech schools to share experiences and knowledge. The Leadership Summit occurs twice a year, usually in September and again in March. • Meeting of the Minds – Ninth and tenth grade teachers will attend this content area specific session to share ideas, experiences, and knowledge. This occurs twice a year. • BIE visits – During the school year, a representative from the Buck Institute for Education will visit PCHS to assist eleventh and twelfth grade teachers and staff with the PBL process. • NTN Coaching – NTN Coaches will provide onsite (seven days) and personalized remote support. 	<p>Summer 2010</p> <p>Fall 2010; Spring 2011 Fall 2011; Spring 2012 Fall 2012, Spring 2013</p> <p>Summer 2011 Summer 2012 Summer 2013</p> <p>2010 – 2011 School Year 2011 – 2012 School Year 2012 – 2013 School Year</p>
<p><u>Professional Development for Year 2</u></p> <p>Job-embedded technology training will continue during the school year with the help of an on-site Instructional Technologist.</p> <p>During the 2011-2012 school years, professional development will continue based on the CLASS KEYS self-assessment and teachers’ professional needs. Instructional Coaches will continue to monitor and assist the Professional Learning Communities with work developed in the previous years, as well as provide training in these areas with new teachers.</p> <p>NTH Training and Support</p> <ul style="list-style-type: none"> • NTN Coaches provide onsite (5 days) and 	<p>Technology Boot Camp – July 2010</p> <p>Summer 2011 Summer 2012 Summer 2013</p> <p>Systemic Response to Academic Intervention Process Training– June 2010</p>

School Improvement Grant 1003(g)

<p>personalized remote support</p> <ul style="list-style-type: none"> • Train-the-Trainer experiences help build capacity for schools to train their own teachers • New teachers participate in New Teacher track at All Schools Conference indoctrinates new staff 	<p>Spring 2010</p>
<p>NTH Network Activities</p> <p>Full staff participation in the NTN All Schools National Conference.</p> <p>Leadership Summits, content area specific Meeting of the Minds and special Site Advocates meetings</p>	<p>Spring 2011</p>
<p>School Based Activities</p> <ul style="list-style-type: none"> • NTH Advocate plays an active role in supporting staff • Critical Friends curriculum review process • Accessing NTN online resources 	<p>June 2011</p>
<p><u>Professional Development for Year 3</u></p> <p>During the 2012-2013 school year, professional development will continue based on the CLASS KEYS self-assessment and teachers' professional needs. Instructional Coaches will continue to monitor and assist the Professional Learning Communities with work developed in the previous years, as well as provide training in these areas with new teachers.</p>	<p>Summer 2010</p> <p>Summer 2011</p> <p>Summer 2012</p>
<p>NTH Training and Support</p> <ul style="list-style-type: none"> • NTN Coaches provide onsite (3 days) professional development and personalized remote support. • Train-the-Trainer experiences help build capacity for schools to train their own teachers. • New teachers participate in New Teacher track at NTN All Schools Conference. 	
<p>NTH Network Activities</p> <ul style="list-style-type: none"> • Full staff participation in the NTN All Schools National Conference 	

School Improvement Grant 1003(g)

<ul style="list-style-type: none"> ○ 5 days of Technology Boot Camp ○ 3 days of Buck Institute of Education or 5 days of New Tech New Schools 	
<ul style="list-style-type: none"> ● Year 2 Professional learning to be determined by teacher needs with \$150 a day stipend per teacher to attend. This may also include Project-Based Learning Professional Learning conducted by the Buck Institute of Education for new teachers. 	Summer 2011
<ul style="list-style-type: none"> ● Year 3 Professional Learning to be determined by teacher needs with \$150 a day stipend per teacher to attend and will also include Project-Based Learning Professional Learning conducted by the Buck Institute of Education for new teachers. 	Summer 2012
<ul style="list-style-type: none"> ● Examine student achievement data to determine effectiveness of instruction from the following: <ul style="list-style-type: none"> ● GHSGT ● GHSWT ● EOCT scores ● An average of the 2009-2010 school year in each content area tested will provide the base line data for determining student achievement. For the 2010-2011 school year, the EOCT scores from each academy will be averaged and compared to the base line data to determine the attainment of the 6% increase. 	2010 – 2011 School Year 2011 – 2012 School Year 2012 – 2013 School Year
<ul style="list-style-type: none"> ● All teachers having all students meeting their growth targets will be recognized at an annual “Refuse to Lose” luncheon. 	Summer 2011 Summer 2012 Summer 2013

A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	
<p>Actions:</p> <p>The explanation below details the ways in which the NTN philosophy and Georgia Performance Standards provide a congruence of efforts.</p> <p>The redesign of Peach County High School will revolve</p>	<p>Timeline:</p> <p>Summer 2010</p>

School Improvement Grant 1003(g)

around the development of three academies. The academies will be schools within a school - small learning communities designed to promote learning among students, faculty and staff. Each academy will consist of cadres of teachers teamed to plan collaboratively and monitor the progress of students while meeting their educational needs and interests. Reviews of small school size research and literature (Cotton 1996, 2001) indicate that while nationally the impact of school size and student achievement are largely indirect, school size has a powerful impact on the achievement of poor students (greater than that of class size). The culture of small schools has positive impact on graduation rate, student and staff attendance, increased student engagement in school activities and parental involvement.

Core academic courses in each academy will be aligned to state standards, but specific content in those courses will be differentiated by the academic demands and interests of those academic fields. Academic electives offered in each academy will vary and will be determined by the interests of students, staff, and community within state guidelines. All current courses are state approved. Waivers will be sought as needed, prior to the implementation of new courses. Through exploring academic disciplines in the Community Engagement Committee, School Councils and parent perception surveys, the following instructional programs have been identified as desirous and appropriate for the Peach County High School student population:

- The Science Technology Engineering & Mathematics (STEM) Academy will serve students primarily interested in careers related to science, technology, engineering and mathematics.
- The Arts and Humanities Academy will serve students interested in pursuing traditional careers related to language arts and the social sciences.
- The Human Services Academy will serve students interested in careers related to education, public

NTN New School Training
Event June 2010

March 2010

School Improvement Grant 1003(g)

safety, building trades, industrial, commercial and business pursuits.

Each academy as well as the Learning Support Center (LSC) will implement the Systemic Response to Academic Intervention Process to provide additional academic scaffolding necessary to ensure student success. The LSC will provide academic interventions for students including:

- short term, diagnostic interventions in specific courses in addition to preparing the student for seamless reentry to their class
- credit recovery
- instruction for students suspended for discipline issues
- intense intervention for students who lack necessary academic skills needed to succeed in academically rigorous courses in the academies

Research-based programs have been explored and the *New Tech Network* has been identified as the framework for the three academies; Fine Arts and Humanities, Human Services, and STEM providing a customized solution for the district while maintaining a national reputation for quality and rigor.

In his book, *School Reform from the Inside Out*, Elmore notes that there are three essentials to improving learning and performance in students regardless of the particular model adopted by a given school or district. As he puts it, “the problems of the system are the problems of the smallest unit”, and require that change must occur in the classroom specifically by:

1. Increasing the knowledge and skill of teachers.
2. Changing the content of what is taught to students.
3. Changing the relationship of the student to teachers and the content.

He notes that each aspect cannot be treated independently; in fact, all are interdependent and interconnected.

School Improvement Grant 1003(g)

Increasing both the knowledge and skills of teachers requires greater rigor in content and instructional approaches that serve many student learning styles. Connecting to students in a different way but with the same rigor demands that teachers have deep knowledge in their content and be able to address the range of learning styles and base knowledge of each student with adjustments or new thought models accordingly.

An essential component of NTN project-based learning is technology integration and ongoing job-embedded staff development. NTN requires highly integrated technology through a 1:1 computing model. Systems will be put in place to extend the classroom to a 24/7/365 model of access. PCHS will implement NTN's PBL Learning Management System and a SharePoint portal to provide "always on" access to the classroom. An appropriate 1:1 device will be selected to enable the following:

- offline digital curriculum in eBook format
- Internet-based
- Standards aligned content indexed by grade, subject and standard via the SharePoint portal
- Real-time classroom feedback through eInstruction v Clicker student response (for on-the-fly differentiated instruction)
- Offline content creation
- Web collaboration.

The Peach County School District will contract with the *New Tech Network* to guide PCHS through the development and alignment of curriculum, assessment and instruction. The development of NTN Project Briefcases containing interdisciplinary performance tasks aligned with Georgia Performance Standards. Project Briefcases will contain supporting documentation including curriculum materials, assessment rubrics and performance contracts developed collaboratively with teachers and students.

Additionally PCHS will use state standardized assessments, locally-implemented Scantron benchmarks and classroom-integrated eInstruction and daily snapshots as a continuous

School Improvement Grant 1003(g)

<p>measure of student growth relative to state standards. Students needs for additional support will be diagnostically identified and targeted with differentiated instruction. The 1:1 computing initiative will enable a blended learning environment and extension of the classroom beyond the brick and mortar boundaries to provide the necessary rigor and support necessary for high student achievement.</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 individual students.</p>	
<p>Actions:</p> <p>The NTN framework provides a means to use data to effectively meet the academic needs of individual students:</p> <ul style="list-style-type: none"> • Benchmarks will continuously assess academy progress with measured outcomes used to develop student perception of program validity • Enhancing strategies will identify specific academy needs and provide differentiated support • Develop data inquiry processes at both the academy and school levels for using benchmark results and other data sources (see below) to improve implementation of NTN framework • Using benchmarks will assist alignment with NTN frameworks which will measure 21st century skills (digital learning classrooms), participation in internships, college credit earned, etc. • Developing a comprehensive organizational research agenda to identify priorities for further study and potential research partners. The NTN framework has demonstrated student needs drive the interests in future curriculum development. <p>The redesigned Peach County High School will employ a balanced array of assessment tools. The goal is to monitor the alignment of curriculum, instruction, assessment and organization of school processes. The Systemic Response to</p>	<p>Timeline:</p> <p>April 2010 – longitudinal school profile provides baseline data</p> <ul style="list-style-type: none"> • June 2010 Spring 2010 EOCT, GHSGT data will be used to update school portfolio • April-May 2010 – Stakeholder perception surveys • July – August 2010 – development of longitudinal data warehouse – Infinite Campus/ SharePoint • July 2010 – AYP analysis of 2nd indicator data • August 2010 – January 2011 and ongoing- Scantron Performance – computer adaptive screener – 9th & 10th

School Improvement Grant 1003(g)

Academic Intervention Process will be used to identify and support students in need of academic intervention. Data matrices related to the following four areas will be monitored and analyzed:

- **student learning data** - achievement data from state standardized assessments, local formative benchmark assessments, common course unit tests and electronic portfolios of authentic assessments and daily interim assessments embedded in lessons
- **perception data** – perception data from internal (students, faculty, staff) and external (community, business, social agency) stakeholders will be monitored longitudinally to gauge school climate and culture; initial and periodic survey of postsecondary students accomplished individually by the three academies
- **school processes** – effectiveness of instructional programs, student performance on EOCT compared to course grades, AP course participation and success rate, and SAT/ACT scores will be collected and evaluated.
- **demographics** – teacher and student attendance, truancy, graduation rate, promotion and retention rate.

Data from a variety of assessments will be employed to ensure alignment of assessment with curriculum and instruction.

- Summative assessments – Data from state assessments will be used to monitor effectiveness of teachers and instructional programs
 - Results from state mandated standardized tests – CRCT, EOCT, GHSGT, GHSWT, GAA including Lexile scores in language arts as a tool for

grades each semester

- July 2010 and ongoing
- Ongoing
- July 2010 – training - *Scantron Performance* series –monitor student growth and provide targeted interventions on *ScantronConnect* and *Net trekker*
- Value added assessments to monitor student growth and teacher efficacy– June 2011 and ongoing
- July 2010 – training - *Scantron Achievement* series – develop common district 9 weeks benchmark assessments aligned to pacing guides and frameworks Ongoing collaborative planning
- Implemented in 2011-12 as part of TI follow-up training
- July 2010 – Technology Boot Camp (eInstruction Professional Development on utilizing
 - interactive whiteboards
 - CPS and V-clicker
 - ExamView Suite)

School Improvement Grant 1003(g)

monitoring student growth

- Results of national standardized tests – SAT, ACT, PSAT, PLAN, AP exams, ACCESS
- Student growth in scale scores on district wide Scantron Performance computer adaptive benchmark tests in ELA and Mathematics
- SAS Valued-Added Analytics will be utilized on standardized assessment data to monitor growth and predict success on the GHSGT on a student cohort rather than comparing performance of one class to another.
- Formative assessments – assessment as learning –
 - Locally developed, common Scantron Achievement benchmark tests specifically aligned to standards and elements taught each nine weeks. Results will be used to differentiate and target interventions for students who have fallen behind
 - Common unit culminating projects and assessments aligned to course standards and elements to monitor student progress toward learning goals.
 - Electronic portfolios and student led conferences displaying work samples assessed using student developed rubrics for multiple opportunities to learn
 - Embedded formative assessment in daily lesson plans utilizing eInstruction's interactive whiteboard and student response clickers to monitor student progress, promote engagement and eliminate misconceptions. Adjust and provide subsequent instruction to meet the needs of all learners.

School Improvement Grant 1003(g)

A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).

Actions:

In order to maximize student learning opportunities, an additional 40 minutes per day will be required. School will begin at 7:30 am. There will be four 110 minute blocks per semester as well as one 55-minute yearlong course. In addition, embedded tutoring time such as “Lunch and Learn” will be provided. Embedded tutoring includes but is not limited to providing opportunities for enhancement or remediation based on individual student needs. The yearlong 55 minute block will provide a window for stand alone, non-academy affiliated classes, such as band, chorus, or elective classes.

The schedules for the three academies will be malleable to the extent that a degree of flexibility can be brought to the typical school day, thereby providing an opportunity to address special programs, initiative projects, etc.

A comprehensive Learning Support Center will be in place to address the specific needs of individual students for periods of time as dictated by their need. This will involve remediation opportunities for students who have fallen behind or have been absent.

Timeline:

August, 2010 – See proposed schedule attached

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 2d
Transformation Model

A9. Provide ongoing mechanisms for family and community engagement.

Actions:

The district is in the process of developing on-going input into the PCHS Transformational School Improvement Model. This process will include parent, teacher, community, and student focus groups facilitated by members of the Community Engagement Committee. Direct engagement of teachers and students in identifying and planning various aspects of the three academies, such as identifying and developing academy specific electives, scheduling, designing extra help, and the use of technology to differentiate instruction. Additional parent/community engagement strategies will include, but not be limited to Internet-based surveys, small group parent and student conferences, informational call outs on the district's phone system, parent/teacher/student conferences, displays/presentations of student work and completion of senior projects judged by a combined teacher/parent/community panel.

In addition to the community partnership the district enjoys with Fort Valley State University, the Leadership Team and principals at PCHS are currently exploring a long-term partnership with Warner Robins Air Force Base.

The district currently employs a full-time community engagement and public relations coordinator, as well as a part-time attendance officer, who also serves as a community liaison. Additionally, the district will employ a part-time parent coordinator to work specifically with the highest challenge students who are permanently assigned to the Student Support Center. Additionally, the district has the full support of Fort Valley State University and has had an active Community Engagement Committee whose members have been trained by the Georgia School Board Association in conducting focus groups within the Peach County community. Parent meetings regarding the transformation of

Timeline:

Focus Groups - May – June, 2010

Teacher Planning: April – July, 2010 and weekly through 2013

Parent/Teacher/Student Conference: Bi-annually and as needed

Internet Surveys: May, 2011, 2012, 2013

Other Actions: On-going and as deemed appropriate

School Improvement Grant 1003(g)

<p>the high school are on-going and will continue through the Summer of 2010. Additionally, the superintendent and the high school principals are scheduled to make presentations on the transformation process at all community groups. Finally, the Community Engagement Committee will conduct focus group sessions twice a year and parents and community members will also have a chance to respond via a survey posted on the Peach County Schools website.</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>Actions:</p> <p>The following items are not currently operational; however they will be implemented as indicated in the timeline adjacent:</p> <ul style="list-style-type: none"> • Principals and PCHS Leadership Teams work with SIG Director to identify/select staff; create daily/term calendars and manage grant funds for activities that will increase student learning (See Timeline, page 105, Spring 2010). • Principals and PCHS staff develop courses and electives for each themed academy. All current courses are state approved. Waivers will be sought prior to the implementation of all new courses. • Principals and PCHS staff collaborates with Learning Support Academy principal/staff to design both voluntary and mandated extra help for all struggling students. • PCHS and Learning Support Academy counselors 	<p>Timeline:</p> <p style="margin-top: 20px;">Spring, 2010</p> <p style="margin-top: 20px;">April-June, 2010</p> <p style="margin-top: 20px;">May-June, 2010</p> <p style="margin-top: 20px;">May – June, 2010</p>

School Improvement Grant 1003(g)

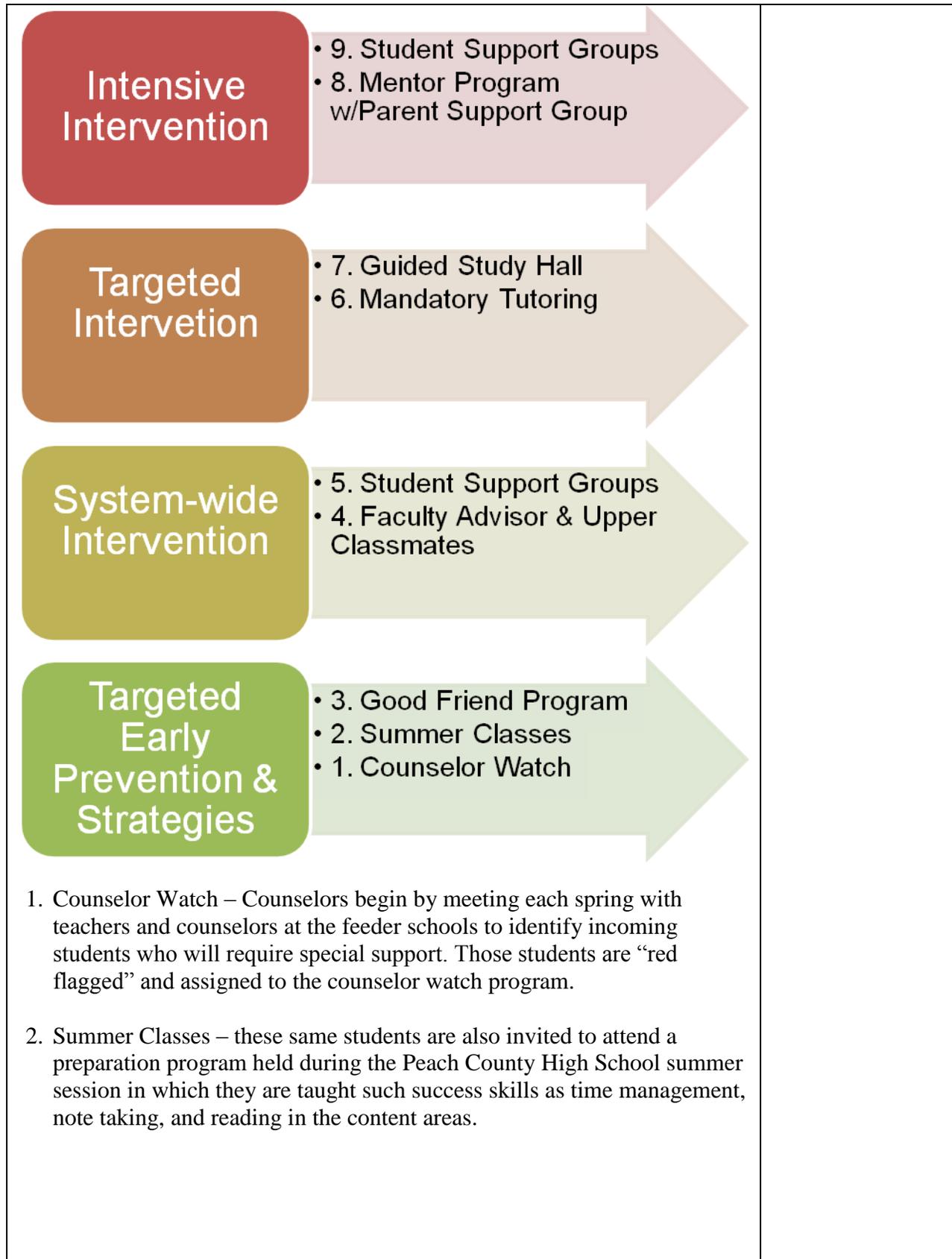
<p>collaborate in designing school-wide process for responding to students who begin to experience failure</p> <ul style="list-style-type: none"> • Principals and Learning Support Academy staff collaborate with Project Director in developing services and implementation model for the Family Resource Center. • Principals, Project Director, Instructional Coaches and Director of School Improvement design differentiated professional learning based on teacher self assessments, observations, quality of student work and degree of student performance. <p>The Peach County School Board is extremely supportive of changes at Peach County High School:</p> <ul style="list-style-type: none"> • The three-themed academy concept is being embraced. • NTN supports dual enrollment with local universities. • Project Based Learning will be the vehicle for instruction for all classes. • Developing a school culture that is aligned with NTN philosophically which includes: Respect, Responsibility, Relationships. • Implementation of 21st Century technology will enable the enhancement of instructional rigor and relevance. 	<p>Complete by Spring, 2011</p> <p>Spring, 2010 – Spring, 2012</p>
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<p>A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>	
<p>Actions:</p>	<p>Timeline:</p>

School Improvement Grant 1003(g)

<p>To secure the SIG objectives specific executions will include:</p> <ul style="list-style-type: none"> • Providing informational support and practice in current research based educational efforts. (i.e. Project based learning, small learning communities, etc.). Support for Project Based Learning and small learning communities with be accomplished with NTN through Principal Residencies, Teacher Shadowing, and New School Training Events, Leadership Summit, and Meetings of the Minds. • An instructional technologist will be provided for the school. Her task will be to deliver ongoing professional development in instructional technology as well as one-on-one support for teachers and students. The instructional support technologist will provide teachers with job-embedded professional development to fully utilize 21st Century Instructional Technology. Training for the Instructional Technologist will be direct instruction from the hardware and software companies such as Apple, HP, and Adobe. The Instructional Technologist selected is a former teacher and has served as a technology specialist on the district level. New Tech Network will also provide training for the Instructional Technologist in the software management system of project-based learning. <p>The cause analysis of the problems which have resulted in Peach County High School students being persistently low-performing revealed that there is no school-wide system for identifying and responding to students who begin to experience academic difficulty. As a result, the LEA will provide three days of formal training for guidance counselors for all academies at Peach County High School as well as for the Dean of Student Services based on the research that underlies Richard DuFour’s <i>Failure Is Not an Option</i> video series, 2002. The training will focus on assisting guidance counselors in developing a multi-level system of academic intervention which begins with intensive monitoring of all incoming ninth-graders and ends with mandatory remediation for those who fail despite intermediate intervention. See graphic below.</p>	<p>March 2010</p> <p>July, 2010</p> <p>Began March, 2010</p>
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School Improvement Grant 1003(g)



School Improvement Grant 1003(g)

3. Good Friend Program – When school starts in August, students meet with their counselors weekly. Students needing extra support are also assigned a “good friend.” The good friend is a teacher who sees that student daily in class and takes a few extra moments to get to know the student better and encourage him or her to open up about any problems. This program runs “behind the scenes”; the students themselves never realize that it exists or that they have a designated “good friend.”
4. Faculty Advisor and Upper-Class Mentoring – Every ninth-grader is assigned to a faculty advisor, who meets with the students in groups of 25 four days a week for 25 minutes. The advisor is assisted by five older student mentors, who serve as “big brothers and sisters,” helping the new students to transition smoothly. These student mentors are responsible for explaining school rules to newcomers, encouraging them to join extra-curricular activities, answering questions, discussing common problems, and even helping with homework when students face difficulties.
5. Progress Reports After Three Weeks – The school issues progress reports on its freshmen three weeks into the school year. Teachers quickly consult with students who do poorly, along with the faculty advisor, the counselor, and the student mentor. Each of them encourages the student to work harder, to get extra help, or attend voluntary tutoring. For example, if at the three-week report, a ninth-grader were in danger of failing mathematics, his or her math teacher would point out the problem and ask that student to begin attending voluntary sessions at the math-tutoring center.

When the student attended the advisory, his or her advisor would also have a copy of the progress report. The advisor would again discuss the math problem, ask the student what he or she planned to do about it, and suggest spending some time each day reviewing math homework with an upper-class mentor. The student’s counselor would also have a copy of the progress report and would schedule an individual meeting. Finally, parents receive the progress report, too, and will likely ask their children about the situation.

The outcome of this “quadruple teaming” is that most ninth-graders realize quickly that they will not be allowed to slide. The typical student recognizes that it will be easier simply to do the work.

6. Mandatory Tutoring – If a student continues to do poorly despite the help of staff and student mentors, the school may require the student to attend daily mandatory tutoring. Students in the mandatory tutoring program are monitored continuously and receive weekly progress

School Improvement Grant 1003(g)

reports.

7. Learning Support Center – If students fail to make sufficient progress in the mandatory tutoring program, they will be taken out of the regular classroom setting and be assigned to the Learning Support Center which has smaller classes in order for the student to receive individualized instruction. Students are required to spend 90 minutes a day in this environment, under the close observation of a content- rich specialist who serves as a liaison with their teachers and oversees completion of assigned work. This liaison talks with each student’s teachers and therefore already knows the exact status of his or her assignments.

If a student claims that he or she has no work to do on a given day, the liaison will know if this is accurate. If not, the liaison will point out the assignments still to be completed. If the student says he or she has left a book at home, the supervisor produces a book from a stock of extras kept on hand in the classroom. Essentially, the supervisor “hovers” over the student, insisting that assignments be completed. For the majority of students, this level of intervention effectively addresses their academic problems.

8. Mentor Program with Parent Support Group – The very few students who fail to benefit from previous interventions enroll in a program in which they receive extensive tutoring, close supervision of their work, and study skills practice. They spend two hours a day in this program. The big difference in this intervention is the mentor parents’ support group that parents must attend. Designated parents attend monthly meetings designed to teach them how they can encourage their children’s progress.

9. Student Support Groups – Students whose persistent low academic achievement is grounded in nonacademic problems such as substance abuse, family breakdown, or social problems are offered a support group in which they meet with students having similar problems and share ways to overcome them.

- Critical training will be provided to initiative leaders and participants so as to command accountability and insure the effective utilization of best practices. Said training will be provided by the NTN and BIE.
- Informing, consulting, and providing clarification for the community

School Year
2010-2011

School Year

School Improvement Grant 1003(g)

<p>will be an integral focus of the SIG effort. The superintendent met with community leaders including the mayors of Fort Valley and Byron, the president of Fort Valley State University, the chair of the Board of Commissioners, and representatives from the Blue Bird Corp. and the church community to discuss the need for change and to outline the Peach County visions for changing Peach County High School through the School Improvement Grant. Additionally, a planning group consisting of parents and school administrators met to create a schedule of focus group meetings to be held with parents during the month of April. These meetings are to be held as a follow-up to the community informational session which was conducted at the Board of Education study session on March 30, 2010.</p> <p>This will be accomplished through the Community Advisory Committee.</p> <p>Research:</p> <ul style="list-style-type: none"> • Humanities Preparatory Academy, NYC • Berkley High School Arts and Humanities, Berkley, CA • Albert Johnston High School, Austin, TX • Mosaica Academy of Arts and Humanities, Warrenton, OH • Communication and Technology (Arts and Humanities), Poughkeepsie, NY • Humanities and Arts Magnet High School, Queens, NJ • Career Academies, Florida Department of Education 	<p>2011-2012 School Year 2012-2013</p> <p>School Year 2010-2011</p> <p>School Year 2011-2012</p> <p>School Year 2012-2013</p>
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B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality.	
<p>Actions:</p> <p>Do not complete this section. This item does not apply to the transformation model.</p>	<p>Timeline:</p>

C. Align additional resources with the interventions.

School Improvement Grant 1003(g)

<p>Actions:</p> <p>The SIG grant facilitates the alignment of the following initiatives which compliment the vision of the grant:</p> <p>Professional Learning for high school administrators and central office school improvement team to receive training and begin redesign of high school into separate academies to increase student achievement and graduation rate. Harvard Institute High School Redesign Institute attended by high school principal, 9th grade Academy principal, 9-12 School Improvement Coordinator, instructional ELA coach and Crossroads Administrator</p>	<p>Timeline:</p> <p>July, 2009 (Professional learning supported with Title II A Funds)</p>
<p>TeachScape online Professional Learning environment to provide imbedded Professional Learning to high school teachers in their content area to raise proficiency of understanding and teaching the Georgia Performance Standards. Teachers are also assigned specific modules in TeachScape in areas of weakness as identified through Instructional Rounds and classroom observations. Modules are assigned to the teacher by an administrator and progress is monitored by administrators through further classroom observations to determine proficiency in understanding GPS and ability to teach the standards to the students.</p>	<p>July, 2009 to present Yearly subscription supported with Title II A Teacher Quality funds</p>
<p>Teaching American History Grant – Peach County is the lead LEA in a consortium with Baldwin, Crawford, Dooly, Jones, Pulaski, Taylor and Twiggs County along with Dr. Robert Pratt, chair of the History Department at the University of Georgia, Dr. Jamil Zainaldin, President of the Georgia Humanities Council, Mr. James McSweeney, Regional Administrator for the National Archives in Atlanta, and Ms. Kate Whitman, Vice President of Public Programs at the Atlanta History Center. The program is designed to raise student achievement by improving teachers' knowledge and understanding of and appreciation for traditional U.S. history. Grant awards will assist LEAs, in partnership with entities that have content expertise, to develop, document, evaluate, and disseminate innovative and cohesive models of</p>	<p>Grant application submitted March 11, 2009 PR/Award No. U215X100002</p>

School Improvement Grant 1003(g)

<p>professional development. By helping teachers to develop a deeper understanding and appreciation of U.S. history as a separate subject matter within the core curriculum, these programs will improve instruction and raise student achievement.</p>	
<p>Math Science Partnership with Fort Valley State University – professional learning for high school Math and Science teachers to improve teacher instruction and quality in Math and Science</p>	<p>2009 – Present (in 1st year of 3 year grant period) supported by Math Science Partnership grant funds</p>
<p>FY10 Title II-D “Engaging AP Students Through Mobile Handheld Computing” Grant. Georgia Performance Standards, frameworks, and tasks will be used to guide the collaborative planning by the teachers for math instruction. The teachers will work together to use the hardware, software, and Internet resources to provide hands-on performance tasks and real-world applications in the classroom. Additionally, they will use data collected through frequent formative assessments to identify student needs and revise lessons, units, and/or teaching strategies. The students will complete these assessments through a student response system or online assessment tool. Because of this technology, the participating teachers will be able to make accurate, authentic formative assessments faster than ever and students will have increased opportunities for group collaboration and learning.</p> <p>Use of handheld devices will provide rigor and motivation for students through innovative and diversified content and instructional tools. This will escalate the effort to bring relevance to our curriculum.</p>	<p>FY 10 – supported by Title II D Engaging AP Students Through Mobile Handheld Computing</p>
<p>Scantron Benchmark Assessment Tool – This assessment tool is used to create formative assessments aligned with the Georgia Performance Standards. This will provide the high school teachers with individual student assessment feedback so that instructional revisions can be utilized to improve individual student achievement.</p>	<p>FY 10 Title VIB Rural and Low Income funds</p>
<p>Net trekker is used in tandem with the Scantron benchmark formative assessments. Student assessment responses are pushed to Net trekker which aligns the student/teacher</p>	<p>FY 10 Title VIB Rural and Low Income funds</p>

School Improvement Grant 1003(g)

resources for remediation and/or acceleration of a student's understanding and ability to perform tasks aligned with the relative Georgia Performance Standard not mastered on the formative assessment.	
Project-Based Learning Professional Development for all 11 th and 12 th grade teachers at PCHS will be conducted by the Buck Institute for Education Year 1 of Transformation of PCHS.	Summer 2010 supported by FY 10 Title II A funds
The Buck Institute for Learning will conduct two one-day follow-up sessions on project-based learning. On-site follow-up includes additional training, classroom observations, teacher coaching, curriculum reviews, and student work reviews.	August, 2010 supported by FY 10 Title II A funds

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 2d
Transformation Model

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.	
<p>Actions:</p> <ol style="list-style-type: none"> 1) Modify current graduation requirements policy to include a local requirement for the completion, by all students, of a senior project beginning with the graduating class of 2013 (next year's 10th graders) 2) Amend PCHS teachers' contracts to require participation in summer professional learning 3) Modify current teacher-administrator evaluation policy and adopt the New Tech Network evaluation procedure. 4) Work with PCHS staff to develop Professional Growth Plans for every staff member 	<p>Timeline:</p> <p>June, 2010</p> <p>May, 2010</p> <p>June, 2010</p> <p>May, 2010</p>

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 2d
Transformation Model

E. Sustain the reform after the funding period ends.	
<p>Actions:</p> <p>The focus of the Peach County High School Transformational School Improvement plan is to build capacity within the staff and create a culture of high performance and excellence. The activities described in this application are designed to focus on intense professional learning of effective instruction and assessment, as well as structured monitoring of the implementation of that learning. Additionally, changes in the organizational structure, duties and responsibilities of personnel (such as guidance counselors) require no funding and are designed for long term implementation. Also, the instructional purchases, such as SharePoint, were chosen to become long-term foundational tools to enhance teacher communication and student learning. The use of these tools will become institutionalized once they have been fully embraced by the district's stakeholders.</p> <p>Finally, the district will have three years to develop budgetary plans to retain staff hired with grant funds (instructional coaches and the instructional technology supervisor) and will make retention of those key personnel a priority.</p>	<p>Timeline:</p> <p>School Year 2010-2011</p> <p>School Year 2011-2012</p> <p>School Year 2012-2013</p>

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 2d
Transformation Model

LEA Name: PEACH COUNTY SCHOOLS

School Name: PEACH COUNTY HIGH SCHOOL

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

Reading/English Language Arts

2010-2011 School Year

Peach County High School will increase the percent passing rate of all first time test takers on the GHSGT – ELA by 5%, over the 2009-2010 base line data.

2011-2012 School Year

Peach County High School will increase the percent passing rate of all first time test takers on the GHSGT – ELA by 10%, over the 2009-2010 base line data.

2012-2013 School Year

Peach County High School will increase the percent passing rate of all first time test takers on the GHSGT – ELA by 15%, over the 2009-2010 base line data.

Mathematics

2010-2011 School Year

Peach County High School will increase the percent passing rate of all first time test takers on the GHSGT – Math by 10%, over the 2009-2010 base line data.

2011-2012 School Year

Peach County High School will increase the percent passing rate of all first time test takers on the GHSGT – Math by 15%, over the 2009-2010 base line data.

2012-2013 School Year

Peach County High School will increase the percent passing rate of all first time test takers on the GHSGT – Math by 20%, over the 2009-2010 base line data.

Graduation Rate

2010-2011 School Year

School Improvement Grant 1003(g)

Peach County High School will increase the graduation rate by a minimum of 5%, over the 2009-2010 base line data.

2011-2012 School Year

Peach County High School will increase the graduation rate by a minimum of 10%, over the 2009-2010 base line data.

2012-2013 School Year

Peach County High School will increase the graduation rate by a minimum of 15%, over the 2009-2010 base line data.

School Improvement Grant 1003(g) LEA Application 2010

Attachment 4
Budget Detail

LEA Name: Peach County

School Served: Peach County High School

Intervention Model: Transformation

Tier Level: TIER II

Fiscal Year: July 1, 2010 through June 30, 2011

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

Object Class	Item Description	Costs	
100 Personal Services (Salaries) Page 35 of 70	Stipends for teachers to attend Professional Learning during the summer for 10 days	\$112,500	
	\$150 per teacher X 75 teachers X 10 days (page 40 of 70)		
	\$5000 performance bonus to each academy as a whole for student achievement of 6% or more. Academy staff to decide use of funds (\$5000 x 3 academies)(pg.40 of 70)	\$15,000	
	Math Instructional Coach to serve all three academies at the High School	\$65,000	
	Social Studies Instructional Coach to serve all three academies at High School	\$65,000	
	School Improvement Grant Director to oversee school reform implementation	\$87,000	
	Subs for 35 teachers (9 th & 10 th grade) for 4 days @\$55 a day per sub (any training during the school year.)	\$7,700	\$352,200
200 Benefits	FICA for teacher stipends for PL during the summer (7.65%)	\$8,606.25	
	Math Instructional Coach	\$20,800	
	Social Studies Instructional Coach	\$20,800	
	School Improvement Grant Director	\$27,840	
	FICA for subs	\$588.28	\$78,634.53
300 Purchased Professional & Technical Services	New Tech Planning & Start Up Support for three academies at Peach Co. High	\$150,000	
	@\$50,000 per academy at PCHS (STEM, Arts & Humanities, Human Services)		
	Year 1 Support for each academy at Peach County High \$225,000 X 3	\$675,000	
	Critical Friends Training for Central Office and School-based administrators(onsite)	\$21,600.00	
	Buck Institute PBL101 training includes follow-up (pg. 36 of 70)	\$13,325.00	\$859,925
500 Other Purchased Services	Travel for New Tech New School training for all 9 th & 10 th grade academy teachers	\$21,840.00	
	And administrator at Peach County High School		\$21,840
600 Supplies	Technology – eInstruction Interactive white boards with student Vclicker for immediate student achievement feedback (pg. 42 of 70)	\$683,125	
	Buck Institute PBL101 workbooks for PBL101 training (75 teachers X \$57) (pg. 37 of 70)	\$4,275.00	\$687,400
700 Property (Capitalized Equipment)			
			Object Total
		\$ -	
800 Other Objects			
900 Other Uses			
			Object Total
		\$ -	
School Total			\$1,999,999.53

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 4
Budget Detail

LEA Name: Peach County

School Served: Peach County High School

Intervention Model: Transformation

Tier Level: TIER II

Fiscal Year: July 1, 2011 through June 30, 2012

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

Object Class	Item Description	Costs	
100 Personal Services (Salaries) Page 35 of 70	Stipend for PCHS teachers to attend Professional Learning in the summer @ \$150 per day X 75 teachers (Page 40 of 70)	\$101,250	
	\$5000 performance bonus to each academy as a whole for student achievement of 6% or more. Academy staff to decide use of funds (\$5000 x 3 academies)(Page 40 of 70)	\$15,000.	
	Math Instructional Coach to serve all three academies at the High School	\$65,000	
	Social Studies Instructional Coach to serve all three academies at High School	\$65,000	
	School Improvement Grant Director to oversee grant implementation Year 2	\$87,000	Object Total
	Subs - \$55 per day for 5 days for 15 teachers	\$4,125.00	\$337,375
200 Benefits	FICA (7.65%) for stipend for teachers	\$7,745.62	
	Math Instructional Coach	\$20,800	
	Social Studies Instructional Coach	\$20,800	
	School Improvement Grant Director	\$27,840	Object Total
	FICA for subs	\$ 315.56	\$77,501.18
300 Purchased Professional & Technical Services	Year 2 New Tech Support for 3 academies at Peach County @\$70,000 X 3	\$210,000	
	Sharepoint web-based student, teacher & parent collaborative tool for all students, teachers & parents in each academy at the high school(Pg. 42 of 70)	\$290,985	
	Three-day PBL101 with the Buck Institute for new teachers, 2 days follow-up (pg. 37 of 70)	13,325.00	Object Total
			\$514,310
500 Other Purchased Services	NTN Travel expense - Meeting of the Minds, New Teacher Training event, New Teacher Shadowing,	\$50,000	
			Object Total
			\$50,000
600 Supplies	Student laptops for 1:1 student to laptop ratio (pg. 42 of 70)	\$845,000	
	Buck Institute of Education Project-Based Learning workbooks for teachers (\$57 X 75 teachers (pg. 37 of 70)	\$4,275	
	Academic Software for each academy based on student need i.e. Final Cut Pro, digital textbooks (pg. 41 of 70)	\$94,915.06	
			Object Total
			\$944,190.06
700 Property (Capitalized Equipment)			
			Object Total
			\$ -
800 Other Objects			
			Object Total
			\$ -
900 Other Uses			
			Object Total
			\$ -

School Total

\$1,923,376.20

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 4
Budget Detail

LEA Name: Peach County

School Served: Peach County High School

Intervention Model: Transformation

Tier Level: TIER II

Fiscal Year: July 1, 2012 through June 30, 2013

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

Object Class	Item Description	Costs	
100 Personal Services (Salaries) Pg. 35 of 70	Stipend for PCHS teachers to attend Professional Learning in the summer @ \$150 per day X 75 teachers (Page 40 of 70)	\$101,250	
	\$5000 performance bonus to each academy as a whole for student achievement of 6% or more. Academy staff to decide use of funds (\$5000 x 3 academies)(Page 40 of 70)	\$15,000.	
	Math Instructional Coach to serve all three academies at the High School	\$65,000	
	Social Studies Instructional Coach to serve all three academies at High School	\$65,000	
	School Improvement Grant Director to oversee grant implementation Year 2	\$87,000	Object Total
	Subs for teachers @ \$55 per day for 5 days X 15	\$4,125.00	\$337,375
200 Benefits	FICA (7.65%) for stipend for teachers	\$ 7,745.62	
	FICA for Subs	\$ 315.56	
	Math Instructional Coach	\$20,800	
	Social Studies Instructional Coach	\$20,800	Object Total
	School Improvement Grant Director	\$27,840	\$77,501.18
300 Purchased Professional & Technical Services	Three-day Project-Based Learning 101 workshop conducted by the Buck Institute of Education (Page 37 of 70)	\$8,750	
	Sharepoint web-based student, teacher & parent collaborative tool for all students, teachers & parents in each academy at the high school (pg. 42 of 70)	\$250,000	
	One day PBL follow-up conducted by Buck Institute of Education (Page 37 of 70)	\$4,575.00	
	Year 3 New Tech Support @ \$55,000 X 3 academies	\$165,000	Object Total
			\$428,325.00
500 Other Purchased Services	NTN Travel expense - Meeting of the Minds, New Teacher Training event, New Teacher Shadowing, (Page 37 of 70)	100,000	
			Object Total
			\$100,000
600 Supplies	Student laptops for 1:1 student to laptop ratio (pg. 47 of 70)	\$845,000	
	Academic Software for each academy based on student need i.e. Final Cut Pro, digital textbooks (Pg. 41 of 70)	\$30,000	
	Buck Institute of Education Project-Based Learning workbooks for teachers (\$57 X 75 teachers (Page 37 of 70)	4,275	Object Total
			\$ 882,987.56
700 Property (Capitalized Equipment)			
			Object Total
			\$ -
800 Other Objects			
			\$ -
900 Other Uses			
			Object Total
			\$ -
School Total			\$1,826,188.70

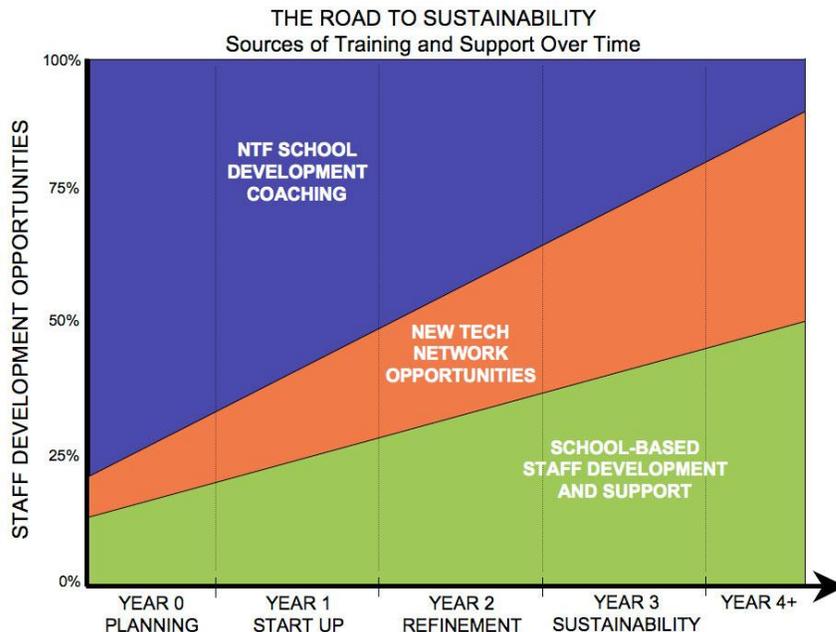
School Improvement Grant 1003(g)

Appendix of Additional Resources

School Improvement Grant 1003(g) The New Technology Network School Development Process

The intent of New Technology Network’s School Development Process is to equip school teams with the tools and expertise necessary to create and sustain a school based on the New Tech model. Because the New Tech model is at its core a community of instructional practice based on project and problem based learning, much of the training is aligned with the best practices of PBL instruction. Throughout the planning and start-up process, school teams are led through various ‘projects’ that prepare them for a strong start. During the following three years, NTN support shifts from start-up to refinement and then to sustainability. The process is designed to help the school become less reliant on NTN for their staff development needs and look to opportunities provided by the New Tech Network of schools as well as using their own staff to train and support new teachers.

In order to fully implement the changes required for successful implementation of the New Tech model, NTN works with schools for up to one year of planning and three years of implementation. In that time, NTN staff provides a variety of specifically designed training and support events. It is important to note, however, that the goal of the School Development Process is to create a sustainable school that no longer needs direct support from NTN. Through each successive year of implementation, the support NTN provides schools is gradually replaced by the support of the larger New Tech Network of schools and their own local capacity. The entire process of getting ready to start can be 12-18 months in length. Over time, NTN has determined that strong starts have higher chances of achieving fidelity to the model more quickly. While each site continues to grow and mature and develop over time, those that make the leap to the NTHS model in total do better than sites that intend to ‘evolve’ their way to a



NTHS.

School Improvement Grant 1003(g)

NTN SCHOOL DEVELOPMENT CALENDAR

	PLANNING & START UP	YEAR 1	YEAR 2	YEAR 3	YEAR 4+
		IMPLEMENTATION	REFINEMENT	SUSTAINABILITY	
NTNF TRAINING & SUPPORT	<p>Communities learn about the New Tech model through Study Tours, school visits, and information events and commit to moving forward with replication.</p> <p>Principals Residency and Teacher Shadowing experiences establish the right mindset and vision for the school they will be creating.</p>	<p>School staff participates in 5-day New School Training event.</p> <p>NTN Coaches provide onsite (7 days) and personalized remote support</p> <p>NTN staff monitors staff needs and provide resources, support, or a gentle push as needed.</p>	<p>NTN Coaches provide onsite (5 days) and personalized remote support</p> <p>Train-the-Trainer experiences help build capacity for schools to train their own teachers</p> <p>New teachers participate in New Teacher track at All Schools Conference indoctrinates new staff</p>	<p>NTN Coaches provide onsite (3 days) and personalized remote support</p> <p>Train-the-Trainer experiences help build capacity for schools to train their own teachers</p> <p>New teachers participate in New Teacher track at NTN All Schools Conference indoctrinates new staff</p>	<p>Train-the-Trainer experiences help build capacity for schools to train their own teachers.</p>
SCHOOL-BASED ACTIVITIES WITH NETWORK ACTIVITIES	<p>Communities may visit one or more New Tech High Schools in their decision making process.</p>	<p>NTN identifies possible early adopter and school leader as potential NTN Site Advocate.</p> <p>Leadership Summits allow principals to share experiences and knowledge</p> <p>Content area specific Meeting of the Minds</p>	<p>Full staff participation in the NTN All Schools National Conference</p> <p>Leadership Summits, content area specific Meeting of the Minds and special Site Advocates meetings</p>	<p>Full staff participation in the NTN All Schools National Conference</p> <p>Leadership Summits, content area specific Meeting of the Minds and special Site Advocates meetings</p>	<p>Delegation participation in the NTN All Schools National Conference</p> <p>Leadership Summits, content area specific Meeting of the Minds and special Site Advocates meetings</p>
	<p>Build community support</p> <p>Secure funding</p> <p>Secure/build facilities</p> <p>Identify staff</p> <p>Student Recruitment</p> <p>Purchase and install computers and network equipment</p>	<p>Site Advocates (if selected) participate in special meetings</p> <p>Critical Friends curriculum review process</p> <p>Accessing NTN online resources such as the Project Library and Resource Library.</p>	<p>NTNF Advocate plays and active role in supporting staff.</p> <p>Critical Friends curriculum review process</p> <p>Accessing NTN online resources</p>	<p>Trained staff and advocates helps indoctrinate and support new hires</p> <p>Critical Friends curriculum review process</p> <p>Accessing NTN online resources</p>	<p>Trained staff creates training experience for school's new teachers (no longer trained by NTN).</p> <p>Critical Friends curriculum review process</p> <p>Accessing NTN online resources</p>

School Improvement Grant 1003(g)

CULTIVATION OF INTEREST AND UNDERSTANDING

The NTN School Development Process begins with a district's and school's commitment to bring the New Tech model to their communities. In the 12-18 months prior to a school opening, NTN seeks to engage the community in the New Tech model, create a demand and support for change among a broad base of stakeholders within the community and help districts understand what is required of them to ensure success. This period of exploration and cultivation begins when someone first learns about the model and ends when the school district or other governing agency submits a letter of intent to replicate the model with fidelity. In that time, NTN may work with local intermediaries or directly with districts to make presentations, host Study Tours (see Appendix A) at NT Network schools, and respond to community concerns.

Once a community has committed to replicating the New Tech model, a series of very structured events is planned that will provide the schools with the knowledge, skills and support they need.

YEAR 0: THE PLANNING AND START-UP

Purpose:

Work with district/community leaders to develop a plan for a strong start in implementing the NTHS model with fidelity, create ownership of the plan by those charged with implementing it.

Methods:

With the community now engaged in the vision of creating a NTHS model school, NTN works with district leaders to establish a plan around facilities, technology, staffing, student recruitment and staff training. These activities include:

Planning

- Organize further visits from the school's community by NTN staff
- Involvement of business and industry partners and higher education institutions in formation of a work group

Submission of Planning Application, which includes acknowledgement of the NTHS Commitment Criteria and Critical Path timeline for implementation signed by superintendent and School Board. Project manager assigned by district

- NTN completes a site visit to meet with meet the district work group and community for the purpose of reviewing the commitment and capacity of the district to implement with fidelity.
- NTN gives feedback to work group and revisions to the Plan are made.
- Final Plan submitted to NTN.
- NTN invites site to join the NTHS Network and provides the Strategic Alliance Agreement for district review and signature.

School Improvement Grant 1003(g)

- NTN works with district IT departments to help them understand what they need to do in order to be ready to start school with the necessary technology infrastructure and hardware in place. This work usually intersects with both the facilities plan, the technology plan and the budget cycle for ordering, receiving, imaging and setting up the necessary 1:1 student-to-computer ratio.

The start-up process also includes a series of experiences, training events, and ongoing support for the principal and other staff that are meant to create ownership and buy-in for the vision of a 21st Century school. As much as possible, NTN School Development Coaches use the same PBL methodologies for these and other experiences in order to model effective classroom instruction.

Principal's Residency (8-10 months prior to opening)

Designated principal attends 3 day training in Napa led by NTN Director of Leadership Development. Intent is to immerse principal in the model and in PBL. The final product is a Launch Plan presentation (PowerPoint) about the NTHS model, and how it will be implemented in the community. This presentation is given to the district team via Skype or video conference and will be used to support teacher recruitment, parent and district communication and more broadly within the target community to build awareness and support for the school.

Teacher Shadowing (6 months prior to opening)

Principal and teacher team attend 2 day shadowing training at an existing NTHS Network school. The intent is to provide teachers with a concrete 'look and feel' of a NTHS classroom and continue the development of the school Launch Plan started at Principal Residency. Outcome is teacher team collaboration around the development of a rubric that describes 'what makes for a successful teacher in the NTHS model'.

Homework (3-6 months prior to opening)

After shadowing, the principal is given materials in order to facilitate the completion of the Launch Plan prior to the 5 day summer training. These assignments include preparation for (1) Establishing Essential School Wide Learning Outcomes (2) Curriculum Mapping to identify state and national standards and develop project ideas (3) School Culture (4) Master Schedule.

YEAR 1: IMPLEMENTATION

Purpose:

Give those responsible for implementing the model a strong foundation in the methodologies and practices of the school.

Methods:

School Improvement Grant 1003(g)

In the weeks prior to opening day, NTN staff conduct a 5-day New School Training that transfers the knowledge about best teaching practices, use of technology and school culture to the new schools. NTN coaches follow up with regular visits to the school and remote support to reinforce the model's methodologies and practices. Opportunities for connecting with staff from other New Tech Network schools encourage growth and development of best practices.

New School Training

School teams (principal, teachers, counselor, clerical, network administrators) from all new starts gather for 5 day intensive training on project-based learning, school wide-learning outcomes, use of technology, and school culture. Staff members are given full access to the PeBL™ Collaborative Learning Environment and GradePortal™ applications and are put on three parallel tracks depending on their role in the school.

- **Track One: Teacher Training**
Teachers work on two projects. The first asks teachers to create a project from scratch based on their content standards and integrating 21st Century skills. The second puts teachers in the roll of students either math/science or humanities where they get to experience a fully developed PBL unit in a classroom like environment.
- **Track Two: Leadership Training**
Principals and other administrators are first exposed to the school success rubric and are asked to develop a plan that focuses on creating and maintaining a professional culture among staff that promotes good collaboration, reflection, and growth.
- **Track Three: Network Administrators**
Network administrators are trained to manage the PeBL™ Collaborative Learning Environment, GradePortal™, Gaggles email and a network of 400 teenaged users.

NTN School Coaching and Support

NTN School Development and NTN Leadership coaches organize a variety of events and activities both on-site and remotely to provide opportunities to address challenges the schools are facing. Many of the activities are planned and scheduled, while some may be custom designed to meet a specific need. Some common activities include:

- NTN school coaches schedule regular on-site visits to continue refining the techniques introduced over the summer. These on-site sessions are coordinated with the principal and it is jointly determined how best to use the time – whether in all staff training or in individual teacher support sessions.
- NTN school coaches will use e-mail, Skype™, webinars and phone meetings to provide remote support to staff.

School Improvement Grant 1003(g)

- NTN coaches guide the school staff through self-reflection process based on the school success rubric that was developed during the summer training. The results of that evaluation are collaboratively addressed by school, district and NTF to plan next steps.
- NTN leadership coaches respond to issues faced by principals/directors.
- NTN school coaches help school teams self-reflect on their areas of greatest achievement and greatest need against the School Success Rubric developed at the New School Training.
- NTN school coaches identify an early adopter in the school and stipend that person to become the NTN advocate. This person is responsible for assuring the Critical Friends process is implemented and is a communication point for changes, updates and improvements in the tools and in helping others understand how to best use the tools to support the changed instructional practice and school climate (see appendix B).
- NTN Resource Library and other online resources provide helpful examples, detailed instructions and thoughtful guidance for individuals as they need it.

New Tech Network Activities

NTN also helps convene several regional meetings that provide an opportunity for schools to share their experiences, and make connections with others doing similar work.

- Teachers of like subject areas come together in Meeting of the Minds twice each year to exchange project ideas, implementation strategies and resources that support a PBL environment (see Appendix C).
- Three times each year, principals are invited to participate in Leadership Summits where they can draw on each other's experiences to create the best environment (see Appendix D)
- NTN coaches will use e-mail, Skype™, webinars and phone meetings to provide remote support to staff.
- Site Advocate meetings help transfer the knowledge of our coaching strategies to the local site to improve sustainability.

YEAR 2: REFINEMENT

Purpose: Provide ongoing coaching and reflection opportunities that reinforce the model's methodologies and practices to the school staff so that they are more inclined to respond to challenges with solutions that fit the model.

Methods: Each summer, NTN convenes the New Tech Network All Schools Conference where new teachers get trained and returning teachers share best practices. Throughout the year, NTN continues to provide onsite and remote support to the school's staff.

New Tech Network Activities

School Improvement Grant 1003(g)

NTN continues to convene several regional meetings that provide an opportunity for schools to share their experiences, and make connections with others doing similar work.

In year two and beyond, school teams (principal, teachers, counselor, clerical, network administrators) from all schools in the New Tech Network have the opportunity to participate in the All School Conference. Either NTN coaches or teachers in NTN schools run most sessions and all sessions are aimed toward improving and refining the best practices of the New Tech model. For schools in years two and three, a new teacher track provides important PBL and PeBL™ training to new hires.

NTN Coaching And Support

As in year one, NTN coaches continue to provide on-site (5 days) and remote support to teachers and other staff. Year two emphasizes reflection of school achievement based on the school success rubric.

YEAR 3: BUILDING SUSTAINABILITY

Purpose: Continue provide coaching and reflection opportunities that reinforce the model's methodologies and practices while preparing the school to be able to sustain those practices in the future without direct support of NTN.

Methods: Full staff participation in the NTN All School Conference, recurring regional meetings and continued onsite and remote coaching and support for staff,

New Tech Network Activities

NTF continues to convene several regional meetings that provide an opportunity for schools to share their experiences, and make connections with others doing similar work.

In year two and beyond, school teams (principal, teachers, counselor, clerical, network administrators) from all schools in the New Tech Network have the opportunity to participate in the All School Conference. Either NTN coaches or teachers in NTN schools run most sessions and all sessions are aimed toward improving and refining the best practices of the New Tech model. For schools in years two and three, a new teacher track provides important PBL and PeBL™ training to new hires.

NTN Coaching And Support

As in year one, NTN coaches continue to provide onsite (3 days) and remote support to teachers and other staff. Year two emphasizes reflection of school achievement based on the school success rubric. A special track in the All School Conference provides training to select school staff who will take on the role of providing training and professional development after the contract with NTN expires.

YEAR 4 AND BEYOND

School Improvement Grant 1003(g)

Purpose: Continue to facilitate opportunities for sharing and support between New Tech Network schools.

Methods: School delegations participate in the NTN All School Conference and regional meetings. School staff members become trained as PBL and PeBL™ coaches.

NTN CERTIFICATIONS AND RECOGNITIONS

Like their students, schools and teachers need clear benchmarks and acknowledgement when those benchmarks are achieved. The NTN Distinguished Implementation and NTN Teacher Certification programs encourage schools and teachers to strive for successfully implementing the model with fidelity. For schools with many challenges, the goal of certification can be used to acquire the support and resources they need. For successful schools, being recognized can help with student and staff recruitment, attracting community involvement, and can provide a much needed celebration of the hard work required to achieve it. Lastly, by identifying certain attributes for recognition, the process also helps to shape the conversation of how we, as a nation, measure successful schools.

CONCLUSION

By focusing on systemic rather than programmatic reform, preparing schools with an extended cultivation and planning phases, large investment in long term training and support, and setting clear benchmarks for success, NTN has succeeded where many other reform efforts have failed. Unlike canned curriculum approaches designed to improve test scores, NTN's holistic approach to school reform address many of the education system's challenges at once. NTN is able to transfer the culture, methodologies, and successes of the original New Tech High to a broad range of communities and environments because they create organizational ownership of the model. The unique principles, process and practices developed by NTN provides a clear roadmap for creating 21st Century schools for those who are willing to take on the work.

School Improvement Grant 1003(g)

APPENDIX A: EXAMPLE STUDY TOUR AGENDA

- 8:30 – 10:00 Introductions and concrete description of Principles and Practices of the NTHS model that puts the school in the context of education reform and 21st Century skills.
- 10:15 – 11:30 Student led tour of school covering the various courses student take, the culture of the school, and a demonstration of the PeBL Collaborative Learning Environment
- 11:45 – 12:30 Lunch with teachers and principal provides an opportunity to ask deeper questions and get clarification on the role of teachers in a PBL environment.
- 12:30 – 1:30 Q&A with a student panel provides an opportunity to get the student’s perspective on learning in a technology rich PBL environment.
- 1:30 – 3:00 Debrief with NTN staff on various aspects of the school model and the school development process.

APPENDIX B: NTN ADVOCATE PROGRAM

One important way NTN coaches stay connected to their school between visits is through the NTN Advocate Program. Because school principals are often very busy and don’t have a lot of direct experience with PBL methodologies or PeBL™, NTN coaches work to identify a teacher who seems to be quickly adopting the principles and practices of the New Tech model. These teachers are stipend by NTN and act as a conduit for the school development coaches to understand what is happening on campus and to help respond to issues that arise.

NTN Advocates are also invited to participate in webinars several times each year and in special sessions during the All School Conference. Polling the Advocates generates topics for discussion.

The Advocates will also be among the first to be tapped as potential NTN Certified Trainers and are a significant human resource for the school’s long-term

2008-2009 NTN Advocate Meeting Topics	
October 21:	
SSR Theme:	Curriculum
Session Topics:	NTN School and Teacher Certification, Supporting Teachers in developing PBL curriculum, strategies for Training New Teachers, Developing more engaging Entry Documents/ Events
December 2	
SSR Theme:	Partnership Development
Session Topics:	Developing Business Partnerships, Developing Community Partnerships
January 13	
SSR Theme:	School Culture
Session Topics:	School Wide Interdisciplinary Projects, Network wide projects
February 24	
SSR Theme:	Student Achievement

School Improvement Grant 1003(g)

sustainability and for NTN's need for trainers during the summer months.

Session Topics:	Group Management Strategies
April 7	
SSR Theme:	Technology Use
Session Topics:	How to support teachers in the use of PeBL and other technology tools, free technology tools and resources
May 19	
SSR Theme:	Professional Culture
Session Topics:	Training New Staff members, Planning Summer Professional Development, All Schools Conference Planning and Updates

APPENDIX C: MEETINGS OF THE MINDS



Twice each year, NTN facilitates regional, subject specific meetings for teacher where they can share their projects, experiences, and strategies. For teachers new to the model, they appreciate knowing that their struggles are shared by others and can learn from the more experienced teachers. For those who've been in the model a few years, it's a great opportunity to be pushed out of complacency and continue to refine their practice.

APPENDIX D: LEADERSHIP SUMMITS

In addition to the All School Conference, NTN provide semi-annual opportunities for the school principals (accompanied by a lead teacher) at each school to share their experiences, challenges and solutions with other principals in the network. The two-day event is a combination of formal, planned break sessions on specific topics in high demand and informal open space meeting on a variety of topics generated during the process of the summit.

The summit also gives NTN a chance to provide updates on our activities and respond to concerns and challenges the schools are facing.

APPENDIX E: TRAIN THE TRAINER PROGRAM

A significant challenge for broad implementation of the New Tech model is the considerable amount of teacher training and support required. This can be expensive for schools that have to rely on NTN for their training and can quickly out-pace our development coaches' capacity to

School Improvement Grant 1003(g)

provide it. In order to increase sustainability of the schools in our network, New Technology Network has developed a process for training high achieving teachers to train others using our proven training model. Participants will gain a deeper understanding of:

- The nature of teaching and training adults in group settings
- Preparing and supporting teachers in a training environment
- Developing new tools and adjusting existing training tools to meet the varying needs of teachers
- Leading the way in ongoing professional development for a 21st century school

Each participant will both learn from others and share their own expertise by participating in a variety of activities organized around a project including:

- Training of the web-based Portal 2.0 with an administrative login and complete access to NTN training tools
- Content area PBL simulation sessions in one of the following areas: Calculus/Physics and US History/Language Arts
- Working sessions with new schools on developing School-wide Learning Outcomes, Schools Vision and Mission, and developing School Success Rubric
- Sharing of latest best practices in school reform and approaches in both adult leadership development and school improvement and sustainability efforts

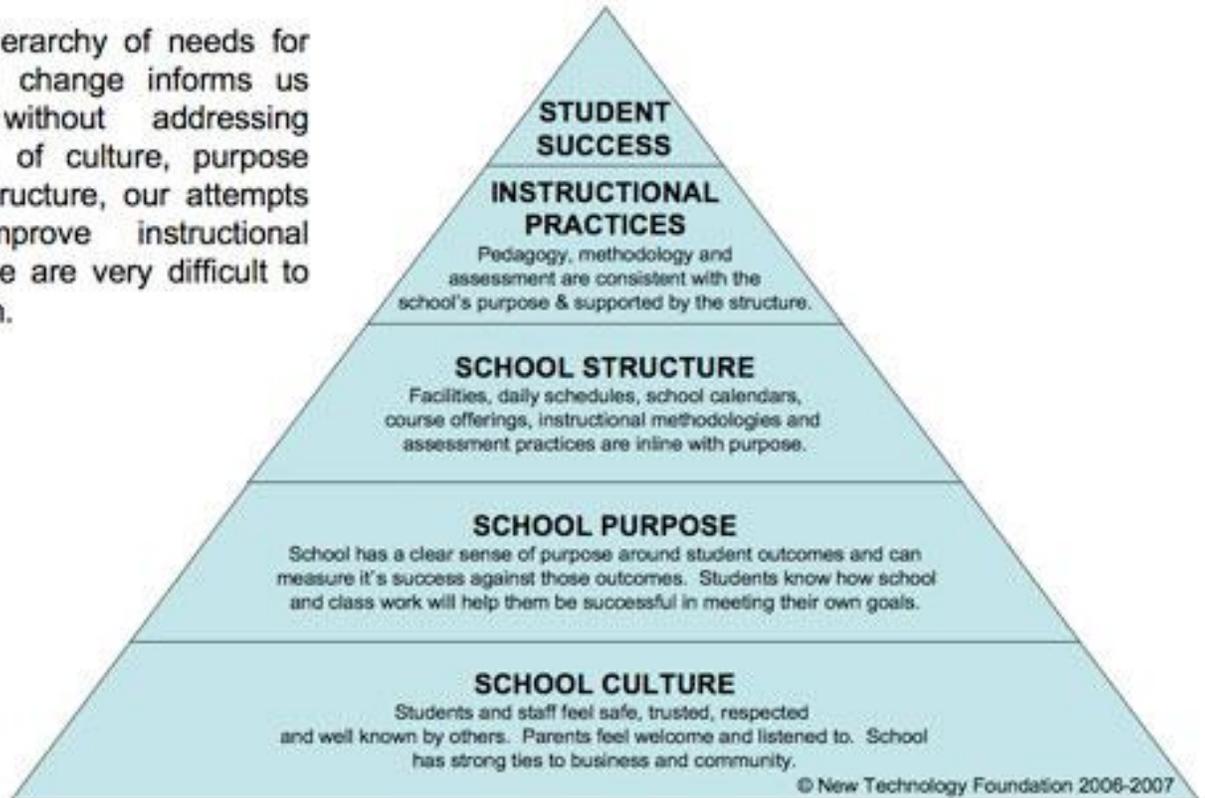
APPENDIX G: NTF HIERARCHY OF NEEDS FOR SCHOOLS

Although PBL is core and central to the school model and to the training and support used by NTN, the New Tech model only achieves its full effectiveness when a more holistic approach to school reform takes place. Attempts to provide staff development on PBL often result in little or no change in classroom instruction because the underlying organizational structures and resulting rules, policies and procedures work against the teacher as they try to implement what they learned. In schools across the country, attempts to implement PBL and other reform initiatives are piecemeal and typically result in disappointment, frustration and failure. To avoid this, the NTN School Development Process goes well beyond curriculum coaching and requires a broader agenda that addresses topics such as ensuring district and community support, facilities design, master schedules, school culture, the role of technology, and the integration and assessment of 21st century skills.

NTN has developed a Hierarchy of Needs for School Change that describes what foundational and systemic changes are required before the training and support from NTN can be effective. Unlike most staff development experiences, the NTN training process addresses each level of the hierarchy ensuring schools build a supportive school environment for district and site leaders and teachers to implement the model. The process described in this document outlines NTN's strategy for supporting the structural changes at the bottom of the Hierarchy and then providing the instructional training and coaching needed to achieve student success.

School Improvement Grant 1003(g)

The hierarchy of needs for school change informs us that without addressing issues of culture, purpose and structure, our attempts to improve instructional practice are very difficult to sustain.



School Improvement Grant 1003(g)

Non-Negotiable for New Tech Network

New Tech Network partners with public high schools to develop learning environments centered on a strong culture of trust, respect and responsibility. New Tech schools graduate collaborative, critical thinkers who are capable of framing and solving the problems that will shape our collective future.

<u>Non-Negotiable</u>	<u>Effect on Budget</u>
<p>Project-based learning (PBL) is at the heart of our instructional approach. PBL uses technology and inquiry to engage students with issues and questions that are relevant to their lives. In New Tech classrooms, teachers design rigorous projects aligned to state and district standards and customize them to their location and the interests of students. Students then work in teams to acquire and apply knowledge and skills to solve problems.</p> <p>New Tech’s approach to PBL fundamentally changes the role of teacher and student. Instead of traditional one instructor to many students, teachers become facilitators and coaches who guide students to take charge of their own learning, invent their own solutions and develop self-management techniques. New Tech invests deeply in process through ongoing training and support to ensure all teachers can become effective in this transformative approach to learning.</p> <p>Students become active learners and doers who take responsibility to complete</p>	<p>Requires a one-to-one computer initiative.</p> <p>Software for each classroom is determined by student project needs.</p> <p>Training requires a substantial financial commitment on the part of the school and school system.</p>

School Improvement Grant 1003(g)

<p>projects. They develop the tools to handle long, complex tasks and manage their time. They work in teams to create products such as presentations, designs, plays, short stories and prototypes. Students acquire not only subject-matter knowledge, but also the skills they need to thrive in college, career and life.</p>	
<p>Trust, respect and responsibility are the hallmarks of our culture. At New Tech schools, students and teachers alike have exceptional ownership of school administration and the learning experience.</p>	<p>As a school district we are prepared to embrace the components of NTN culture.</p>
<p>Students acquire a level of responsibility similar to what they would experience in a professional work environment. Working on projects and in teams, students are accountable to their peers, while taking individual responsibility to get work done. In this trusted, respectful environment, students decide how to allocate their time, team roles and how to collaborate. Students also have a voice in campus leadership and policy.</p> <p>Teachers model a team-based collaborative approach. In addition to helping set school administration and policy, they have flexibility to customize classrooms and projects to meet the individual need.</p>	<p>These are imperatives which faculty, students, and school district hold as essential to the effective functioning of the New Tech Model.</p>
<p>Smart use of technology supports our innovative approaches to instruction and culture. All classrooms have a one-to-one computing ratio. With access to Web-</p>	<p>Requires a one-to-one computer initiative.</p> <p>Software for each classroom is determined by student project needs.</p>

School Improvement Grant 1003(g)

<p>enabled computers, every student becomes a self-directed learner who no longer needs to rely primarily on teachers or textbooks for knowledge and direction. A proprietary Web-based system — New Tech Learning Platform — unifies students' learning experiences, enabling them to share projects online, collaborate, communicate, research and create new knowledge.</p>	<p>Our current fiber optics, servers, and web management system exceed the New Tech requirements.</p>
<p>New Tech Network provides its schools with a powerful set of integrated online tools to support teaching and learning. Our learning platform enables personalized instruction, facilitates collaborative learning and strengthens relationships across the network, empowering students and teachers to become skilled creators, leaders and producers.</p> <ul style="list-style-type: none"> • Web-based collaborative learning environment containing an extensive library of high-quality classroom projects from across the New Tech Network • Google Apps Education Edition: Gmail, Calendar, Talk, Docs, Sites, Video • Grade Portal: Holistic grade book for reporting student progress on 21st century skills 	<p>Technology gives us the capability to fully utilize all of the resources provided by NTN.</p>
<p>Schools receive guidance and support through all stages of planning and launching a New Tech high school.</p>	<p>Much of the training provided by New Tech is held in Indiana, California, and Texas; therefore requiring a significant annual expenditure of funds for the first three year. However, this effort increases</p>

School Improvement Grant 1003(g)

<ul style="list-style-type: none"> • In-depth, informative tours for planning teams Strategic consulting for school startup • Regional planning summits • Development of a master plan for implementation Teacher Shadowing Program • New Schools Training • Principal Residency 	<p>the capacity exponentially for sustainable success of New Tech Schools.</p>
<p>Extensive, individualized coaching allows school staff to gain the skills they need to confidently implement the New Tech model.</p> <ul style="list-style-type: none"> • Three years of on-site and remote services • Support in cultivating a collaborative school culture focused on student achievement • Coaching to successfully implement school-wide, project-based learning • Individualized guidance for teachers and principals 	<p>We have three academies; New Tech considers these three separate schools at \$440,000 per school.</p>
<p>Regional and national events give principals, teachers and staff an opportunity to continually sharpen their skills, share best practices and network with like-minded professionals from around the country.</p> <ul style="list-style-type: none"> • New Tech Network Annual Conference • Meeting of the Minds regional conferences • National Leadership summits 	<p>Much of the training provided by New Tech is held in Indiana, California, and Texas; therefore requiring a significant annual expenditure of funds for the first three year. However, this effort increases the capacity exponentially for sustainable success of New Tech Schools.</p>

School Improvement Grant 1003(g)

<ul style="list-style-type: none"> • Online meetings and workshops 	
<p>Schools receive guidance and support through all stages of planning and launching a New Tech high school.</p> <ul style="list-style-type: none"> • In-depth, informative tours for planning teams • Strategic consulting for school startup • Regional planning summits • Development of a master plan for implementation • Teacher Shadowing Program • New Schools Training • Principal Residency 	<p>Much of the training provided by New Tech is held in Indiana, California, and Texas; therefore requiring a significant annual expenditure of funds for the first three year. However, this effort increases the capacity exponentially for sustainable success of New Tech Schools.</p>

School Improvement Grant 1003(g)



New Technology Network Teacher Rubric

TEACHER: _____
EVALUATOR: _____ DATE: _____

<u>CRITERIA</u>	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)
<u>Curriculum Development</u> (25%)	<ul style="list-style-type: none"> • Teacher does not use PBL as the primary mode of • Teacher has not made significant strides towards implementation • Projects are limited in scope • Projects are not necessarily integrated • Projects are not all authentic • Projects do not require students to present work to an audience other than the teacher • Not all projects are rigorous and relevant • Length of project is not appropriate for content being covered <p style="text-align: center;">0 ----- 8 ----- 16</p>	<ul style="list-style-type: none"> • Teacher uses PBL as their primary mode of instruction • Teacher demonstrates an improvement in the quality of projects, instruction, and assessment practices • Projects are comprehensive and cover many standards • Projects integrate topics or concepts from other subject areas • Projects reflect real world scenarios • Projects require students to present their work to an audience other than the teacher • Projects are rigorous and relevant • Length of project is appropriate for content being covered <p style="text-align: center;">17 ----- 19 ----- 21</p>	<p>In addition to meeting the proficient criteria...</p> <ul style="list-style-type: none"> • Teacher demonstrates ease and comfort with implementing PBL • Projects are authentic and require students to create products that could be used by an outside source • Projects require students to present their work to a real and authentic audience • Teacher helps to develop school wide projects or cross network project <p style="text-align: center;">23 ----- 24 ----- 25</p>

School Improvement Grant 1003(g)

<u>CRITERIA</u>	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)
<u>Managing the Environment</u> (25%)	<ul style="list-style-type: none"> • Teacher does not demonstrate ease and confidence with scaffolding and/or managing groups • Teacher does not effectively differentiate or do remediation within the context of the project • Teacher does not incorporate skill building as a seamless component of the project • Teacher does not act as facilitator • Teacher does not allow for or elicit a high amount of student choice and input • Teacher does not help students to use rubrics effectively • Teacher is not regularly assessing students on learning outcomes <p style="text-align: center;">0 ----- 8 ----- 16</p>	<ul style="list-style-type: none"> • Teacher demonstrates ease and confidence with scaffolding the project and learning process and managing groups • Teacher effectively differentiates instruction and does remediation within the context of the project • Teacher incorporates skill building as a seamless component of the project • Teacher acts as facilitator and advisor • Teacher allows for and elicits student choice & input in the project (as appropriate) • Teacher helps students to use the rubric to effectively guide their work • Teacher regularly assesses students on all learning outcomes that apply to their course <p style="text-align: center;">17 ----- 19 ----- 21</p>	<p>In addition to meeting the proficient criteria...</p> <ul style="list-style-type: none"> • Teacher creates a classroom atmosphere that closely reflects a work environment • Teacher acts as a project manager • Teacher establishes effective classroom policies and practices that allow for a productive project environment • Teacher develops a variety of authentic assessment opportunities for each project <p style="text-align: center;">23 ----- 24 ----- 25</p>
<u>Use of Technology</u> (25%)	<ul style="list-style-type: none"> • Teacher does not regularly use the course calendar to organize classroom activities • Teacher does not make effective use of all of the PeBL Collaborative Learning System tools <p style="text-align: center;">0 ----- 8 ----- 16</p>	<ul style="list-style-type: none"> • Course calendar drives all classroom activities and acts as a portal to other resources • Teacher demonstrates highly effective use of all of the PeBL Collaborative Learning System tools. <p style="text-align: center;">17 ----- 19 ----- 21</p>	<p>In addition to meeting the proficient criteria...</p> <ul style="list-style-type: none"> • Teacher helps develop new tools and provides input on improving existing tools • Teacher supports other teachers in the use of the tools <p style="text-align: center;">23 ----- 24 ----- 25</p>

School Improvement Grant 1003(g)

<u>CRITERIA</u>	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)
<u>Professional Development</u> <u>(25%)</u>	<ul style="list-style-type: none"> • Teacher has not set reasonable goals for themselves and/or has not made strides towards achieving those goals • Teacher does not seek regular feedback from students or does not respond appropriately to that feedback • Teacher does not seek regular feedback from the site mentor or school coach or does not respond appropriately to feedback • Teacher is not submitting projects to the library • Teacher is not regularly participating in critical friends, meeting of the minds, and other NTN events <p style="text-align: center;">0 ----- 8 ----- 16</p>	<ul style="list-style-type: none"> • Teacher analyzes and reflects on student data (project grades, standardized test scores, attendance, etc), has set realistic and ambitious goals, and has demonstrated strides towards accomplishing those goals • Teacher seeks and responds appropriately to student feedback • Teacher seeks and responds appropriately to feedback from the site mentor or school coach • Teacher regularly participates in critical friends, meeting of the minds, and other NTN events • Teacher is submitting projects to the library <p style="text-align: center;">17 ----- 19 ----- 21</p>	<p>In addition to meeting the proficient criteria...</p> <ul style="list-style-type: none"> • Teacher is meeting goals and continues to set new goals • Teacher acts as a mentor to other teachers, volunteers to present at NTN meetings, and/or runs professional development for other teachers in the network <p style="text-align: center;">23 ----- 24 ----- 25</p>

School Improvement Grant 1003(g)



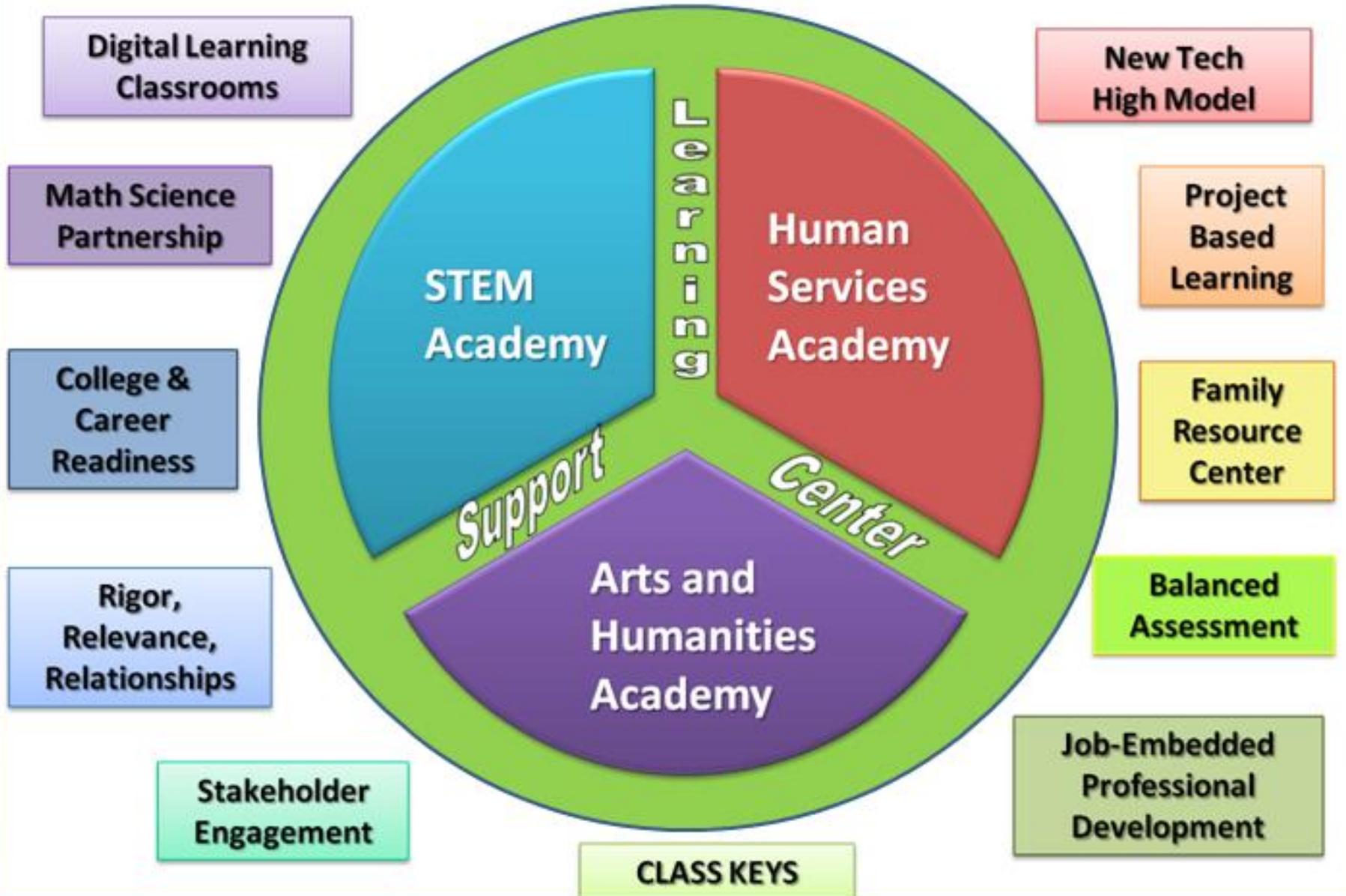
NEW TECH NETWORK 2009-2010 SCHOOL SUCCESS RUBRIC

SCHOOL BEING EVALUATED

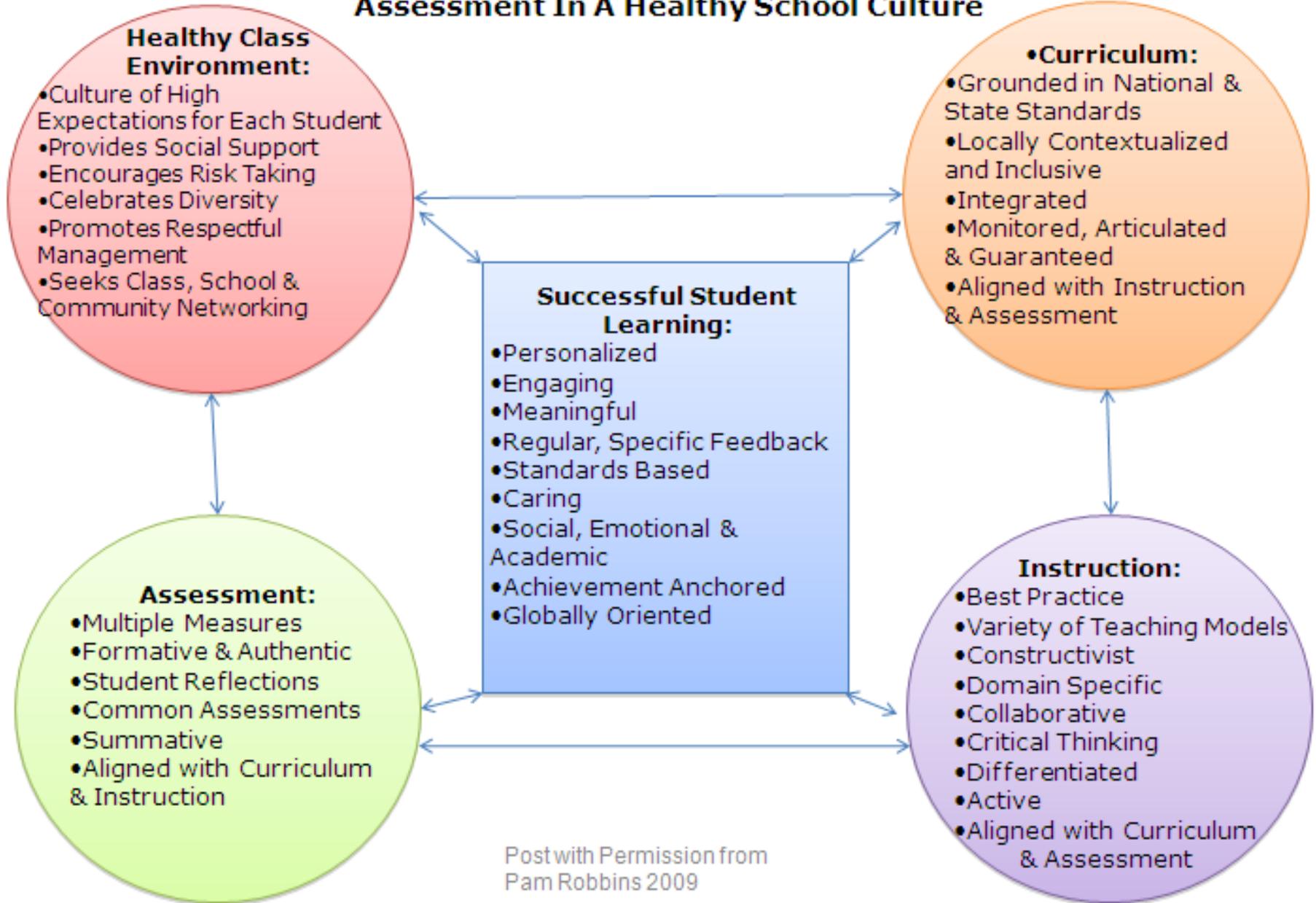
EVALUATOR

		AT RISK	EMERGING	ADVANCED
FIDELITY OF IMPLEMENTATION	CURRICULUM & INSTRUCTION	<ul style="list-style-type: none"> • School has not developed a clear set of school wide learning outcomes or has not incorporated them into the curriculum or assessment. • Most courses are not using PBL as primary mode of instruction, or lack important project documents such as entry documents or rubrics. • Few teachers are creating engaging and rigorous projects • Projects lack scaffolding and support strategies to support students or some scaffolding is not woven into the context of projects. • Teachers provide little or no scaffolding of the learning outcomes • Little or no meaningful cross-curricular cooperation is occurring. • Projects lack connections to community members, groups, or resources to help contribute to the project or evaluate students' products <p style="text-align: center;">0 ----- 10 ----- 20</p>	<ul style="list-style-type: none"> • School has developed a clear set of school-wide learning outcomes based on 21st Century skills and has incorporated them into many areas of the curriculum and assessment • Most courses use PBL as primary mode of instruction, using entry events and rubrics to introduce and assess projects • Teachers are creating or modifying projects that are authentic, encourage active exploration and require students to apply what they have learned (6 A's) • Teachers use a variety of techniques to scaffold student skills defined in the learning outcomes • Scaffolding and remediation strategies are woven into the projects and do not occur out of the context of the project. • Course curriculum is integrated and cross-curricular projects are common among all subjects. • Some projects are community based, require connections with community resources and organizations, or have community members help evaluate students' projects <p style="text-align: center;">40 ----- 50 ----- 60</p>	<p>In addition to the "Emerging" criteria:</p> <ul style="list-style-type: none"> • School has developed a clear set of school wide learning outcomes based on 21st Century skills and has incorporated them into all areas of the curriculum and assessment. • All courses use PBL as primary mode of instruction and teacher evaluation is tied to successful development and implementation of standards-based projects • Teachers are creating projects that are rigorous, require adult connections, and are authentically assessed (6 A's) • Projects are diverse in format, entry event, and products • School has a thoughtful and systemic approach to scaffolding the learning outcomes • Many courses are integrated in team teaching environments and cross-curricular projects are common among all subjects. • Many projects are community-based, require connections with community resources and organizations, or have community members help evaluate students' projects • Students contribute to project development or create their own projects (i.e. Senior Projects) <p style="text-align: center;">80 ----- 90 ----- 100</p>
	TECHNOLOGY	<ul style="list-style-type: none"> • School has not attained a 1:1 networked computer to student ratio in any classrooms with current performance standards and applications • School network is inadequate, unstable or unreliable. IT staffing is insufficient to support computer and network infrastructure • Staff and/or students do not use email as part of regular classroom practice • PeBL Online Learning System is not used by staff or students • School is unable to secure district or outside funding for technology replacement and upgrades. <p style="text-align: center;">0 ----- 10 ----- 20</p>	<ul style="list-style-type: none"> • School has attained a 1:1 networked computer to student ratio in all classrooms that is connected to the internet. • School network provides individual and shared storage space for staff and students. • IT support is sufficient to support computer and network infrastructure. • Staff and students regularly use e-mail for classroom and school communication • PeBL Collaborative Learning Environment is used in most classes to support the teaching methodology. • School has secured funding for additional technology replacement and upgrades through district or outside funding sources. <p style="text-align: center;">40 ----- 50 ----- 60</p>	<p>In addition to the "Emerging" criteria:</p> <ul style="list-style-type: none"> • School network is fast, stable, reliable, and provides individual and shared storage space for staff and students • IT support provides robust support with little or now down time and is very responsive to issues as they arise • PeBL is heavily used by staff and students as communication and collaboration tool (within and between schools). NTN Learning System tools are widely used to support the teaching methodology and inter-school sharing • Teachers regularly incorporate other digital and online tools to support student engagement and instruction • School has secured funding through outside sources, or so that does not have to rely on district money to refresh and update computers and other site technology <p style="text-align: center;">80 ----- 90 ----- 100</p>
	SCHOOL CULTURE & AUTONOMY	<ul style="list-style-type: none"> • School has failed to develop an identity separate from other institutions. • Many staff or students feel anonymous or disconnected with the school community. • School has failed to create a professional environment of trust and responsibility for both staff and students. • School suffers from discipline, violence, vandalism and theft. <p style="text-align: center;">0 ----- 10 ----- 20</p>	<ul style="list-style-type: none"> • School has a unique identity. • Staff and students have a positive association with the school and a commitment to its goals and vision • School culture promotes respect and responsibility • Students report feeling respected, cared about, and well known by staff and other students • School encourages professional behavior while avoiding traditional student management techniques such as tardy bells, hall passes, or detentions • Fights, graffiti, vandalism and theft are decreasing in frequency <p style="text-align: center;">40 ----- 50 ----- 60</p>	<p>In addition to the "Emerging" criteria:</p> <ul style="list-style-type: none"> • School culture closely mimics the professional environment of the workplace where all are treated with respect, trusted to do the right thing, and given the responsibility to make the school as good as it can be • Students and staff are empowered to help set school rules, policies and activities. • Students and staff take great pride in the schools culture and actively work to reinforce and defend it. • Fights, graffiti, vandalism and theft are virtually non-existent <p style="text-align: center;">80 ----- 90 ----- 100</p>
TOTAL IMPLEMENTATION SCORE:				/300

Peach County High School



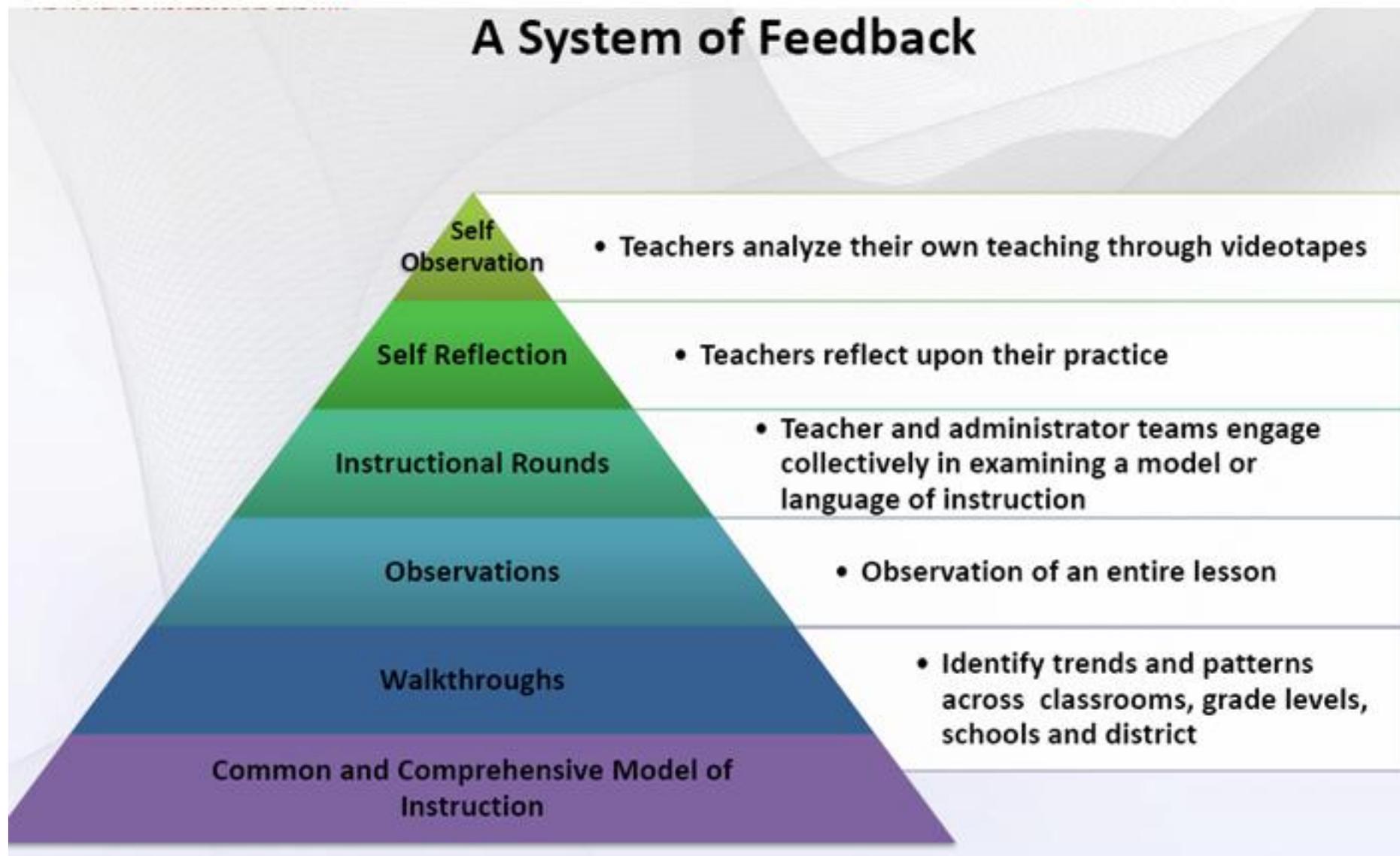
The Student Learning Nexus: Balancing Curriculum, Instruction, and Assessment In A Healthy School Culture



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Pam Robbins 2009

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Transparent Evaluation System



School Improvement Grant 1003(g)

Peach County Board of Education Job Descriptions

JOB TITLE: School Transformation Director

PAY SCALE: Certified

PAY TYPE: Salaried/Exempt

RETIREMENT: TRS

WORK YEAR: 12 Months

REPORTS TO: Assistant Superintendent for Administrative Services

GOAL: To lead, manage and support district initiatives in all areas related to transforming underperforming schools. To serve as liaison to all third parties involved with improving the quality of public education in Peach County Schools. To provide direct support to school and district administrators to effect positive educational reforms that result in demonstrable improvements in student

Learning. All efforts of the School Transformation Director are to be focused exclusively on meeting the needs of students and teachers.

QUALIFICATIONS:

Education - Masters degree or higher with proper certification as required by the Professional Standards Commission

Experience - Minimum of ten successful years as an educator required; administrative experience required

Knowledge/Skills

- Working knowledge of standards-based curriculum, instruction and assessment, appropriate accommodations to measure achievement, and applied learning with emphasis on mathematics, social studies, English/language arts and science
- Working knowledge of instruction and assessment for all student populations, including children with special needs and English language learners.
- Working knowledge of rules and regulations of federal and state education laws, with a demonstrated ability to understand and interpret written procedures, policies and laws with a focus on achieving results.

School Improvement Grant 1003(g)

- Thorough knowledge and understanding of the principles for improving educational results for students at risk of school failure by bringing about aligned, continuously improving educational services.
- Working knowledge of systems of professional development, educational technology, school district and school operations, strategic planning, effective family and community involvement strategies, and school/business partnerships.
- Demonstrated ability to conduct, read and summarize complex studies, analyze and evaluate data, and prepare reports.
- Strong writing and speaking skills and demonstrated ability to communicate effectively both orally and in writing with various publics.
- Demonstrated ability and desire to work collaboratively on a wide range of topics and issues with diverse groups of people.
- Demonstrated organizational skills and knowledge of applicable research of effective practices.
- Demonstrated knowledge of the use of technology to enhance public engagement, district and school accountability and professional practices.

RESPONSIBILITIES:

- To lead and administer the District's implementation of goals and objectives leading to successfully transforming underperforming schools.
- To provide direct support to central office and school administrators of schools in need of support, intervention, and/or transformation
- To ensure that students of all ability levels are given adequate opportunities to participate and to succeed in achieving high academic standards through a standards driven approach that provides multiple pathways to demonstrate proficiency.
- To support schools in the development and ongoing implementation of strategic plans to improve student achievement and performance.
- To support schools in their use of data to inform their strategic and investment decisions.
- To assist in the identification and development of management tools designed to assist schools to improve learning and teaching.
- To assist district assessments of potential barriers and opportunities with regard to increasing student achievement.
- To analyze Peach County Schools' transformation efforts in the context of peer-reviewed research and identify areas for considerations of application in Peach County Schools.
- To contribute to various work teams as assigned.
- Other related duties as assigned by Assistant Superintendent for Administrative Services

School Improvement Grant 1003(g)

Peach County Board of Education

Job Description

JOB TITLE: SOCIAL STUDIES INSTRUCTIONAL SPECIALIST

PAY SCALE: Certified State and Local Salary Scales

PAY TYPE: Salaried/Exempt

RETIREMENT: TRS

WORK YEAR: 12 Months

REPORTS TO: Building Principal and School Transformation Director

GOAL: The primary function of the Social Studies Instructional Specialist shall be to work directly with teachers to improve instruction in all areas of Social Studies.

QUALIFICATIONS:

- Minimum 5 Years Teaching Experience
- Social Studies Certification and Valid Georgia Teaching Certificate required
- Knowledge of GPS Social Studies Standards
- Knowledge of Performance Standards
- Knowledge of Best Practices Skills
- Effective Communication Skills (written and oral)

RESPONSIBILITIES:

- Assists teachers in efficient, effective instructional decision making
- Accelerates the use of best practices in instruction to improve student achievement.
- Assists schools in clarifying goals and focus.
- Promotes teamwork and the use of data for planning.
- Accelerates positive change through collaborative relationships based on trust and mutual respect.
- Provides resources and demonstrations (including model lessons).
- Improves instructional decision-making and practice.
- Observe classroom teaching and work with teachers to plan and improve instruction.
- Assists teachers in the use of school, system, and GPS curriculum.
- Plan with department chairpersons and/or grade level chairpersons the instructional programs in the school.
- Assists in evaluation of instructional materials and their use.
- Assists teachers to know and use wisely instructional materials, supplies, equipment and other aids to learning.

School Improvement Grant 1003(g)

- Assists teachers in adjusting pupil materials to levels of comprehension, success, and challenge.
- Maintain a proper balance in the variety of learning experiences, enrichment activities and course offerings.
- Help teachers in clarifying and unifying their practices in persistent problems such as grading students' work and promoting students, reporting to students and parents, assigning homework, etc.
- Assists in studies for the adoption of textbooks and other instructional materials.
- Assists teachers new to the system in making adjustments which will assure security and confidence in their new assignments.
- Provide leadership in preparation of school system curriculum guides.
- Serve as resource person to assist teachers in obtaining instructional materials.
- Help select materials to be added to the instructional materials center.
- Prepare local reports relating to instruction.
- Keep abreast of current research and best practices in the field of social studies.
- Perform other duties and responsibilities as assigned by the Principal and/or School Transformation Director

School Improvement Grant 1003(g)
Peach County Board of Education

Job Description

JOB TITLE: MATH INSTRUCTIONAL SPECIALIST

PAY SCALE: Certified State and Local Salary Scales

PAY TYPE: Salaried/Exempt

RETIREMENT: TRS

WORK YEAR: 12 Months

REPORTS TO: Building Principal and School Transformation Director

GOAL: The primary function of the Math Instructional Specialist shall be to work directly with teachers to improve instruction in mathematics.

QUALIFICATIONS:

- Minimum 5 Years Teaching Experience
- Math Certification and Valid Georgia Teaching Certificate required
- Knowledge of GPS Math Standards
- Knowledge of Performance Standards
- Knowledge of Best Practices Skills
- Effective Communication Skills (written and oral)

RESPONSIBILITIES:

- Assists teachers in efficient, effective instructional decision making
- Accelerates the use of best practices in instruction to improve student achievement.
- Assists schools in clarifying goals and focus.
- Promotes teamwork and the use of data for planning.
- Accelerates positive change through collaborative relationships based on trust and mutual respect.
- Provides resources and demonstrations (including model lessons).
- Improves instructional decision-making and practice.

School Improvement Grant 1003(g)

- Observe classroom teaching and work with teachers to plan and improve instruction.
- Assists teachers in the use of school, system, and GPS curriculum.
- Plan with department chairpersons and/or grade level chairpersons the instructional programs in the school.
- Assists in evaluation of instructional materials and their use.
- Assists teachers to know and use wisely instructional materials, supplies, equipment and other aids to learning.
- Assists teachers in adjusting pupil materials to levels of comprehension, success, and challenge.
- Maintain a proper balance in the variety of learning experiences, enrichment activities and course offerings.
- Help teachers in clarifying and unifying their practices in persistent problems such as grading students' work and promoting students, reporting to students and parents, assigning homework, etc.
- Assists in studies for the adoption of textbooks and other instructional materials.
- Assists teachers new to the system in making adjustments which will assure security and confidence in their new assignments.
- Provide leadership in preparation of school system curriculum guides.
- Serve as resource person to assist teachers in obtaining instructional materials.
- Help select materials to be added to the instructional materials center.
- Prepare local reports relating to instruction.
- Keep abreast of current research and best practices in the field of mathematics.
- Perform other duties and responsibilities as assigned by the Principal and/or School Transformation Director

School Improvement Grant 1003(g)
TIMELINE OF EVENTS

Timeline	Events
Spring 2008	<ul style="list-style-type: none"> • Hire Principal for Peach County High
Summer 2009	<ul style="list-style-type: none"> • High School Administration team attends Harvard High School Redesign Institute
Spring 2010	<ul style="list-style-type: none"> • District decision to Redesign High School with three Academic Academies with a Learning Support Center • Superintendent meets with staff to introduce High School Redesign Plan • Teachers self-assess using CLASS KEYS and write commitment letters • Begin access to New Tech Network • Teachers commit Summer Staff Development • Teachers develop personnel Growth Plan • Teachers contracts with addendums • Stakeholders meetings with school administration • Academy Administration attends New Tech New Principal Residency • Teachers attend New Tech Teacher Shadowing Program • Research of one-to-one technology initiative begins
Summer 2010	<ul style="list-style-type: none"> • Teachers are introduced to New Tech Evaluation process and rubrics • Teachers begin CLASS KEYS study year • Ninth and Tenth grade teachers, administration, and support staff attend New Schools Training in Indianapolis • Eleventh and Twelfth grade teachers attend project based learning provided by the Buck Institute of Education • Administration and central office personnel will attend Critical Friends Training

School Improvement Grant 1003(g)

	<ul style="list-style-type: none"> • Teachers, administration, and support staff will attend Technology Boot Camp • School Board will modify graduation requirements to meet New Tech's requirements • Acquisition of technology will begins mid-summer • Installation of wiring for technology infrastructure • Installation of e-Instruction interactive white boards
Fall 2010	<ul style="list-style-type: none"> • Begin study year of CLASS KEYS • New Tech will provide staff development throughout the school year for administration, ninth and tenth grade teachers • Buck Institute of Education will provide staff development throughout the school year for eleventh and twelfth grade teachers • Administrators will attend Leadership Summit • Full implementation of one-to-one technology integration • Job embedded professional development by full time Instructional Technologist Specialist
Spring 2011	<ul style="list-style-type: none"> • Administrators will attend Leadership Summit • Academy Administration attends New Tech New Principal Residency • Eleventh grade teachers attend New Tech Teacher Shadowing Program
Summer 2011	<ul style="list-style-type: none"> • Teachers will attend a Recognition Luncheon provided by Peach County to celebrate successes • Ninth, tenth, and eleventh grade teachers, administration, and support staff attend New Schools Training in Indianapolis • Twelfth grade teachers attend project based learning provided by the Buck Institute of Education • Teachers will attend Meeting of the Minds provided by New Tech • Instructional Coaches will attend Train the Trainer provided by New Tech

School Improvement Grant 1003(g)

	<ul style="list-style-type: none"> • Acquire additional instructional technology for eleventh graders
Fall 2011	<ul style="list-style-type: none"> • Implementation year of CLASS KEYS • New Tech will provide staff development throughout the school year for administration, ninth, tenth, eleventh grade teachers • Buck Institute of Education will provide staff development throughout the school year for twelfth grade teachers • Administrators will attend Leadership Summit
Spring 2012	<ul style="list-style-type: none"> • Administrators will attend Leadership Summit • Academy Administration attends New Tech New Principal Residency • Twelfth grade teachers attend New Tech Teacher Shadowing Program
Summer 2012	<ul style="list-style-type: none"> • Teachers will attend a Recognition Luncheon provided by Peach County to celebrate successes • Ninth, tenth, eleventh, and twelfth grade teachers, administration, and support staff attend New Schools Training in Indianapolis • Teachers will attend Meeting of the Minds provided by New Tech • Instructional Coaches will attend Train the Trainer provided by New Tech • Acquire additional instructional technology for twelfth graders
Fall 2012	<ul style="list-style-type: none"> • New Tech will provide staff development throughout the school year for administration, ninth, tenth, eleventh and twelfth grade teachers • Administrators will attend Leadership Summit
Spring 2013	<ul style="list-style-type: none"> • Administrators will attend Leadership Summit

School Improvement Grant 1003(g)

Summer 2013	<ul style="list-style-type: none"> • Teachers will attend a Recognition Luncheon provided by Peach County to celebrate successes • Ninth, tenth, eleventh, and twelfth grade teachers, administration, and support staff attend New Schools Training in Indianapolis • Teachers will attend Meeting of the Minds provided by New Tech • Instructional Coaches will attend Train the Trainer provided by New Tech
School Year 2010 – 2011	<ul style="list-style-type: none"> • Examine student achievement • Incentive pay for teachers • Staff development for new teachers • Mentoring program • New Tech Professional Development
School Year 2011 – 2012	<ul style="list-style-type: none"> • Examine student achievement • Incentive pay for teachers • Staff development for new teachers • Mentoring program • New Tech Professional Development
School Year 2012 – 2013	<ul style="list-style-type: none"> • Examine student achievement • Incentive pay for teachers • Staff development for new teachers • Mentoring program • New Tech Professional Development

School Improvement Grant 1003(g)



New Technology Network Year 1 Teacher Rubric

TEACHER: _____

EVALUATOR: _____ DATE: _____

<u>CRITERIA</u>	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)
<p><u>Curriculum Development</u> (25%)</p>	<ul style="list-style-type: none"> • Teacher has taken no meaningful steps towards implementing PBL • Projects do not necessarily cover content standards • Project length is inappropriate for content of project and level of student • Projects are not engaging to students • Projects do provide appropriate rigor <p style="text-align: center;">0 ----- 8 ----- 16</p>	<ul style="list-style-type: none"> • Teacher has developed several projects and is adjusting their classroom practices and assessment for a PBL environment • Projects cover a limited number of standards • Length of project is appropriate for content being covered • Projects are single disciplined • Projects engage the students • Projects provide appropriate rigor <p style="text-align: center;">17 ----- 19 ----- 21</p>	<ul style="list-style-type: none"> • Teacher has developed projects for a majority of the course content and demonstrates a clear adjustment in their classroom practices and assessment for a PBL environment • Projects covers multiple standards • Projects engage the students and have simulated real world applications • Projects are rigorous and relevant <p style="text-align: center;">23 ----- 24 ----- 25</p>

School Improvement Grant 1003(g)

<u>CRITERIA</u>	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)
<u>Project Management (25%)</u>	<ul style="list-style-type: none"> • Teacher does not provide adequate scaffolding • Little to no group collaboration required of the students • Teacher is not providing sufficient skill building practice • Students do not present their work • Teacher is primarily using direct instruction and not allowing the project to drive the class • Products, tasks, and assessment are not well defined • Teacher does not use a rubric to assess student work • Teaching is not assessing on school wide learning outcomes • Students do not receive regular and timely feedback on progress 	<ul style="list-style-type: none"> • Teacher uses basic scaffolding techniques to manage the project process: <ul style="list-style-type: none"> -Warm-ups/Journals -Group Contracts -Know/Need to Knows -Project Calendars • Some projects require students work in groups • Teacher is providing skill building, but it is not necessarily fully integrated into project • Students present their work to the class • Teacher acts as director of instruction (micromanages project process) • Teacher controls timeline and pace of project • Teacher defines products, tasks, and assessment • Teacher uses a rubric to assess student work • Teacher is assessing students on a limited number of school wide learning outcomes • Students get regular feedback on progress 	<ul style="list-style-type: none"> • Teacher uses a variety of dynamic scaffolding techniques to manage the project process: <ul style="list-style-type: none"> -Project Tasks Lists -Pacing Charts -Small group workshops -Journals/Discussion Boards • Project allows for some differentiation and remediation • Most projects require students to work in groups • Skill building is integrated and tied to the project • Students present their work to a panel • Teacher acts as director of activities • Teacher allows for students input on timeline and pace of project • Teacher solicits input from students on products, tasks, and assessment • Teacher provides a rubric to students early on and continually refers to the rubric during the project process • Teacher is assessing students on multiple learning outcomes
	0 ----- 8 ----- 16	17 ----- 19 ----- 21	23 ----- 24 ----- 25

School Improvement Grant 1003(g)

<u>CRITERIA</u>	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)
<u>Use of Technology</u> (25%)	<ul style="list-style-type: none"> • Teacher does not regularly use the course calendar to organize classroom activities • Teacher does not regularly use any additional tools <p style="text-align: center;">0 ----- 8 ----- 16</p>	<ul style="list-style-type: none"> • Teacher regularly uses the course calendar to organize most classroom activities • Teacher regularly uses at least one of the following tools: <ul style="list-style-type: none"> -Journal -Collaboration Database -Discussion Database -Portfolio Summaries <p style="text-align: center;">17 ----- 19 ----- 21</p>	<ul style="list-style-type: none"> • Course calendar is linked to other databases & all classroom activities are organized through the calendar • Teacher regularly uses many of the following tools: <ul style="list-style-type: none"> -Journal -Collaboration Database -Discussion database -Portfolio Summaries <p style="text-align: center;">23 ----- 24 ----- 25</p>
<u>Professional Development</u> (25%)	<ul style="list-style-type: none"> • Teacher has not set reasonable goals for themselves and/or has not made strides towards achieving those goals • Teacher does not seek regular feedback from students or does not respond appropriately to that feedback • Teacher does not seek regular feedback from the site mentor or school coach or does not respond appropriately to feedback • Teacher is not regularly participating in critical friends, meeting of the minds, and other NTN events <p style="text-align: center;">0 ----- 8 ----- 16</p>	<ul style="list-style-type: none"> • Teacher has set realistic and ambitious goals for themselves and has demonstrated strides towards accomplishing those goals • Teacher seeks and responds appropriately to student feedback • Teacher seeks and responds appropriately to feedback from the site mentor or school coach • Teacher is participating regularly in critical friends, meeting of the minds, and other NTN events <p style="text-align: center;">17 ----- 19 ----- 21</p>	<p>In addition to meeting proficient criteria...</p> <ul style="list-style-type: none"> • Teacher is submitting projects to the library <p style="text-align: center;">23 ----- 24 ----- 25</p>

COMMENTS:

School Improvement Grant 1003(g)



New Technology Network Year 2 Teacher Rubric

TEACHER: _____

EVALUATOR: _____ DATE: _____

<u>CRITERIA</u>	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)
<p><u>Curriculum Development</u> (25%)</p>	<ul style="list-style-type: none"> Teacher has not developed projects for the majority of the course content and/or is not demonstrating a clear adjustment of their practices and assessment Projects cover a limited number of standards Length of project may not be appropriate for content being covered Not all projects are engaging to the students Not all projects provide appropriate rigor <p style="text-align: center;">0 ----- 8 ----- 16</p>	<ul style="list-style-type: none"> Teacher has developed projects for a majority of the course content and demonstrates a clear adjustment in their classroom practices and assessment for a PBL environment Projects cover multiple content standards and learning outcomes Length of project is appropriate for content being covered Projects engage the students and have simulated real world applications All projects are rigorous and relevant <p style="text-align: center;">17 ----- 19 ----- 21</p>	<ul style="list-style-type: none"> Teacher has achieved full implementation of PBL and has demonstrated an improvement in the quality of projects, instruction, and assessment Projects are comprehensive and cover many content standards and learning outcomes Projects integrate topics or concepts from other subject areas Projects are authentic and may require students to create products that will be used by an outside source <p style="text-align: center;">23 ----- 24 ----- 25</p>

School Improvement Grant 1003(g)

<u>CRITERIA</u>	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)
<p><u>Project Management (25%)</u></p>	<ul style="list-style-type: none"> • Teacher provides limited scaffolding • Only a few projects require students work in groups • Teacher is providing skill building, but it is not necessarily fully integrated into project • Students are not presenting work to an appropriate audience • Teacher acts as director of instruction (micromanages project process) • Teacher controls timeline and pace of project without input from students • Teacher defines products, tasks, and assessment without input from students • Teacher does not supply rubric early on in the project process • Teacher is not assessing students on the learning outcomes • Students do not get regular feedback on progress <p style="text-align: center;">0 ----- 8 ----- 16</p>	<ul style="list-style-type: none"> • Teacher uses a variety of dynamic scaffolding techniques to manage the project process: <ul style="list-style-type: none"> -Project Tasks Lists/ Pacing Charts -Group Contracts -Know/Need to Know -Small group workshops -Journals/Discussion Boards • Project allows for some differentiation and remediation • Most projects require students to work in groups • Skill building is integrated and tied to the project • Students present their work to a panel • Teacher acts more as director of activities • Teacher allows for students input on timeline and pace of project • Teacher solicits input from students on products, tasks, and assessment • Teacher provides a rubric to students early on and continually refers to the rubric during the project process • Teacher is assessing students on multiple learning outcomes <p style="text-align: center;">17 ----- 19 ----- 21</p>	<ul style="list-style-type: none"> • Teacher demonstrates ease and confidence with scaffolding the project and learning process • Project clearly allows for differentiation and remediation • Skill building is a seamless component of the project • Students present their work to a real and authentic audience • Teacher acts as facilitator and advisor • Teacher allows for a high amount of student choice & input in all aspects of the project (as appropriate) • Students help create the rubric and do frequent peer and self checks with the rubric • Teacher is regularly assessing students on all learning outcomes that apply to their course <p style="text-align: center;">23 ----- 24 ----- 25</p>

School Improvement Grant 1003(g)

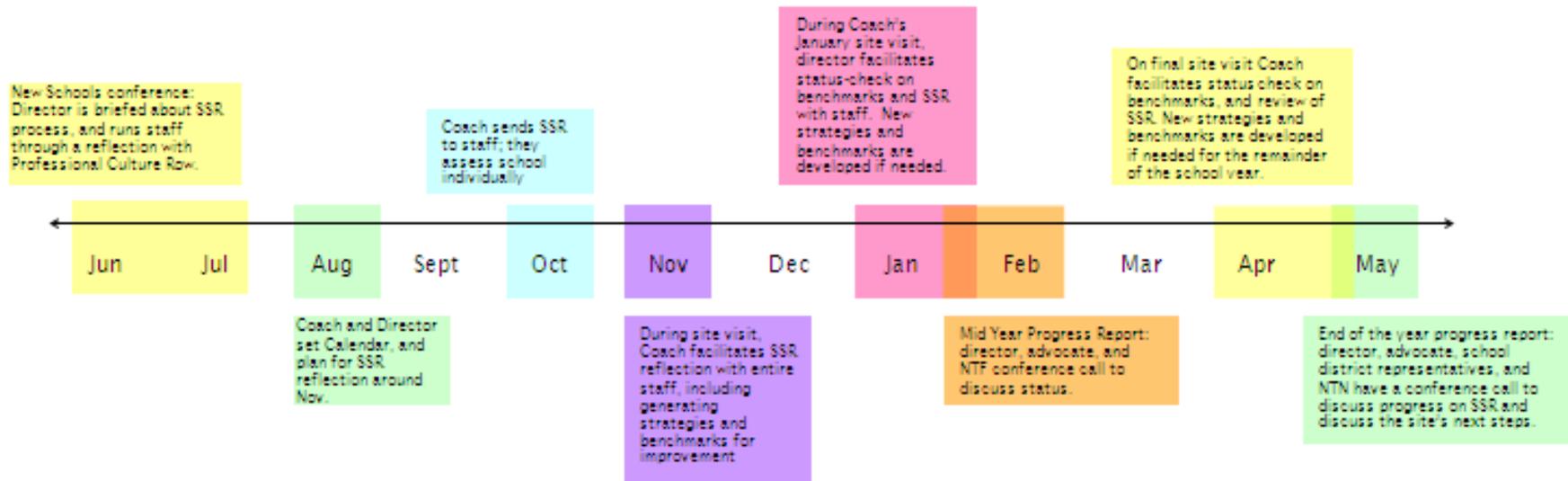
<u>CRITERIA</u>	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)
<u>Use of Technology</u> (25%)	<ul style="list-style-type: none"> Teacher does not regularly use the course calendar to organize classroom activities Teacher is not making regular use of the tools (journal, collaboration, discussion, portfolio summaries) <p style="text-align: center;">0 ----- 8 ----- 16</p>	<ul style="list-style-type: none"> Course calendar drives all classroom activities and acts as a portal to other databases & resources Teacher regularly uses many of the following tools: <ul style="list-style-type: none"> -Journal -Collaboration Database -Discussion database -Portfolio Summaries <p style="text-align: center;">17 ----- 19 ----- 21</p>	<ul style="list-style-type: none"> Teacher demonstrates highly effective use of all of the tools <p style="text-align: center;">23 ----- 24 ----- 25</p>
<u>Professional Development</u> (25%)	<ul style="list-style-type: none"> Teacher has not set reasonable goals for themselves and/or has not made strides towards achieving those goals Teacher does not seek regular feedback from students or does not respond appropriately to that feedback Teacher does not seek regular feedback from the site mentor or school coach or does not respond appropriately to feedback Teacher is not regularly participating in critical friends, meeting of the minds, and other NTN events <p style="text-align: center;">0 ----- 8 ----- 16</p>	<ul style="list-style-type: none"> Teacher has set realistic and ambitious goals for themselves and has demonstrated strides towards accomplishing those goals Teacher seeks and responds appropriately to student feedback Teacher seeks and responds appropriately to feedback from the site mentor or school coach In addition to participating in critical friends, meeting of the minds, and other NTN events, the teacher is submitting projects to the library <p style="text-align: center;">17 ----- 19 ----- 21</p>	<p>In addition to meeting the proficient criteria...</p> <ul style="list-style-type: none"> Teacher can help support other teachers in the development and implementation of PBL curriculum <p style="text-align: center;">23 ----- 24 ----- 25</p>

COMMENTS:

School Improvement Grant 1003(g)



School Success Rubric Process - Year 1 Implementation

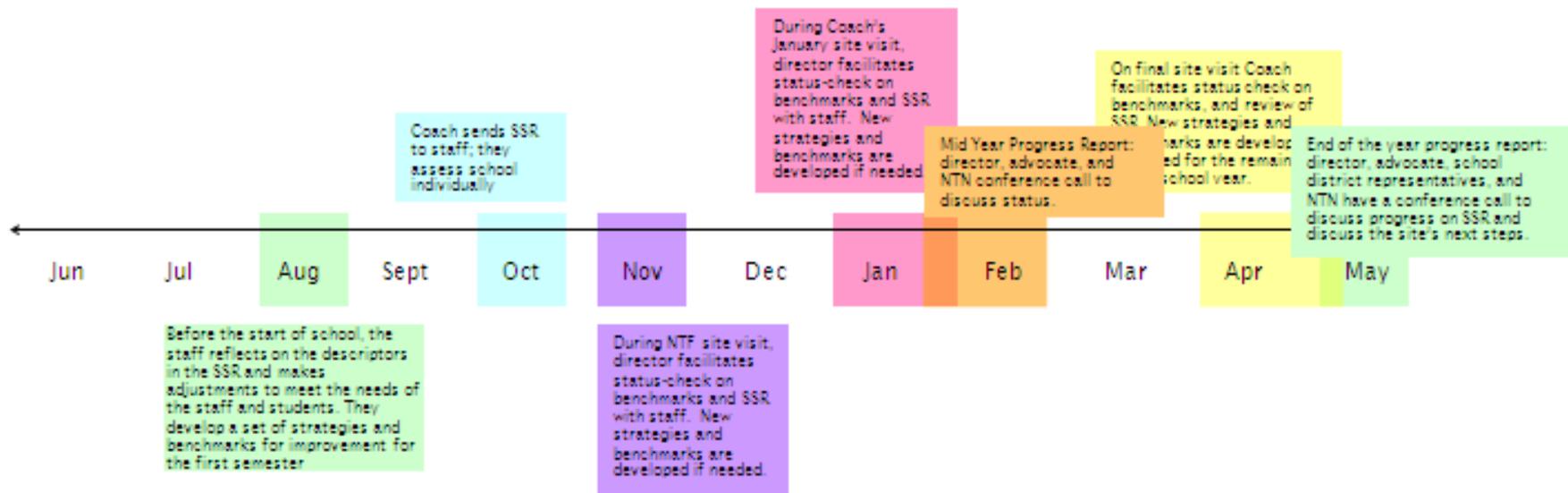


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Example School Success Rubric Process - Year 2 and Beyond



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Applications of Georgia law with regard to the 135 hour seat time requirement

Provisions of HB 193 –

1. Section 2 - Amended O.C.G.A. 20-2-168 to allow local school systems to provide 180 school days, **or the equivalent thereof**, accordance with State Board of Education guidelines.
 - Enables school systems to calculate the equivalent of 180 school days in hours or minutes of instruction.
 - Provides the school systems the flexibility to alter the length of the school day to meet the minimum number of minutes of instruction per school year
2. Section 2 - Provides that each eligible student has **access** to the equivalent of 180 days of instruction.
 - X Block at the high school provides access to 31 minutes of additional instruction per school day which is flexible to meets the academic needs of the students
 - After school tutoring – from 4- 5:00pm each day- FVSU student mentors, classroom content teachers, and Odyssey Ware credit recovery are available each day and transportation is provided 3 days per week
 - Before school tutoring – 1 hour each morning -FVSU student mentors are available for help with individual needs and individual teachers provide scheduled tutorials
3. Section 6 – **All laws or parts of laws in conflict with this Act are repealed.**

Provisions of O.C.G.A. 50-13-9.1

The General Assembly allows for a waiver from compliance with an agency's rule when strict application of that rule creates substantial hardship.

Provisions of O.C.G.A. 20-2-168:

- (3) **A local board of education may, without the necessity of authorization from the state board, elect not to complete, as make-up days, up to four additional days otherwise needed which are the result of days when school was closed due to emergency**, disaster, act of God, civil disturbance, or shortage of vital or critical material, supplies, or fuel. In any such case, the school year applicable to that local board of education may terminate, in the discretion of the local board, at the end of the last school day originally designated by the local board as the end of the school year, regardless of the day of the week on which the school calendar was scheduled to end. The provisions of this paragraph shall not limit the authority of the state board under paragraph (2) of this subsection.
- (4) Each fiscal year shall begin on July 1 and end on June 30 of the following year.
- (5) For purposes of this subsection, the term:
 - (A) "Disaster" means any happening that causes great harm or damage.
 - (B) "**Emergency**" means a sudden, generally unexpected occurrence or set of circumstances demanding immediate action.

School Improvement Grant 1003(g)

As a rule of law, whenever the Official Code of Georgia (O.C.G.A.) and Georgia State Board of Education Rules conflict, the O.C.G.A. takes legal precedence.

Georgia State Board of Education (SBOE)

Waiver Requests

1. Under OCGA 20-2-168, the SBOE exercised its authority to recognize an *emergency and critical shortage in state revenue*.
2. Authorized local boards of education during FY2010 to depart from a strict interpretation of “school year” for certified staff as defined in State Board Rule 160-5-1-.01 and in other related issues.
3. This action allows flexibility concerning all school days in excess of 180 days (up to 10 days) of instruction or its equivalence.

Under this guidance from the SBOE, on August 4, 2009 Peach County Schools applied to the SBOE for the following waivers:

Title 50 Administrative Procedures Waiver – granted when SBOE rules lead to substantial hardship for local boards of education.

SBOE 160-4-2-.48

Seat time: Requires 135 hours of instruction to award one unit of credit on a block schedule. 120 hours of instruction to award one unit of credit in summer school.

School Improvement Grant 1003(g)

State Board of Education Rule 160-5-1-.02 – Instructional Day

K, 1, 2, 3 – Must have a minimum number of 270 minutes of instruction per day.

- State required minimum: 180 day schedule @ 270 minutes/day = $180 \times 270 = 48,600$ minutes/year
- Peach County Schools: 147 day schedule @ 370 minutes /day = $180 \times 370 = 54,390$ minutes/year
- Peach County Schools current 4 day school week exceeds the equivalent of a 180 day schedule by 5,790 minutes (the equivalent of 21 days of additional instruction on a 270 minute school day)

4-5 – Must have a minimum number of 300 minutes of instruction per day.

- State required minimum: 180 day schedule @ 300 minutes/day = $180 \times 300 = 54,000$ minutes/year
- Peach County Schools: 147 day schedule @ 370 minutes/day = $180 \times 370 = 54,390$ minutes/year
- Peach County Schools current 4 day school week exceeds the equivalent of a 180 day schedule by 390 minutes (the equivalent of 1.3 days of additional instruction on a 300 minute school day)

6-8 – Must have a minimum number of 330 minutes of instruction per day.

- State required minimum: 180 day schedule @ 330 minutes /day = $180 \times 330 = 59,400$ minutes/year
- Peach County Schools: 147 day schedule @ 407 minutes/day = $180 \times 407 = 59.829$ minutes/year
- Peach County Schools current 4 day school week exceeds the equivalent of a 180 day schedule by 429 minutes (the equivalent of 1.3 days of additional instruction on a 330 minute school day)

9-12 – Must have a minimum number of 330 minutes of instruction per day.

- State required minimum: 180 day schedule @ 330 minutes /day = $180 \times 330 = 59,400$ minutes/year
- Peach County Schools: 147 day schedule @ 407 minutes/day = $180 \times 407 = 59.829$ minutes/year
- Peach County Schools current 4 day school week exceeds the equivalent of a 180 day schedule by 429 minutes (the equivalent of 1.3 days of additional instruction on a 330 minute school day)

Peach County High School

State minimum seat time for students on 4x4 block schedules = 135 hours

School Improvement Grant 1003(g)

- Prior to 2009-10: 90 minutes x 90 minutes/day = 8100 minutes or 135 hours per semester

PCHS on 4 day school week – considerations:

- PCHS does not use tardy bells; a single bell rings to dismiss students from class. Teacher starts instruction immediately when students arrive in class – there is no need to deduct for passing time between classes.
- PCHS students each have a daily **X Block** class which provides them access to 31 minute of targeted instruction from subject area teachers that is modified to meet the students’ academic needs (HB 193)

X Block

- 31 minutes/ day x 73 days = 2263 minutes = total of 37.7 hours per semester
- 2263 minutes / 4 academic blocks = 565.75 minutes = 9.4 hours / academic block/semester
- PCHS students each have **morning tutoring** available from 7:25-8:25am which provides them daily access to FVSU student mentors and classroom teacher tutorials (HB 193)

Morning tutoring

- 60 minutes/ day x 73 days = 4380 minutes = total of 73 hours per semester
- 4380 minutes / 4 academic blocks = 1095 minutes = 18.25 hours / academic block/semester
- PCHS students each have **afternoon tutoring** available from 4:00-5:00pm which provides them daily access to FVSU student mentors, classroom teacher tutorials, and credit recovery through supervised access to Odyssey Ware (HB 193)

Afternoon tutoring with transportation

- 60 minutes/day x 54 days (transportation provided) = 3240 minutes = 54 hours
3240 minutes / 4 academic blocks = 810 minutes = 13.5 hours

Afternoon tutoring without transportation

- 60 minutes/ day x 19 days = 1140 minutes = total of 19 hours per semester
1140 minutes / 4 academic blocks = 285 minutes = 4.75 hours / academic block/semester

PCHS – 4 day School Week - Seat Time Calculations

Calculation 1: classroom instruction alone

$$94 \text{ minutes/academic block} \times 73 \text{ days} = 6,862 \text{ minutes or } \underline{114.4 \text{ hours per semester}}$$

Calculation 2: classroom instruction + **access** to x Block as instructional extension for each academic block

$$114.4 \text{ hours (class)} + 9.4 \text{ hours (X block)} = \underline{123.8 \text{ hours per semester}}$$

Calculation 3: classroom instruction + **access** to X Block + afternoon tutoring (with transportation) as instructional extension for each academic block

School Improvement Grant 1003(g)

114.4 hours (class) + 9.4 hours (X block) + 13.5 hours (after school) = 137.8 hours per semester

Calculation 4: classroom instruction + **access** to X Block + afternoon tutoring (with school and personal transportation) as instructional extension for each academic block

114.4 hours (class) + 9.4 hours (X block) + 18.25 hours (afternoon tutoring) = 142 hours per semester

Calculation 5: classroom instruction + **access** to X Block + afternoon tutoring (with school and personal transportation) + morning tutoring (personal transportation) as instructional extension for each academic block

114.4 hours (class) + 9.4 hours (X block) + 18.25 hours (afternoon tutoring) + 18.25 (morning tutoring) = 160.3 hours per semester

Peach County High School 2010-2011 Proposed Bell Schedule

Block	Time	Actual Minutes	
1 st Block	7:30-9:20 am	110 minutes	
2 nd Block	9:21-11:11 am	110 minutes	
3 rd Block	11:12-1:27 pm	135 minutes	
A Lunch	11:12 – 11:37	25 minutes	
B Lunch	11:37 – 12:02	25 minutes	
C Lunch	12:37 – 1:02	25 minutes	
D Lunch	1:02 – 1:27	25 minutes	
4 th Block	1.28-2.23 pm	55 minutes	Year-Long Class
5 th Block	2:24-4:14 pm	110 minutes	
	TOTAL	495 minutes	



New Tech Network

NEW TECH HIGH SCHOOL AGREEMENT

This New Tech High School Agreement (“Agreement”) is effective as of the 1st day of May, 2010 between **NEW TECHNOLOGY NETWORK, LLC**, an Ohio non-profit limited liability company (“NT”), and the Board of Education of Peach County Schools, a Georgia Public School District (“District”).

RECITALS

A. NT offers a high school education program (the “NTHS Model”), that requires a high school within a school district be operated in accordance with the NTHS Model for the purposes of: (i) preparing students to excel in an information-based, technologically advanced society; (ii) raising graduation rates and achievement test scores; and (iii) increasing college enrollment and the completion of college.

B. District desires Peach County New Tech High School STEM Academy, Peach County New Tech High School Fine Arts and Humanities Academy, and Peach County New Tech High School Human Services Academy (the “New Tech High Schools” and referred to as the “School” in Exhibits A, B and C) to become a member of those schools throughout the country that employ the NTHS Model (the “New Tech Network”).

C. The District has secured the necessary financial and community support to implement the NTHS Model as provided herein;

D. District desires to retain NT as an independent contractor to license and implement the NTHS Model as provided for herein at the New Tech High School, and NT wishes to provide such license and services, on the terms and conditions hereinafter set forth.

E. NT’s provision of services to District to license and implement the NTHS Model contributes importantly to the furtherance of NT’s charitable and educational mission.

NOW, THEREFORE, in consideration of the mutual promises contained herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

School Improvement Grant 1003(g)

1. License and Services.

(a) *License.* NT hereby licenses to District during the term of this Agreement as provided for in Section 6 (the “Term”) the non-exclusive and non-transferable right and license to access and use (i) the NTHS Model as hereinafter described, (ii) the websites and software that are a part of the NTHS Model as outlined on Exhibit A under the heading NTHS Technology (the “NTHS Technology”), (iii) the NT Commons, as defined in Section 2(g) of this Agreement; and (iv) the NT trade and service marks (“Marks”) in accordance with the Trademark Usage Policy, as the same may, from time to time, be amended by NT, provided by NT to District, all for the sole purpose of establishing and operating the New Tech High School in District’s school district and subject to all terms and conditions provided for herein (collectively, the “License”). District will be subject to such additional terms and conditions as are provided for in any website user agreement in place, as the same may, from time to time, be amended by NT, with respect to the NTHS Technology and/or the NT Commons.

(b) *Services.* NT will provide services to District to assist District in developing and implementing the New Tech High School pursuant to the NTHS Model, as such services are described in Exhibit A under the heading Services – Training, Coaching, and Support (the “Services”). District understands and agrees that this Agreement is not exclusive to District; NT may be engaged to provide very similar consulting services to other school districts and entities during the term of this Agreement, including, without limit, the license and implementation of the NTHS Model. District further understands that the Services do not involve the management of or day-to-day operation of the New Tech High School.

2. District Obligations.

(a) *Payment of Amounts Due.* District will pay to NT all amounts due to NT under this Agreement as provided for in Section 3 of this Agreement.

(b) *Minimum Requirements.* District will provide, at its own expense and as described in Exhibit B to this Agreement, all facilities, technology, staffing, and other materials and resources necessary for the formation and operation of the New Tech High School in District’s school district. District acknowledges that the costs to establish the New Tech High School will exceed those of a similarly situated traditional school, and District agrees to obtain the resources necessary to establish and successfully operate the New Tech High School.

(c) *Master Plan.* Within sixty (60) days of the execution and delivery of this Agreement, and with support and assistance from NT, District will create and approve for implementation a written plan (the “Master Plan”) outlining the District’s tasks, timeline and persons responsible for implementation and on-going operation of the New Tech High School. The start date for any timeline or due or target dates agreed to by the parties will not be applicable until NT accepts District’s Master Plan. Should District be required to revise and resubmit the Master Plan to NT, then such time as required for District to revise and NT to accept such revised Master Plan will be automatically added to any timeline or due or target dates agreed to by the parties hereunder.

School Improvement Grant 1003(g)

(d) *On-going Operation of New Tech High School.* Once established and during the Term, District will operate the New Tech High School in accordance with the NTHS Model and the principles and guidelines for the same as provided to District by NT. Further, District will establish, operate and manage the New Tech High School according to high ethical standards. District commits to use its best efforts to attain in all categories at least the status of “emerging” (and with the goal of attaining in all categories the status of “advanced”) in accordance with the School Success Rubric standards attached hereto as Exhibit C. To the extent District does not attain such level, then NT may terminate this Agreement or, in its discretion, require that District undertake, at District’s expense, certain remedial actions and measures. NT representatives will have access to the New Tech High School during normal business hours, with prior reasonable notice and in accordance with applicable laws, to inspect the on-going operations of the New Tech High School as well as to ensure compliance with this Agreement by District and the maintenance of the goodwill and reputation associated with NT, its NTHS Model and the Marks.

(e) *Data Collection.* District will permit NT to gather data from the New Tech High School for use in evaluating the on-going effectiveness of the New Tech High School and the NTHS Model and for improving or modifying the same, for the purpose of creating statistics and reports to support grant applications and other financial support and funding, and for the purpose of publication in the education field.

(f) *District Input.* District will notify NT should District identify any problems or issues with the NTHS Model as it applies to the New Tech High School, including any issues, errors or malfunctions in the NTHS Technology, the NT Commons and/or in the Materials (as later defined herein).

(g) *NT Commons.* NT has created an electronic library of resources to which District will have access pursuant to this Agreement (the “NT Commons”). District may contribute materials it develops as a part of the implementation and/or operation of its New Tech High School to the NT Commons. If District contributes any material to the NT Commons, it will transfer all rights to any such materials to NT in accordance with Section 4 of this Agreement for the benefit of NT and other existing and future members of the New Tech Network. Materials must meet NT’s standards before they are added to the NT Commons.

(h) *NT Commons Warranty.* With regard to materials developed by District and included in the NT Commons, the District hereby represents, warrants and covenants that such material will not violate or infringe upon any right of publicity or privacy, intellectual property right, literary right, or any other right of any person or entity and agrees to indemnify and hold NT harmless with respect to any liability arising out of or related to the use of such material.

(i) *Cooperation.* District will cooperate with NT generally and as specifically provided for herein to help assure the successful implementation of the NTHS Model.

3. Fees and Expenses.

(a) *Fees and Expenses.* Attached as Exhibit D is an agreed schedule for payment of compensation by District for the Services and the License. District acknowledges that it will be

School Improvement Grant 1003(g)

required to provide, at its own expense and as described in Exhibit B to this Agreement, all facilities, technology, staffing, and other materials and resources necessary for the formation and operation of the New Tech High School.

(b) *Late Fees.* District will pay NT in accordance with the schedule set forth in Exhibit D and will reimburse NT within thirty (30) days of the date of any and all invoices setting forth expenses to be reimbursed. If scheduled payments or invoice amounts are not paid in full within thirty (30) days of their due date, NT reserves the right to add a late charge of 1% per month of the amount due, but not greater than permitted by law.

(c) *Special Expense Fund.* The special expense fund may be used to cover the reasonable cost of travel, meals, lodging and fees associated with training District personnel concerning the implementation of the NTHS Model. Upon the termination of this Agreement, any amounts remaining in the special expense fund, after the payment of any outstanding charges to the special expense fund, will be returned to the District. The District will use any amounts returned from the special expense fund for further training concerning the NTHS Model.

4. Work Product; Ownership of Intellectual Property.

(a) *Ownership of NT Materials.* All right, title and interest (including, without limit, copyrights, invention, trade secret, and trade and service mark rights) to any information, software, trade or service marks, websites, processes, procedures, libraries or repositories or other materials provided by NT or made accessible to District in connection with the License and/or the Services, including but not limited to the NT Technology and the NT Commons (collectively, the "NT Materials") are reserved to NT, subject to the License granted to District hereunder. Further, District acknowledges and agrees that any and all improvements in, additions to, revisions or translations of, changes or any other modifications of or developments relating to the NT Materials ("New Materials") will belong to NT.

(b) *Assignment of Rights in New Materials.* To the extent District or any of its employees or agents creates or contributes to any New Materials, then District agrees that in consideration for the Services and License and in compliance with the terms and conditions of this Agreement District will assign, and will cause its employees and agents to assign, to NT upon the request of NT, all right, title and interest of District and/or its employees or agents in any New Materials. District will have appropriate agreements in place with its employees and agents to enable it to fully comply with this Section 4(b) of the Agreement. District will cooperate with, and to the best of its ability, assist NT (at NT's expense) in NT's efforts to secure, vest, protect, record, further document or register such assignment and NT's rights in any New Materials, including but not limited to executing all papers reasonably desirable or necessary to further document this assignment and vesting of rights in NT.

(c) *Permitted Uses of NT's Materials and New Materials under License.* Except with respect to the NT Technology and the NT Commons, NT's License as provided for herein grants to District a limited, non-exclusive and non-transferable license with respect to the NT Materials and the New Materials (collectively, the "Materials") during the Term to engage in the following solely for the purpose of establishing and operating the New Tech High School and for distribution to teachers, administrators and students as necessary to carry out the express

School Improvement Grant 1003(g)

purposes of this Agreement: (1) reproduce such Materials in copies, (2) prepare derivative works based upon such Materials, (3) distribute copies of such Materials, including by way of a restricted access internet site, by electronic mail or as required by law, (4) publicly perform such Materials to groups of teachers, administrators and students associated with the New Tech High School, (5) publicly display such Materials by way of a restricted access internet site, by electronic mail or as required by law, and (6) perform such Materials publicly by electronic means through a restricted access internet site. With respect to the NT Technology and the NT Commons, District will have a license to use such technology and access Materials stored in such technology as provided for in NT's website user agreement. The above activities for which the License hereunder is granted herein will be limited to purposes of District's implementation and operation of the New Tech High School. District may not make any other uses of the Materials. The License granted herein is granted solely to District, and not, by implication or otherwise, to any parent, subsidiary or affiliate of such party or entity. District will ensure that all copyright and other notices and designations of NT are maintained, and are not removed, on all copies and other reproductions and uses that are made of Materials.

(d) *Prohibited Uses.* All rights not expressly granted hereunder are reserved to NT. District may not copy, distribute, reproduce, use or allow access to the Materials except as explicitly permitted under this Agreement, and District will not decompile, reverse engineer, disassemble or otherwise attempt to derive source code from the NT Technology. No right is granted hereunder to rent the Materials, to use the Materials for commercial time sharing purposes, or to use the Materials to perform services for third parties (so-called "service bureau" uses). District may not assign this license or grant any sublicenses.

5. Confidentiality.

(a) *Non-Use and Non-Disclosure; Duty of Care.* The District hereby covenants and agrees that, except as expressly permitted by this Agreement, it will not at any time: (i) use Confidential Information (as defined below) of NT except as reasonably required to comply with the terms of this Agreement; or (ii) disclose Confidential Information of the other party to any third party, without the prior written authorization of NT. Furthermore, the District will at all times protect NT's Confidential Information with the same degree of care, but no less than a reasonable degree of care, as it treats or protects its own confidential information of a like nature.

(b) *Definition of Confidential Information.* The term "Confidential Information" will include all information not generally known to the public, and not readily ascertainable by proper means by outsiders, constituting or comprising private employee information, private student information, or other information generally deemed to be of a private or personal nature in which the general public has no right of access under applicable state law. If the District becomes legally required to disclose Confidential Information, or any part thereof, then the District will give NT prompt notice of such requirement, cooperate with NT to the extent reasonable in taking legally available steps to narrow such required disclosure and disclose only that portion of the Confidential Information necessary to ensure compliance with such legal requirement. In the event of any breach or threatened breach of this provision, NT will be entitled to an injunction restraining the District from using or disclosing such Confidential Information in addition to any other remedy, at law or equity, that may be available to the affected party. Unless specifically identified for use and

distribution outside of the New Tech High School constituency, all Materials are deemed to be the Confidential Information of NT.

(c) *Privacy.* NT does not anticipate the need to receive confidential student information. Both parties will comply with all applicable privacy laws (including, without limit, the Federal Educational Rights and Privacy Act) as to confidential student information District provides to NT.

6. Term; Termination.

(a) *Term.* The term of this Agreement will begin on the effective date and, unless terminated in accordance with Section 6(b) below, will continue through the end of the 2012-2013 school year. The term of this Agreement may be extended upon the written agreement of the parties.

(b) *Termination.* This Agreement will terminate prior to the expiration of its term as follows:

(1) At the non-breaching party's option, effective immediately, if a party materially breaches, violates or otherwise fails to comply with any of the terms contained in this Agreement and fails to cure such breach within sixty (60) days of receiving written notice of such breach from the non-breaching party;

(2) Automatically and effective immediately, if either party makes an assignment of this Agreement for the benefit of its creditors, becomes insolvent or seeks protection under any bankruptcy, receivership, trust deed, creditor's arrangement or composition, or if any comparable involuntary proceeding is instituted against such party and is not dismissed within ninety (90) days of such institution; or

(3) At NT's option, effective immediately, if District fails to pay any amount due under this Agreement within thirty (30) days of its due date.

(4) At either party's option, for its convenience and without cause, upon sixty (60) days' written notice ("Notice") to the other party. Upon receipt of a Notice from District of such termination, NT will cease operations as directed by the District in the Notice, take actions necessary or as the District may reasonably direct for the preservation of students' work and records, if any, in NT's possession, and, except for the work directed to be performed prior to the effective date of the termination stated in the Notice (which will not be less than 60 days from the date the Notice is mailed), terminate any and all existing subcontracts entered into by NT in furtherance of this Agreement and enter into no further subcontracts. NT will be entitled to payment for: (i) services rendered prior to the effective date of the termination stated in the Notice; (ii) any expenses (within the limitations imposed by this Agreement) incurred prior to the effective date of the termination stated in the Notice; (iii) costs, expenses and penalties resulting from the termination of a subcontract entered into prior to NT's receipt of the Notice; and (iv) any other costs and expenses (without regard to the limitations imposed by this Agreement) resulting from a action requested by the Board in the Notice.

(c) *Effect of Termination.*

School Improvement Grant 1003(g)

(1)(a) If this Agreement is terminated due to the expiration of the Term and not due to any breach of District and during the Term District was in full compliance with this Agreement, then District will be permitted to continue to use under the License the Materials, so long as District will have executed a separate agreement with NT in which District agrees to make appropriate use of such licensed Materials, to protect the confidentiality of the Materials and to pay such ongoing fees as are negotiated in connection with the use of and support for the Materials.

(b) If this Agreement is terminated for any reason, then District will be permitted to continue to use on a perpetual basis such of the NT Commons materials as were created by District and contributed to the NT Commons. District's use of such NT Commons materials does not entitle the District to continue to use other Materials.

(2) If this Agreement is terminated for any reason, including, without limit, due to the expiration of the Term, and if the District and NT have not extended this Agreement or entered into another agreement concerning the operation of the New Tech High School pursuant to the NTHS Model, the District will: (i) promptly cease to use the Materials, except as provided in Section 6(c)(1)(b); (ii) promptly cease to use any of the Marks; and (iii) no longer represent that it is a member of the New Tech Network.

(d) *Survival of Obligations.* Upon termination of this Agreement for any reason, District will promptly pay to NT all outstanding amounts due under this Agreement. The parties further agree to refrain from making public statements or otherwise announcing or publishing in a public forum statements or comments that disparage the other party. Such obligation to pay will survive termination of this Agreement along with all of the following provisions of this Agreement: 3 through 19.

7. **Limitations.**

(a) *Limitation of Liability.* In no event will NT's liability to District arising out of or related to this Agreement or the License or the Services provided hereunder, whether based on an action or claim in contract or tort, including negligence, strict liability, or warranty, exceed the compensation NT receives for the License or the Services provided under this Agreement.

(b) *Other Damages.* In no event will NT be liable to District for any indirect, incidental, special or consequential damages (including, without limitation, any damages arising from loss of use or lost business, revenue, profits, data or goodwill) arising out of or related to this Agreement or the License or the Services provided hereunder, whether in an action in contract, tort, strict liability or negligence, or other actions, even if advised of the possibility of such damages.

(c) *Limited Warranty.* NT REPRESENTS AND WARRANTS THAT THE NT TECHNOLOGY WILL CONTAIN FUNCTIONALITY SUBSTANTIALLY CONSISTENT WITH THAT DESCRIBED IN EXHIBIT A TO THIS AGREEMENT AND THAT THE SERVICES WILL BE PERFORMED IN A WORKMANLIKE MANNER. EXCEPT AS EXPRESSLY PROVIDED FOR IN THIS SECTION 7(C), NT DOES NOT MAKE ANY WARRANTY, EXPRESSED OR IMPLIED, WITH RESPECT TO THE LICENSE OR THE SERVICES OR ANY GOODS PROVIDED UNDER THIS AGREEMENT, INCLUDING,

School Improvement Grant 1003(g)

WITHOUT LIMITATION, ANY IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, TITLE OR NON-INFRINGEMENT.

(d) *Claims.* Any claims by District arising out of or related to this Agreement or the License or the Services provided hereunder, whether in an action in contract, tort, strict liability or negligence, or other actions, must be brought within one year of the termination of this Agreement or such claims will be forever barred.

8. Notification of Claims. In the event of a claim by a third party arising as a result of the License or the Services provided hereunder, each party or its legal representative will promptly notify the other party in writing of any such claim or lawsuit and forward all related documents to the other party.

9. Governing Law; Jurisdiction and Venue. This Agreement will be governed by and construed in accordance with the laws of the State of Ohio, without application of Ohio conflicts of laws principles and as if this Agreement were negotiated, executed, delivered and fully performed entirely within the State of Ohio. Any action or proceeding seeking to enforce any provision of, or based on any right arising out of, this Agreement must be brought in the courts of the State of Ohio in Hamilton County, or, if it has or can acquire jurisdiction, in the United States District Court in Hamilton County, and each of the parties consents to the jurisdiction of such courts in any such action or proceeding and waives any objection to venue laid therein.

10. Independent Contractor. The parties understand and acknowledge that NT is an independent contractor, and will not be deemed an employee, partner, or joint venturer of District with respect to the services performed hereunder for any purposes whatsoever. NT also understands that it is responsible, according to law, to pay its own federal, state and local income taxes and employment taxes with respect to all compensation received from District hereunder.

11. Regular Communications and Notices.

(a) The representative for each party for all regular communications during the course of providing Services hereunder is as follows: NT: Sharon Oldham, Director of School Development, 707-259-5974, Sharon@newtechnetwork.org;

District: Peach County

Insert Name and title: Mr. Jerry Gray

Contact information: jgray@peachschools.org (478) 825-5933 ext. 1025

Such representatives can be changed by a notice in writing provided to the other party at the addresses noted below.

(b) All notices of a legal or formal nature must be in writing and sent (a) in person, (b) by certified or registered mail, (c) by overnight delivery carrier for next day delivery, (d) by facsimile, or (e) email, in each case to the address listed below (or if notice of a new address is given in accordance with this Agreement, the new address):

School Improvement Grant 1003(g)

If to NT: New Technology Network
1 W. Fourth Street, Suite 200
Cincinnati, Ohio 45202
Attn: President

If to the District: Mr. Jerry Gray
School Improvement Director
523 Vineville Street
Fort Valley, Georgia 31030

12. **Binding Effect.** This Agreement will be binding upon and inure to the benefit of both District and NT and their permitted successors and permitted assigns.

13. **Severability of Provisions.** If any part, term or provision of this Agreement is held by any court to be unenforceable or prohibited by any law applicable to this Agreement, the rights and obligations of the parties will be construed and enforced with that part, term or provision limited so as to make it enforceable to the greatest extent allowed by law, or, if it is totally unenforceable, as if this Agreement did not contain that particular part, term or provision.

14. **Waiver.** Any of the terms, conditions or provisions of this Agreement may be waived at any time and from time to time in writing by the party entitled to the benefit thereof without affecting any other term, condition or provision of this Agreement. No waiver will be effective unless it is in writing. The waiver by any party hereto of any breach of any term, condition or provision of this Agreement will not operate or be construed as a waiver of any other term, condition or provision or of any subsequent breach of the same term, condition or provision. A party's failure to enforce its rights resulting from any breach of any term, condition or provision of this Agreement will not operate or be construed as a waiver of breach.

15. **Entire Agreement.** This Agreement, the Exhibits attached hereto, the Trademark Use Policy and the website user agreements for the NT Technology and the NT Commons constitutes the entire agreement and understanding between the parties and supersedes all prior agreements and discussions with respect to the subject matter hereof. The parties expressly agree that to the extent that form purchase orders, confirmations, acceptances and invoices, or similar documents, are used to facilitate specific services any conflicting, additional or different terms provided by District will be of no force and effect and the terms of this Agreement will control such interpretations unless a separate signed writing/amendment authorizes such terms.

16. **Assignment.** This Agreement may not be assigned by District without the written consent of NT. NT may assign this Agreement to an organization affiliated with NT.

17. **Amendment.** This Agreement may be amended or modified only in a writing signed by both NT and District; provided, however, that NT may, from time to time, without the

School Improvement Grant 1003(g)

written consent of District, amend the terms of any of Exhibits A, B or C as NT deems appropriate to improve the NTHS Model, the Trademark Policy and the website user agreements. NT will communicate to District any amendments to any of the Exhibits.

18. Recitals. The recitals to this Agreement are hereby incorporated into and considered a part of the terms and conditions of this Agreement.

19. Joint Authorship. Both parties hereto will be considered joint authors of this Agreement.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective names or by their respective officers, thereunto duly authorized, to be effective as of the day and year first written above.

NEW TECHNOLOGY NETWORK, LLC

[DISTRICT]

By: _____

By: *Susan S. Clark*

Printed: Susan S. Clark

Title _____

Title: Superintendent

Please sign 2 copies and send documents to:

**ATTN: Sharon Oldham, Director of School Development
New Tech Network
1040 Main St. Suite 302
Napa, CA 94559**

School Improvement Grant 1003(g)

Exhibit A

Services – Training, Coaching, and Support

I. Planning

- One Hosted tour for district/community planning teams to existing New Technology High Schools (maximum 10 participants)
- NTN visit to meet with school community
- Planning Process – development of Planning Application by district
- Review and accept Planning Application with feedback
- Initiate Master Plan for Implementation with district-provide resources and support for all planning
- Upon NTN acceptance of the Planning Application, NTN provides draft Agreement. Should NTN find the Planning Application to be incomplete or insufficient, it will inform School District that until remedied, the actual implementation start date may be delayed.
- NTN meeting at district to assess commitment and capacity to implement

II. Start-Up Year

- NTN provides resources for the on-going district planning to open the school by guiding the development of the Master Plan for Implementation
- Leadership Institute for new Directors for the purpose of developing a School Launch Plan
- Conference calls with Directors to plan 2-day shadowing event
- 2-day shadowing for up to 10 core teachers at existing New Technology High Schools
- Follow up with Directors and School Launch Plan
- Summer training (prior to the start of school for school year 1) for new school teaching staff (up to 20 people)
- Unlimited telephone and email support for directors on planning, teacher development, and technology development and individually for each teacher on PBL practices and tool usage

III. Implementation Years 1, 2, and 3

- Participation in the NTF 5-day summer training program prior to the start of school for school years 2 and 3 for which a facility fee per participant may be necessary, depending on venue as the NT Network grows. This facility fee can be deducted from the Special Expense Fund
- Participation in the NTF 2-day network administrator training for up to 2 people
- Up to 100 hours of continuous, personalized, individual support for each staff person, which includes up to 7 days on-site training in year 1, up to 5 days on-site in year 2, up to 3 days on-site in year 3
 - Curriculum training and coaching, including facilitating acquisition of PBL principles and practices, communication among teaching staff around subject, course or other support topics, and support for a school-based Mentor teacher
 - Technology training and support
 - Director coaching including facilitating use of PeBL™ to better manage the instructional environment and assure the creation of a culture of respect and responsibility.
- Membership in the Network of New Technology High Schools. (Membership allows staff at each school to participate in professional development during the 3 years of implementation.

School Improvement Grant 1003(g)

This includes participation in NTHS Network meetings, training conferences, and regular updates to PeBL™ tools.)

1. NTHS Network meetings include: Meetings of the Minds, day-long critical friends meetings of common subject teachers from clusters of NTH schools (up to 3 per year,)
2. Leadership Seminars, 2-day-long critical friends meetings of directors/principals from clusters of NTH schools (up to 3 per year)
3. NTN Advocate – NTN and Director jointly identify an early adopter who is paid an agreed upon stipend by NTN to act as an on-site resource for training, tools use and PBL strategies.

NTHS Technology

Access for up to 500 users to PeBL™ – *The Collaborative Learning Environment* -- a suite of web-based technology tools that enable schools to manage the complexities of the project and problem-based learning environment including classroom management, authentic assessment, document and communication management PeBL™ is a fully integrated suite of tools optimized for 21st century skills with customizable templates. The tools are accessible 24/7 through a web-based portal that is standardized and Operating System independent. Use of the tools requires schools to be at a 1:1 student to networked computer ratio.

I. School and Classroom Resource Templates

- School Calendar
- GradePortal™
- Project Briefcase
- Student Journal
- Bulletin Board/Discussion Forum
- Peer Feedback Tool
- Document Library
- Awards and Certificates Maker
- Discipline Tracking Tool
- Commendation Tracking Tool

II. School and Classroom Starter-Set of Resources

- Staff Discussion
- Student/Parent Handbook
- Staff Handbook
- Peer Collaboration Evaluation Tool
- Teacher Feedback Tool
- Student Culture Feedback Tool
- Project Reflection Journals
- Certificates of Academic Proficiency
- Student Awards and Recognition
- Commendation Reports
- Discipline Reports

School Improvement Grant 1003(g)

III. NTN School Development Resources

- Project Library
- Sharing Space
- Training Materials for Principals, Teachers and Support Staff
- Digital portfolio guidelines
- Teacher and Staff Directory

IV. NTN Document Library

Allows searchable access to electronically published, continuously updated documentation to aid in planning, start-up and implementation including, but not limited to, staff recruitment and training, student recruitment and training, developing community partnerships, master schedule & calendar, counseling and college planning, creating a culture of trust and responsibility, technology infrastructure and support, sample rubrics, community relations, school policies and procedures and examples of forms used in the New Tech Model.

School Improvement Grant 1003(g)

EXHIBIT B

District Minimum Operating Requirements and Criteria

NTHS Model Implementation Commitment Criteria

Schools implementing the NTHS Model commit to meet the following criteria for program design, instruction, technology, partnerships, professional development, staffing and facilities:

<p>PROGRAM DESIGN</p> <ul style="list-style-type: none"> <input type="checkbox"/> Size: School will be designated a small school with no more than 400 students for grades 9-12, with a firm commitment from the district to hold enrollment level. <input type="checkbox"/> Unique School Name and School Code: School will have its own identity, with a unique school name and state school code. School will have appropriate signage for recognition as unique site. <input type="checkbox"/> Professional Culture of Trust and Responsibility: Staff will create a professional climate based upon trust, respect and responsibility to develop a positive culture. <input type="checkbox"/> Admission Policy: School will have a non-selective admissions policy. <hr/> <p>INSTRUCTION</p> <ul style="list-style-type: none"> <input type="checkbox"/> Web Portal: Students and staff fully implement the PeBL™ web portal platform to facilitate a student-centered learning environment. <input type="checkbox"/> PBL: All courses will implement Project-Based Learning as the primary instructional methodology in the classroom. <input type="checkbox"/> Full-day Program: Students will take their entire core curriculum through the School. <input type="checkbox"/> College Readiness: Core courses will all meet state requirements for college readiness. <input type="checkbox"/> Team Teaching and Cross-Curricular Integration: Team teaching, cross-curricular projects, and/or integrated courses expected in all subjects. <input type="checkbox"/> Authentic Assessment: Assessment strategies will reflect both subject matter and 21st Century skills. <hr/> <p>TECHNOLOGY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Technology: 1:1 student to networked computer ratio in all classrooms. All computers meet or exceed the minimum technical specifications set forth in PeBL™ Technical Requirements Document. <input type="checkbox"/> IT Administrator: District will provide an IT administrator to support school (full time for a school of 400). <input type="checkbox"/> Network Capacity: School will have a fully functioning network, including a file server with adequate capacity to provide all students and staff with individual accounts and secure storage space on personal and shared disks. Data backup and disaster recovery plan for staff and student data is strongly recommended. <input type="checkbox"/> Email Accounts: District is responsible for all regulatory compliance of NTN provided student and staff email accounts. <input type="checkbox"/> Access: District will provide sufficient internet bandwidth as well as an internet browser supported by NTN (defined in PeBL™ Technical Requirements Document). District will ensure open outbound-only ports to specific IP addresses owned and controlled by NTN as well as access to on-line technology tools necessary to the NTN collaborative learning environment. 	<p>PARTNERSHIPS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Business: School develops business community partnerships for financial support, internship opportunities and participation in school projects. <input type="checkbox"/> Community: School develops community partnerships for financial support, community service opportunities and participation in school projects. <input type="checkbox"/> Colleges: School will develop key partnerships with the local higher education organizations to provide college courses to high school students. <hr/> <p>PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Start-Up Training Prior to School Opening: All staff will attend a 5-day training on PBL unit development and technology. Director will participate in NTN Leadership training and staff members will attend a NTHS shadowing experience <input type="checkbox"/> NTN Network PD Programs: Participation in annual NTN Network Teacher and Director Development events. <input type="checkbox"/> IT Administrator Training: Designated IT Administrator attends 3-day training in the months prior to the School opening. <hr/> <p>STAFFING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leadership: School will have a full-time principal. <input type="checkbox"/> Staffing Autonomy: School principal will have significant autonomy from involuntary or undesirable transfers from other schools. Hiring and assessment procedures must reflect the specific requirements of the model. <input type="checkbox"/> Dedicated Staff: Teachers and principals are full-time employees of the School and will not have their assignments divided with other schools. <input type="checkbox"/> Principal Selection: NTN will play an advisory partner role in principal selection and approval. <input type="checkbox"/> On-Site NTN Advocate: One lead teacher will be designated as an on-site advocate for staff and liaison with NTN. <input type="checkbox"/> IT Administrator: Assignment of IT administrator to support the School (full time for a school of 400). <hr/> <p>FACILITIES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Separate Facilities: School facilities are physically separate from other schools and support a unique identity. <input type="checkbox"/> Classroom Learning Environments: Classrooms are large enough and organized to support team teaching in a technology-rich environment. <input type="checkbox"/> School design: Supports 1:1 student to computer environment with sufficient space for PBL activity.
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School Improvement Grant 1003(g)

EXHIBIT C

SCHOOL BEING EVALUATED

EVALUATOR

NEW TECH NETWORK

2009-2010 SCHOOL SUCCESS RUBRIC

ADVANCED

EMERGING

AT RISK



FIDELITY OF IMPLEMENTATION			
CURRICULUM & INSTRUCTION	<ul style="list-style-type: none"> • School has not developed a clear set of school-wide learning outcomes or has not incorporated them into the curriculum or assessment. • Most courses are not using PBL as primary mode of instruction, or lack important project documents such as entry documents or rubrics. • Few teachers are creating engaging and rigorous projects • Projects lack scaffolding and support strategies to support students or some scaffolding is not woven into the context of projects. • Teachers provide little or no scaffolding of the learning outcomes • Little or no meaningful cross-curricular cooperation is occurring. • Projects lack connections to community members, groups, or resources to help contribute to the project or evaluate students' products <p style="text-align: right;">0 ----- 10 ----- 20</p>	<ul style="list-style-type: none"> • School has developed a clear set of school-wide learning outcomes based on 21st Century skills and has incorporated them into many areas of the curriculum and assessment • Most courses use PBL as primary mode of instruction, using entry events and rubrics to introduce and assess projects • Teachers are creating or modifying projects that are authentic, encourage active exploration and require students to apply what they have learned (6 A's) • Teachers use a variety of techniques to scaffold student skills defined in the learning outcomes • Scaffolding and remediation strategies are woven into the projects and do not occur out of the context of the project. • Course curriculum is integrated and cross-curricular projects are common among all subjects. • Some projects are community based, require connections with community resources and organizations, or have community members help evaluate students' projects <p style="text-align: right;">40 ----- 50 ----- 60</p>	<ul style="list-style-type: none"> • School has developed a clear set of school-wide learning outcomes based on 21st Century skills and has incorporated them into all areas of the curriculum and assessment. • All courses use PBL as primary mode of instruction and teacher evaluation is tied to successful development and implementation of standards-based projects • Teachers are creating projects that are rigorous, require adult connections, and are authentically assessed (6 A's) • Projects are diverse in format, entry event, and products • School has a thoughtful and systemic approach to scaffolding the learning outcomes • Many courses are integrated in team teaching environments and cross-curricular projects are common among all subjects. • Many projects are community-based, require connections with community resources and organizations, or have community members help evaluate students' projects • Students contribute to project development or create their own projects (i.e. Senior Projects) <p style="text-align: right;">80 ----- 90 ----- 100</p>
TECHNOLOGY	<ul style="list-style-type: none"> • School has not attained a 1:1 networked computer to student ratio in any classrooms with current performance standards and applications • School network is inadequate, unstable or unreliable. IT staffing is insufficient to support computer and network infrastructure • Staff and/or students do not use email as part of regular classroom practice • PeBL Online Learning System is not used by staff or students • School is unable to secure district or outside funding for technology replacement and upgrades. <p style="text-align: right;">0 ----- 10 ----- 20</p>	<ul style="list-style-type: none"> • School has attained a 1:1 networked computer to student ratio in all classrooms that is connected to the internet. • School network provides individual and shared storage space for staff and students. • IT support is sufficient to support computer and network infrastructure. • Staff and students regularly use e-mail for classroom and school communication • PeBL Collaborative Learning Environment is used in most classes to support the teaching methodology. • School has secured funding for additional technology replacement and upgrades through district or outside funding sources. <p style="text-align: right;">40 ----- 50 ----- 60</p>	<ul style="list-style-type: none"> • School network is fast, stable, reliable, and provides individual and shared storage space for staff and students • IT support provides robust support with little or now down time and is very responsive to issues as they arise • PeBL is heavily used by staff and students as communication and collaboration tool (within and between schools). NTN Learning System tools are widely used to support the teaching methodology and inter-school sharing • Teachers regularly incorporate other digital and online tools to support student engagement and instruction • School has secured funding through outside sources, or so that does not have to rely on district money to refresh and update computers and other site technology <p style="text-align: right;">80 ----- 90 ----- 100</p>

School Improvement Grant 1003(g)

SCHOOL CULTURE & AUTONOMY	<ul style="list-style-type: none"> • School has failed to develop an identity separate from other institutions. • Many staff or students feel anonymous or disconnected with the School community. • School has failed to create a professional environment of trust and responsibility for both staff and students. • School suffers from discipline, violence, vandalism and theft. 	<ul style="list-style-type: none"> • School has a unique identity. • Staff and students have a positive association with the School and a commitment to its goals and vision • School culture promotes respect and responsibility • Students report feeling respected, cared about, and well known by staff and other students • School encourages professional behavior while avoiding traditional student management techniques such as tardy bells, hall passes, or detentions • Fights, graffiti, vandalism and theft are decreasing in frequency 	<p>In addition to the "Emerging" criteria:</p> <ul style="list-style-type: none"> • School culture closely mimics the professional environment of the workplace where all are treated with respect, trusted to do the right thing, and given the responsibility to make the School as good as it can be • Students and staff are empowered to help set School rules, policies and activities. • Students and staff take great pride in the School's culture and actively work to reinforce and defend it. • Fights, graffiti, vandalism and theft are virtually non-existent
PROFESSIONAL CULTURE	<ul style="list-style-type: none"> • Effective processes are not in place for staff members to collaborate, share in the decision-making process and have a voice in the direction of the School. • Staff does not regularly discuss curriculum and teaching strategies through Critical Friends or other protocols • Effective strategies are not in place for all staff to receive feedback to reflect on their own progress and the progress of the School • Staff is not developing a capacity to support its own staff in PBL and 21st Century classroom practices • Staff is not using formative assessments in the classroom to guide classroom activities • Staff does not use their NTN coach as a resource for continued improvement 	<ul style="list-style-type: none"> • Transparent and effective processes are in place in which staff members collaborate, share in the decision-making, and have a voice in the direction of the School • Staff has dedicated time (weekly or bi weekly) to meet, collaborate and discusses curriculum and teaching strategies through Critical Friends or other protocols • Staff is developing the ability to provide staff development to it's own staff • Staff regularly use formative assessment data to determine the effectiveness of the classroom and adjust when needed • Effective strategies are in place to provide feedback that allows all staff to reflect on their own performance and the progress of the School • Teachers actively use their NTN Coach as a resource for continued improvement • Accomplishments of the School and staff members are celebrated 	<ul style="list-style-type: none"> • Along with staff members, parents, district representatives, community members, etc. are actively involved providing feedback and have a voice in the setting the direction of the School • In addition to Critical Friends, the staff conduct classroom observations and other techniques to provide increased feedback and support to teachers • Staff use formative and summative data to help improve student learning and the school experience • Staff review projects and examine student products to reflect on rigor and relevance • Staff is involved in helping to sustain the School by providing effective training and professional development in PBL Curriculum Development and 21st century classroom practices • At least one staff member has time dedicated to training and supporting the staff in PBL and 21st century classroom practices • All staff plans for sustainability including active participation from local community, business, and/or university partners
PARTNERSHIP DEVELOPMENT	<ul style="list-style-type: none"> • Teachers do not collaborate with other teachers in the New Tech Network, or don't attending Meeting of the Minds • School staff does not attend the national conference. <p>College/ Higher Education Partnerships</p> <ul style="list-style-type: none"> • Students do not have access to college courses • School has not established a partnership with a local higher education institution and has student teachers and regular visits from this partner 	<p>NTN Partnership</p> <ul style="list-style-type: none"> • Teachers play an active role in collaborating with other teachers within the New Tech Network by attending Meeting of the Minds and communicating with teachers throughout the New Tech Network. • School regularly sends a team to the NTN national conference. <p>College/ Higher Education Partnerships</p> <ul style="list-style-type: none"> • Students have access to college courses • School has established a partnership with a local college and has student teachers and regular visits from this partner 	<p>NTN Partnership</p> <ul style="list-style-type: none"> • Teachers play a role in training their own staff in the Learning System, present projects at Meeting of the Minds or other NTN functions, or submit projects to the NTN project library. • School regularly sends most of their staff to the NTN national conference. • School regularly hosts tour groups sponsored by NTN <p>College/ Higher Education Partnerships</p> <ul style="list-style-type: none"> • All students take courses from a broad range of rigorous college offerings both on campus, online and at the college. • School influences practices at the local higher education institution • Research is done on campus to capture the success of the 21st century classrooms.
<p>TOTAL IMPLEMENTATION SCORE: /300</p> <p style="text-align: right;">80 ----- 90 ----- 100</p>			

School Improvement Grant 1003(g)

STUDENT ACHIEVEMENT	ACADEMIC SUCCESS	<p>Parent / Community/ Business Partnerships</p> <ul style="list-style-type: none"> • Many students are not proficient in the knowledge and skills as defined by the state or district content standards • School is experiencing significant achievement gaps between various groups on campus • Many students are receiving Ds and Fs • Graduation and retention rates are lower than similar schools. • Student scores on state or district assessments are lower than those of similar schools <p style="text-align: right;">0 ----- 15 ----- 30</p>	<p>Parent / Community/ Business Partnerships</p> <ul style="list-style-type: none"> • Students demonstrate proficient knowledge and skills as defined by the state or district content standards (met targets) • Students are successfully completing rigorous college-prep courses • Achievement gap between various groups on campus is shrinking • Graduation and retention rates meet or exceed rates of similar and/or local schools • Student scores on state or district assessments meet or exceed those of similar and/or local schools • Student scores on other standardized assessments (SAT, ACT, etc) met or exceed those of similar and/or local schools <p style="text-align: right;">60 ----- 75 ----- 90</p>
FINANCIAL	<p>Parent / Community/ Business Partnerships</p> <ul style="list-style-type: none"> • Parent group does not exist, or lacks structure • Partnerships with local business do not exist • Students are not participating in community service activities • Site is not well known within the community. • Site does not host events that raise the awareness of the School in the community <p style="text-align: right;">0 ----- 10 ----- 20</p>	<p>Parent / Community/ Business Partnerships</p> <ul style="list-style-type: none"> • Parents contribute to the School by volunteering to serve on panels, participating in shared decisions, and • Partnerships with local business provide internship opportunities to students and have been integrated into several projects • School supports a community service component and all students participate in at least one community service activity • Site known and respected in the community • Site hosts tours and events that raise the awareness of the School in the community <p style="text-align: right;">40 ----- 50 ----- 60</p>	<p>Parent / Community/ Business Partnerships</p> <ul style="list-style-type: none"> • Parent group contributes in the financial sustainability of the School by facilitating large scale events or activities within the community • Business partnerships play an advisory role, provide significant resources and financial support for the School • School has developed community partnerships and process that allow all students to meet a service learning requirement by working with others to solve a problem important to them and their communities • School is well known within the region as a model 21st century high school • Site hosts high-profile tours which may generate revenue <p style="text-align: right;">80 ----- 90 ----- 100</p>
TOTAL SUSTAINABILITY SCORE: /300		120 ----- 135 ----- 150	80 ----- 90 ----- 100

School Improvement Grant 1003(g)

LEARNING OUTCOMES	<ul style="list-style-type: none"> • Many students fail to demonstrate a strong, professional work ethic • Students demonstrate a passive learning attitude waiting for instructor direction • Students are unaware of strengths and weakness regarding the School-wide learning outcomes • Students don't use technology effectively to do productive work • Students lack critical thinking, problem solving and creativity in the process of complete complex tasks • Students are unable to thoughtfully reflect on their skills and abilities 	<ul style="list-style-type: none"> • Students demonstrate a strong, professional work ethic and takes personal responsibility for their success • Students demonstrate self-directed learning and seek appropriate help when they need it • Students are aware of strengths and weakness regarding the School-wide learning outcomes and work to improve their performance • Students effectively use technology to conduct research, communicate, and create documents • Some students have successfully used their knowledge and skills in a community experience (i.e. service learning, internship) • Students demonstrate the ability to thoughtfully reflect on their skills and abilities (i.e. reflection journals, portfolios) 	<ul style="list-style-type: none"> • Students consistently score well on each of the learning outcomes defined by the School • Students effectively use technology as a means to do productive work, collaborate with others, and access a broad range of resource and media • Students demonstrate critical thinking, problem solving and creativity in the process of complete complex tasks • All students have successfully used their knowledge and skills in a community experience (i.e. service learning, internship, senior projects) • Students demonstrate the ability highlight their strengths and goals in pursuit of a college or career experience (i.e. portfolio, resume)
0 ----- 15 ----- 30	60 ----- 75 ----- 90	120 ----- 135 ----- 150	
<ul style="list-style-type: none"> • Alumni report feeling poorly prepared for life after high school • Few students applied or were accepted to a post-secondary education experience • Few alumni report much community involvement 	<ul style="list-style-type: none"> • Nearly all alumni feel that their high school experience prepared them well for their next steps • Nearly all alumni have enrolled in some sort of post-secondary education or have embarked on a career in the field of their choosing • Many alumni report participating in activities that support the community 	<ul style="list-style-type: none"> • Alumni report a high college completion rate • Older alumni report working in a field that is rewarding and at a sufficient salary • Alumni have a reputation for giving back to the community through volunteer work and other community building activities • Alumni have a reputation for a spirit of entrepreneurship 	
0 ----- 10 ----- 20	40 ----- 50 ----- 60	80 ----- 90 ----- 100	
TOTAL STUDENT ACHIEVEMENT SCORE:			/400

COMMENTS:

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School Improvement Grant 1003(g)

Exhibit D

Fees and Expenses

Peach County New Tech High School STEM Academy

Phase	Amount	Payment due:
Planning & Start up support	\$ 52,000	June 10, 2010
Year 1 support	\$225,000	July 2010
Year 2 support	\$ 70,000	July 2011
Year 3 support	\$ 55,000	July 2012
Total:		
	\$402,000	

Peach County New Tech High School Fine Arts and Humanities Academy

Phase	Amount	Payment due:
Planning & Start up support	\$ 52,000	June 10, 2010
Year 1 support	\$225,000	July 2010
Year 2 support	\$ 70,000	July 2011
Year 3 support	\$ 55,000	July 2012
Total:		
	\$402,000	

Peach County New Tech High School Human Services Academy

Phase	Amount	Payment due:
Planning & Start up support	\$ 52,000	June 10, 2010
Year 1 support	\$225,000	July 2010
Year 2 support	\$ 70,000	July 2011
Year 3 support	\$ 55,000	July 2012
Total:		
	\$402,000	

Travel expenses for participation in training events is District's responsibility.

School Improvement Grant 1003(g)

Outline view of presentation PowerPoint from Peach County High School stakeholder meetings:

- Refuse to Lose!
- PCHS: Champions in Academics
- How's This Working For Us?

Over the last 5 years we have spent a minimum of

\$500,000

on Professional Learning at PCHS

(and that is just a rough estimate)

- PCHS Today

Persistently lowest achieving 5% of secondary schools in the state that are eligible for but do not receive Title I funds

- Tired of Being A Loser!!!
- SCHOOL IMPROVEMENT GRANT
- \$122m in Federal funds over a 3 year period for qualifying schools
- Focused on **radical** improvement of high school
- 36 high schools statewide qualify to apply
- Specific requirements to qualify
- Specific Requirements
Teachers and Leaders

Identify and reward staff who are increasing student outcomes.

Support and then remove those who are not.

- For PCHS, that means....

Every staff member will:

meet and maintain the instructional requirements identified in GDOE Class Keys at the **exemplary** level.

- The Process....

Step One:

- Self-assess on the Class Keys.
- Decide if you wish to accept the instructional challenge.

School Improvement Grant 1003(g)

- Submit by **Wednesday, March 17:**

A letter of commitment + your self assessment OR a letter of resignation **OR** a letter of intent to retire.

Step Two: (only for those who submit letters of commitment)

- Teach a lesson which demonstrates your best instructional strategies for an independent instructional review team.
- Meet with your administrator and an instructional coach in your area to review the results of your assessment and the team's assessment to prepare a Professional Growth Plan.

Step Three

- Participate in summer professional learning
- Satisfactorily complete all conditions of your Professional Growth Plan by the end of 2011.
- Produce documented **results** in student learning measured by: regular classroom formative assessments, common assessments, student growth assessments and required state tests by the end of the 2011
- Districts must demonstrate a 5 – 10% increase in student achievement each year to remain eligible for grant funds.
- Specific Requirements:
Instructional and Support Strategies
- Instructional model based on student needs –more to come later on this
- Job-embedded professional learning that builds **Capacity**
- Continuous use of data to inform/differentiate instruction
- Specific Requirements: Time and Support
- Increased learning time for both students and staff
- Ongoing community and family engagement
- Partnerships with community agencies for social/emotional services and supports
- Specific Requirements: Governance
- Operating flexibility to implement reform
- Ongoing technical assistance
- Bottom line for PCHS...
- Excellent academic results for students

School Improvement Grant 1003(g)

- Increased career opportunities for students
- Federal funds to a maximum of \$2M per year for 3 years to make it happen
- Sustained excellence

School Improvement Grant 1003(g)

Peach County Schools

Printed: 3/31/2010 7:48:25 AM EST

Study Session

3/30/2010 5:00:00 PM

Peach County Central Office
523 Vineville Street
Fort Valley, GA 31030

Peach County Schools Study Session

I. Call to Order

II. Dr. Susan Clark

- A. Update on the Community Engagement Committee
- B. Feedback for the Community Engagement Committee on their recommendations
- C. School Improvement Grant Update
- D. 2009 - 2010 8th Grade Writing Scores

III. Mr. C. B. Mathis

- A. Update regarding outsourcing of Transportation

IV. Executive Session

- A. Personnel Issues

V. Future Meetings

Board Meeting - April 13, 2010 at 7:00 PM due to Spring Break

VI. Adjourn

More:

MISSION

Creating Excellence

VISION

The Peach County Schools will be the top performing District in the nation for districts our size.

GOALS

- All students will read on grade level by third grade beginning with the 2008-2009 Kindergarten.*
- All students will graduate post-secondary or work ready.*
- All students will conduct themselves in a manner that does not interfere with their own learning and achievement or with that of others.*

Peach County Schools

Meeting Minutes

Created: 3/31/2010 8:53:32 AM EST

Study Session

3/30/2010 5:00:00 PM

Peach County Central Office
523 Vineville Street
Fort Valley, GA 31030

Peach County Schools Study Session

Attendees - voting members

Jody Usry Chair
Mr. Jamie Johnson Vice Chair
Dr. Virginia Dixon Board Member
Mr. Ben McDaniel Board Member

School Improvement Grant 1003(g)

Kay Whitley Board Member

I. Call to Order

The Study Session of the Peach County Board of Education was called to order at 5:00 PM by Mr. Jody Usry, Board Chair. By consensus of the board, the agenda was amended to add Item II. D - 8th Grade Writing Scores.

II. Dr. Susan Clark

A. Update on the Community Engagement Committee

Dr. Clark reported on the Community Engagement Committee focus group training conducted by Georgia School Boards Association at the district office on March 25, 2010. There will be one community wide focus group and focus groups at each school facilitated by the Community Engagement Committee members and principals that received the training.

B. Feedback for the Community Engagement Committee on their recommendations

Dr. Clark reported that Technology turned on the new website designs, however; she was not pleased with the results and will instruct them to continue working on the websites and have them ready for the next study session scheduled April 27, 2010 meeting.

Dr. Clark reported that the board meetings will begin being recorded at the July 6, 2010 board meeting.

Student generated newsletter - Dr. Clark is working on the process of how to generate a student generated newsletter, perhaps through their classes.

Home visits - Dr. Clark discussed home visits and is working on the process for teachers to conduct home visits.

All community and stakeholders included in the All Call system. The district already have many complaints from community members and stakeholders to be removed from the All Call system. Dr. Clark will work with Technology on a process for members of the community and stakeholders to enter their phone number on our website if they wish to be included in the All Call system.

C. School Improvement Grant Update

Dr. Clark updated the board on the School Improvement Grant. A draft of the School Improvement Grant has been submitted to the Georgia Department of Education for feedback. The district has set the timeline of submitting the School Improvement Grant to the Department of Education by Friday, April 3, Print Minutes Page 1 of 3

<https://eboard.eboardsolutions.com/meetings/PrintMinutes.aspx?S=4126&MID=14681> 3/31/2010 2010.

Dr. Clark discussed the faculty meeting at Peach County High School regarding the School Improvement Grant requirements and the commitment needed from each faculty member and staff to improve teacher instruction and student achievement at the high school.

Dr. Clark updated the board on the process of the professional learning component required by the School Improvement Grant to build capacity at the high school to continue when the grant funds run out in three years.

D. 2009 - 2010 8th Grade Writing Scores

Dr. Clark informed the board regarding the gains in the 8th grade Writing Scores at Fort Valley Middle School and Byron Middle School.

Peach County Schools overall scale score exceeded Middle Georgia RESA's scale score by 5 points and matched the state's overall scale score. Both schools decreased the percentage of students "Not Meeting", increased the percentage of students "Meeting + Exceeding" and both schools increased the percentage of students "Exceeding".

III. Mr. C. B. Mathis

A. Update regarding outsourcing of Transportation

On behalf of the Superintendent, Mr. Mathis recommended that we retain

School Improvement Grant 1003(g)

Transportation in-house. Dr. Clark reminded the board that the district has an opening for Transportation Director. Dr. Clark and Mr. Mathis will develop a job description and begin a search to fill the position for Transportation Director with a possible beginning date of July 1, 2010.

Mr. Usry opened the floor for a motion to approve the Superintendent's recommendation to not outsource the Transportation Department.

Motion made by: Kay Whitley

Motion seconded by: Mr. Jamie Johnson

Voting

Jody Usry - No Vote

Mr. Jamie Johnson - Yes

Dr. Virginia Dixon - Yes

Mr. Ben McDaniel - Yes

Kay Whitley - Yes

IV. Executive Session

Mr. Usry opened the floor for a motion to close the board meeting and convene in Executive Session for the purpose of discussing personnel issues. Mr. Johnson made a motion to close the board meeting for the purpose of discussing personnel issues followed by a second by Mr. McDaniel. The vote was 4/0. The board entered into executive session at 5:28 p.m.

Mr. Usry opened the floor for a motion to reconvene the board meeting in public. Mr. Johnson made a motion to reconvene the board meeting in public followed by a second by Dr. Dixon. The vote was 4/0. The board reconvened in public at 6:28 p.m.

A. Personnel Issues

The Superintendent recommended the board accept the personnel recommendations as presented.

Motion made by: Mr. Jamie Johnson

Motion seconded by: Kay Whitley

Voting

Jody Usry - No Vote

Mr. Jamie Johnson - Yes

Print Minutes Page 2 of 3

<https://eboard.eboardsolutions.com/meetings/PrintMinutes.aspx?S=4126&MID=14681> 3/31/2010

Dr. Virginia Dixon - Yes

Mr. Ben McDaniel - Yes

Kay Whitley - Yes

V. Future Meetings

The regular board meeting is scheduled for April 13, 2010 at 7:00 p.m., the second Tuesday of the month due to spring break for the school district April 5 - 9, 2010.

VI. Adjourn

The meeting was adjourned at 6:30 p.m.

Motion made by: Mr. Jamie Johnson

Motion seconded by: Dr. Virginia Dixon

Voting

Jody Usry - No Vote

Mr. Jamie Johnson - Yes

Dr. Virginia Dixon - Yes

Mr. Ben McDaniel - Yes

Kay Whitley - Yes

Secretary Chairperson

Print Minutes Page 3 of 3

<https://eboard.eboardsolutions.com/meetings/PrintMinutes.aspx?S=4126&MID=14681> 3/31/2010

School Improvement Grant 1003(g)

Created: 6/2/2010 8:55 AM EST

Special Session

3/10/2010 4:00:00 PM

Peach County Central Office
523 Vineville Street
Fort Valley, GA 31030

Peach County Schools Special Session

Attendees - voting members

Jody Usry Chair
Mr. Jamie Johnson Vice Chair
Dr. Virginia Dixon Board Member
Mr. Ben McDaniel Board Member
Kay Whitley Board Member

I. Call to Order

The Special Session of the Peach County Board of Education was called to order at 4:00 PM by Mr. Jody Usry, Chair.

II. Superintendent Report

A. School Improvement Grant

Dr. Clark presented information the district received from the Georgia Department of Education on March 8, 2010 regarding the federal School Improvement Grant. Peach County High School qualifies by being identified by the U. S. Department of Education as Persistently lowest achieving 5% of secondary schools in the state that are eligible for but do not receive Title I funds. Discussion was held regarding the roles and responsibilities of the board and the district administration. Dr. Clark will be presenting the same information to the high school faculty at 5:00 today, March 10, 2010. The board requested to receive a copy of the application. Dr. Clark stated the board will review the completed application before submission to the Georgia Department of Education by April 15, 2010.

III. Adjourn

The meeting was adjourned at 4:45 PM

Motion made by: Mr. Jamie Johnson

Motion seconded by: Kay Whitley

Voting

Jody Usry - No Vote

Mr. Jamie Johnson - Yes

Dr. Virginia Dixon - Yes

Mr. Ben McDaniel - Yes

Kay Whitley - Yes

Secretary Chairperson

Print Minutes Page 1 of 1

<https://eboard.eboardsolutions.com/meetings/PrintMinutes.aspx?S=4126&MID=14738> 6/2/2010

Peach County Schools

Printed: 6/2/2010 8:54 AM EST

Special Session

3/10/2010 4:00:00 PM

Peach County Central Office
523 Vineville Street
Fort Valley, GA 31030

Peach County Schools Special Session

School Improvement Grant 1003(g)

I. Call to Order

II. Superintendent Report

A. School Improvement Grant

III. Adjourn

More:

Mission: *Creating Excellence*

Vision: *The Peach County Schools will be the top performing District in the nation for districts our size.*

GOALS

- *All students will read on grade level by third grade beginning with the 2008-2009 Kindergarten.*
- *All students will graduate post-secondary or work ready.*
- *All students will conduct themselves in a manner that does not interfere with their own learning and achievement or with that of others.*

Page 1 of 1

<https://eboard.eboardsolutions.com/meetings/PrintItem.aspx?S=4126&MID=14738&AB=true&t=a> 6/2/2010