

School Improvement Grant 1003(g)

GLENN HILLS High School

Transformation Model

The Richmond County School System through the collaboration with the administrative staff of Glenn Hills High School (GHHS) deemed the “Transformation Model” as the most appropriate model for the extreme makeover of Glenn Hills High School. The current principal has only been in place since August of 2009, thus an essential part of the makeover of GHHS has begun. The data gathered throughout this school year along with previous students’ performance data included in the profile, provides a baseline of information which aligns with the requirements of the Transformation Model.

The building leadership has worked continuously with the School Improvement Plan as well as the Short Term Action Plan for additional strategies for improvement in student achievement, professional learning, teacher accountability and community support. Through the Transformation Model, Glenn Hills High will provide additional focused instructional time to meet the needs of every student through increased support and accountability for teachers and staff, a strategic RTI process for students, staff incentive compensation, implementation of CLASS Keys, and job-embedded professional learning. GHHS will also provide additional community and family outreach tools and resources through community school partnerships.

Overall, Glenn Hills High School welcomes the implementation of this transformation model to aid in creating a school culture that displays intense community support, and effective teachers who accelerate academic achievement for GHHS students benefiting them for the remainder of their educational careers. This plan details the school’s proposed strategies to restructure professional learning, classroom instruction and student/teacher relationships. This plan is based on student achievement data both current and historical. The plan incorporates attributes of high performing schools which include: (1) extensive professional development and accountability; (2) high expectations for student learning; (3) use of technology to stimulate student learning; (4) positive student/teacher relationships; and, (5) extensive school and community communication. The transformation plan components listed below are designed to address the five attributes previously mentioned:

- School-wide implementation of the America’s Choice Rigor and Readiness Quality Core Curriculum to address full implementation of standards based instruction.
- School-wide implementation of the America’s Choice Rigor and Readiness Quality Core Curriculum to address areas of literacy and conceptual math understanding.
- Implementation of the GaDOE CLASS Keys Teacher Evaluation system.
- School and Community Service projects.
- Additional duties for staff and employees as outline in the GHHS addendum.

Key Revisions made after the first review:

- Section B.1- Rationale for intervention model
- Section A2 - Teacher Performance Evaluation
- Section A3- Timeline
- Section A4
- Section A5
- Section A6- Timeline
- Section A7- Timeline
- Section A8
- Section A9-Timeline
- Section C
- Section D
- Annual Goals
- Budget & Budget Rationales

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- Sustainability

Additions:

- Glenn Hills High Addendum

"The Richmond County School System 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."

Key Revisions made on June 2, 2010:

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Part II: LEA Application 2010

LEA Name: Richmond County School System	LEA Mailing Address: 864 Broad Street Augusta, GA 30901
LEA Contact for the School Improvement Grant Name: Virginia Bradshaw, Ph.D. Position and Office: Executive Director Richmond County School System Contact's Mailing Address: Central Office Building 864 Broad Street (4 th Floor) Augusta, GA 30901 Telephone: 706.826.1107 Fax: 706.826.4628 Email Address: bradsvi@boe.richmond.k12.ga.us	
Superintendent (Printed Name): Dana T. Bedden, Ed.D.	Telephone: 706.826.1124
Signature of Superintendent:  X _____	Date: July 9, 2010
The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.	

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LEA Application 2010

LEA Name: Richmond County School System

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
Glenn Hills High	1536	X						X

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LEA Application 2010

LEA Name: Richmond County School System

School Name: Glenn Hills 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).
 - 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.

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

Glenn Hills High School (GHHS) aims to develop students academically and holistically which includes social and emotional services as well as community resources and services. To initiate this academically, GHHS emphasizes the development and use of diagnostic and formative assessments aligned to the Georgia Performance Standards (GPS) including End of Course Tests (EOCT), Georgia High School Graduation Test (GHS GT), Georgia High School Writing Test (GHS WT), Richmond County benchmark tests, and eighth grade Georgia Criterion Reference Competency Tests (CRCT). These assessments are used to evaluate the effectiveness of the curriculum and to measure student progress. To facilitate the holistic process, GHHS is working to provide a nurturing environment to address the social, and emotional, components to include community resources and services.

A critical component of this needs assessment process is the regular collection and analysis of data by the Leadership Team (LT). This team regularly analyzes the data to determine the school’s instructional goals, the effectiveness of instructional practices, and areas in need of improvement.

The (LT) is comprised of one teacher from every content department, two instructional coaches, the principal, three assistant principals, LEA personnel (social worker, Title I consultant, school psychologist, and Richmond County School System liaison), a Georgia Department of Education (GaDOE) school improvement specialist, a parent, and a local business owner. Individual LT members are responsible for reporting relevant data monthly at LT meetings in order to address student achievement as well as organizational productivity issues that directly impact the identified needs. This data reporting requirement assists in monitoring the implementation of the School Improvement Plan (SIP) as well as the Corrective Action Addendum (CAA).

In the past three years the only tests that have been consistently administered are the EOCT, GHS GT, and the PSAT. This data along with Adequate Yearly Progress (AYP) Reports was disaggregated by content, and grade level. This has provided the school with vital achievement data. The results of the GHS GT identified areas of strength in English and Writing. It also indicated weaknesses in mathematics, social studies, the graduation rate, and attendance which revealed, that the majority of the scores are below the state and district average.

GHHS has a faculty of 68 teachers that bring a wealth of knowledge and experience. One half of the faculty has been teaching at GHHS for over 10 years. Twenty-six percent of the faculty and staff at GHHS have advanced degrees of masters and beyond.

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The current enrollment is 944 students - 481 males and 463 females. Of that total population, 906 African American (456 males, 450 females); 22 Caucasian (14 males, 8 females); 12 Asian (10 males, 2 females); 3 Hawaiian/Pacific Islander (0 males, 3 females); and 1 Native American (1 male, 0 females). Of this population, 72% (681) receive free lunch, 8% (63) receive reduced lunch, and 20% (192) pay for lunch. Enrollment over the past 3 years has fluctuated slightly: 2007 (975 students), 2008 (930 students), and 2009 (961 students). GHHS is an English as a Second Language School (ESOL) with a population of limited English proficient students in 2008; (29.4%); and 2009 (20%).

Student attendance as well as the graduation rate over the past three years has fluctuated: 2007, (77.5%); in 2008 (59.9%); and 2009 (67.3%). The dropout rate over the past three years has also fluctuated: 2007 (4.3%); 2008 (2.8%); and 2009 (6.6%). Student absenteeism over the past three years has slightly increased: 2007 (21.1%); 2008 (34.8%); and 2009 (35.5%).

As of August 2009, GHHS moved into School Improvement Status NI-4. This means that for four consecutive years GHHS has not met the state's absolute bar or increased by 10% the number of students that met for the previous year in at least one of the three reported areas. NI-4 status requires that GHHS offer both Public School Choice and Supplemental Education Services. At the NI-4 level, a Corrective Action Addendum (CAA) has been created to address the deficit areas for AYP.

The AYP academic performance results for GHHS in 2008-2009 indicate that the percentage of 11th grade full academic year (FAY) students who were first time test takers scored (44.6%) in the meets/exceeds level in mathematics which was significantly lower than the state's absolute bar (74.9%). First time test takers in ELA had 79.7% of FAY juniors meeting/ exceeding, but did not meet the state's absolute bar (87.7%).

The GHSGT reveals inconsistent results in student performance among the black and economically disadvantaged subgroups over the past three years. In ELA , the Black student population meeting or exceeding in 2007 was 85.8%. It dropped in 2008 to 76.6% and slightly increased in 2009 to 79.7%. The students with disabilities population at GHHS dropped to 31.8% in 2007 in the meeting or exceeding category for ELA. It plummeted in 2008 to 6.3% and soared in 2009 to 41.2%. The economically disadvantaged population at GHHS dropped in meeting or exceeding in ELA in 2007 to 82%, decreased in 2008 to 77.3% , and increased in 2009 to 82.5%.

The GHSGT mathematics scores followed the same pattern of inconsistency. The Black student population slightly fluctuated in the percentage of students meeting or exceeding in 2007 to (47%), increased in 2008 to (52.1%) and decreased in 2009 to (44.6%). The students with disabilities population in meeting or exceeding in 2007 was 13% but dropped slightly in 2008 to 12.5% then doubled in 2009 to 23%. The economically disadvantaged population meeting or exceeding in 2007 was 43.6% and increased in 2008 to 54.5% and dropped slightly in 2009 to 45.2%.

The results of the EOCT data analysis for the past three years displays that no more than 20% of the scores were in the category exceeds over a three year time span. In 2007, only 16% passed the EOCT in Algebra ; in 2008, 12% passed; and in 2009, 11% passed. However, in the EOCT in Algebra in 2007 16% passed; in 2008 62% passed; and in 2009 49% passed.

In Geometry, on the EOCT in 2007, 21% passed; in 2008 25% passed; and in 2009, 11% passed. However, the EOCT analysis of the past three years displayed contradictory patterns when aligned to the ECOT. In mathematics in-- 2007, 16% passed Algebra; in 2008, 62% passed; and in 2009, 49% passed. In 2007, 21% passed Geometry; in 2008, 78% passed; and in 2009 61% passed.

The EOCT data analysis for ELA over the past three years displays consistent patterns in Ninth Grade Literature and Composition. The population obtaining slightly above 50% exceeding for the three year time span. In 2007, 48.82% passed, in 2008, 44.83% passed, and in 2009, 52.84% of the ninth graders passed. For American Literature and Composition in 2007, 66.7% passed, in 2008, 64.4% passed, and in 2009 72.11% passed. However, the analysis of the Ninth Grade Literature and Composition courses showed a passing rate of 68.39% in 2007, 65.10% in 2008 ; and 87.89% in 2009. In American Literature and Composition , 87.98% passed in 2007; 83.41% passed in 2008; and 91.81% passed in 2009.

Over the past three years, GHHS has had an extremely low (1%) participation rate in completing advanced

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coursework (Advanced Placement) and dual enrollment classes. The number of students completing advanced coursework (AP) was: 4% in 2007, 9% in 2008, and 7% in 2009.

As a result of the analysis of this extensive collection of various of data from multiple sources, the following areas were determined to be critical needs areas in which GHHS must focus:

Increase the passing rate of GHSGT and EOCT

- Increase the graduation rate
- Increase student attendance
- Increase faculty attendance
- Increase pass rate of GHHS courses
- Increase the enrollment and passing rate of Advanced Placement Courses
- Increase the college and technical dual enrollment rates
- Increase Scores on the PSAT and SAT
- Increase the passing rate of GHSGT and EOCT
- Increase the quality of classroom instruction through consistent implementation of research-based learning strategies and processes
- Implement consistent, school wide, state mandated curriculum, and standards-based learning practices
- Reduce student discipline referrals
- Establish a school culture which consistently provides for academic, social, and emotional growth for all learners
- Reduce in-school and out of school student suspensions and expulsions
- Increase the number of scholarships awarded to students who are graduating

The data shows the standards-based instructional framework (opening, work session, closing) is not a consistent and pervasive practice at GHHS. Moreover, there is little evidence of teachers implementing rigorous, research-based instructional strategies to improve student achievement. It is believed that Glenn Hills High School needs to implement a reform model that will provide all students with an opportunity to increase individual academic achievement as well as intrapersonal development in order to facilitate continuous growth.

d) Provide rationale for intervention model selected.

Rationale for the Transformation Model

Based on the analysis of the Glenn Hills High School data collected, the Transformation Model was selected as most likely to impact the school's extreme makeover. Currently at Glenn Hills High School (GHHS), the overall culture does not consistently reflect high expectations for all students. The majority of faculty continues to provide ineffective instructional and assessment practices. There is also a lack of clear and transparent goals with inconsistent monitoring of student and adult practices. After careful analysis of the available data and recognition of these identified needs, GHHS has narrowed its concerns into two major areas. All plans and initiatives for at least the next three years will be clearly aligned to addressing these major areas:

1. Effective use of rigorous instructional and assessment practices through consistent collaboration in order to improve the academic achievement of all students.
2. A school culture that is conducive and motivational for student and adult learning which includes a pervasive safe and orderly climate and established safety net programs that address students' academic, social and emotional challenges.
3. Ongoing, differentiated professional learning that addresses adult needs.

These plans were shared and agreed upon by the stakeholders of GHHS. It has been recognized that there is an immediate, critical need to create, and maintain an environment that demands a significant increase in student achievement by all GHHS students. This means that overall continuous growth in all aspects of students' lives must be considered and addressed whenever possible. To establish and maintain such an environment, there must be

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ongoing professional learning and development for all faculty and staff. The resulting amount of effort required from adults and students should be regularly recognized and rewarded. After deliberate study of available intervention models, it was determined that the Transformation Model most closely fits GHHS' identified needs.

Under the Transformation Model, a school is required to implement *all* of the following strategies:

- 1) Develop teacher and school leader effectiveness that
 - a. use evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance
 - b. identify and reward school leaders, teachers, and other staff who improve student achievement outcomes and identify and remove those who do not
 - c. replace the principal who led the school prior to commencement of the transformation model
 - d. provide relevant, ongoing, high-quality job-embedded professional development
 - e. implement strategies designed to recruit strategically, place and retain high-quality staff
- 2) Comprehensive instructional reform strategies that
 - a. use data to identify and implement comprehensive research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with state academic standards
 - b. differentiate instruction to meet students' needs
- 3) Extending learning time and creating community-oriented schools that
 - a. provide more instructional time for students to learn core academic content by expanding the school day, the school week, the school year, that increase instructional time for core academic subjects during the school day
 - b. provide more time for teachers to collaborate
 - c. provide more time for enrichment activities for students
 - d. provide ongoing mechanisms for family and community engagement
- 4) Providing operating flexibility and sustained support that
 - a. gives the school sufficient operating flexibility (including staffing, calendars / time, and budgeting) to fully implement a comprehensive approach that will substantially improve student achievement outcomes
 - b. ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)

The mission of Glenn Hills High School is to develop students academically and holistically to create lifelong learners. GHHS believes a reform model is needed that will provide all students with an opportunity to increase individual academic achievement as well as intrapersonal development. The Transformation Model should aid in establishing and maintaining an environment in which student achievement and intrapersonal development will be significantly increased therefore, facilitating continuous growth.

- e) 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 Richmond County School System (RCSS) has sufficient capacity to support Glenn Hills Comprehensive High School in its implementation of the strategies described in this document, including:

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- The Human Resource Department will utilize the state guidelines and Chicago Model, “Competencies for Success” to recruit and hire teachers whose performance data identifies them as highly effective teachers in their certificated area of instruction.
- Following a year of study, the school administrators will begin implementation of CLASS Keys, a performance based teacher evaluation system, during the 2011-2012 school year.
- The Executive Director of High Schools will implement Leader Keys, a performance based evaluation system for school leaders.
- For the past two years a Central Office instructional leader has served on the school’s leadership team to provide support for the implementation of the school improvement plan. The roles and responsibilities for the central office support person are:
 - Attend Leadership Team (LT) meetings on a regular basis.
 - Attend content area meetings and/or other professional learning activities.
 - Assist the school based members of the LT in developing their leadership skills and take responsibility for school improvement.
 - Assist the school in monitoring the School Improvement Plan particularly in the areas of mathematics, students with disabilities, and attendance/suspensions.
 - Participate in Focus Walks and classroom observations, share feedback with the principal.
 - Assist in communicating school needs to the appropriate Central Office department.
 - Communicate progress, suggestions, and concerns to the school’s Executive Director.
- Richmond County Instructional Directors and Coordinators (Curriculum, Special Education, Title I, Professional Learning and School Improvement, Career, Technical and Agricultural Education) provide professional learning specific to each department’s goals. In addition, these support personnel assist teachers with implementation of the Georgia Performance Standards.
- RCSS provides Special Education and related services to meet the unique needs of children with disabilities in the least restrictive environment to the maximum extent possible. A full time Special Education Liaison is assigned to the school to support Special Education teachers, the scheduling of classes, and ensuring implementation of Individual Educational Plans (IEP).
- Title I funds literacy and mathematics instructional coaches to provide job embedded professional learning, demonstration teaching, data analysis, and teacher support in the school.
- RCSS has partnered with America’s Choice, a scientifically based program, to provide a framework for full implementation of standards based instruction.
- RCSS has established a strong partnership with the Georgia Department of Education Division of School Improvement. A five day retreat, Richmond 2010: Building a Better System provided a Summer Leadership Academy experience for a five-member design team from every school in the system. RCSS will continue to seek the support and technical assistance of this division.

The Richmond Way

- RCSS has established a teacher induction program through the Department of Professional Learning and School Improvement in order to increase the teacher retention rates. This program operates in conjunction with a mentor program and regional professional learning communities to provide professional learning for beginning teachers.
- RCSS utilizes a data management program, Data Director, to collect and organize assessment data to inform instruction.
 - All stakeholders will continuously analyze various forms of data to differentiate instruction with a goal of meeting all students’ academic needs. Analyzing data will become a principle component of all leadership team meetings, professional learning communities, vertical team

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meetings, grade level meetings, and student conferences.

- RCSS continues to build capacity by creating professional learning opportunities to assist in training highly effective leaders. School administrators recommend assistant principals to participate in a Leadership Academy. Instructional coaches and teacher leaders may participate in a leadership development program entitled “Rising Stars.”
- RCSS has implemented the Positive Behavior Support (PBS) program system-wide which is supported by an Intervening Services Specialist. PBS affords students opportunities to learn and demonstrate appropriate behavior which enhances academic achievement, school culture, and positive social interactions.
- RCSS places a school safety officer in this school to assist in maintaining a safe and conducive learning environment.
- Richmond County Board of Education (RCBOE) is participating in a review of system policies to meet eBoard compliance. eBoard solutions were created as a subsidiary of the Georgia School Board Association for its governance and membership management. eBoard is linked to the Richmond County homepage. It provides a means of posting all minutes, agendas, policies and affiliated documents from committee and board meetings. This tool is also available for school use to align system goals.
- RCSS encourages and supports community and business partnerships with the school.
- RCSS’ Student Services Department provides training and resources for the implementation of an Advisor/Advisee program at the school.
- The RCSS ensures that the school consolidates ESEA funds to upgrade its instructional program through such services as (a) America’s Choice, (b) Georgia Leadership Institute for School Improvement (GLISI), (c) Advanced Placement (AP), (d) Instructional Coaches, (e) Carnegie Math, (f) tuition reimbursement for Teacher Alternative Preparation Program (TAPP) and Masters of Arts in Teaching (MAT), (g) Georgia Assessment for the Certification of Educators (GACE) test reimbursement for teachers and paraprofessionals, and (h) class size reduction and recruitment.
- RCSS supports parental involvement by utilizing a Parent and Family Facilitator to conduct parent workshops, monitor students’ attendance, and help parents connect with appropriate community resources.
- RCSS supports the administration in developing schedules which maximize learning time within the school day, as well as, extending learning through the before, after, and Saturday School Academies.

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, to support and to 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 Assessment of Performance on 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.

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(This does not apply. We are applying to serve all identified 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.

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.

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.

- 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.

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 RCSS hosted an informational meeting at noon on March 31, 2010 with relevant stakeholders regarding SIG1003 (g). Refer to the RCSS attachment for invitation, agenda, minutes and sign in sheets. The school's Leadership Team discussed plans with stakeholders at a community function on March 29, 2010 with additional meetings planned. The Richmond County Board of Education held a called Board Meeting April 1, 2010 to hear specific plans for SIG 1003(g) Grants. Additional plans will be updated at the April 13, 2010 Committee Meeting. The Richmond County Board of Education granted support for RCSS to apply for the SIG Grant for three schools. Monthly updates will be provided during RCBOE Committee Meetings and regular Superintendent's Leadership Team Meetings.

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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.

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.

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.

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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 schoolwide 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.

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LEA Application 2010

Attachment 1c
High School Profile

District Name: Richmond County
 School Name: Glenn Hills High School
 Grades: 09, 10, 11, 12
 School Enrollment Total: 944

NOTES: EDFacts data that is housed at the Georgia Department of Education will be provided in noted areas.

Enter data for all highlighted fields.

All data should be available.

SCHOOL DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP status	N	N	N	Y	n/a	n/a	n/a
AYP targets the school met	ELA	SI	ELA	SI, Math, ELA, Participation	n/a	n/a	n/a
AYP targets the school missed	Math, SI	ELA, Math	Math, SI	None	n/a	n/a	n/a
School improvement status	NI-2	NI-3	NI-4	NI-4	n/a	n/a	n/a
Number of days within the school year	180	180	180	180	n/a	n/a	n/a
Number of minutes within the school day	350	350	350	350	n/a	n/a	n/a
Number of minutes within the school year	63000	63000	63000	63000	n/a	n/a	n/a

Math – Mathematics; ELA – English Language Arts; SI – Second Indicator; NI – Needs Improvement; NI_AYP – Needs Improvement Made AYP; ADEQ – Adequate; ADEQ_DNM – Adequate Did Note meet

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LEA Application 2010

Attachment 1c
High School Profile

Enter data for all highlighted fields.

All data should be available.

Data based on students who completed the course or who are currently enrolled.

Enter "NA" in any fields for which you do not have data.

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	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	29.4	20	0	n/a	n/a	n/a
Graduation rate (percentage)	77.5	59.9	67.3	76	n/a	n/a	n/a
Dropout rate (percentage)	4.3	2.8	6.6	7	n/a	n/a	n/a
Student absent over 15 days rate (percentage)	21.1	34.8	35.8	33	n/a	n/a	n/a
Number of students completing advanced coursework (AP)	47	94	73	79	n/a	n/a	n/a
Percentage of students completing advanced coursework (AP)	4.40	9.78	7.185	*	n/a	n/a	n/a
Number of students completing advanced coursework (IB)	NA	NA	NA	*	n/a	n/a	n/a
Percentage of students completing advanced coursework (IB)	NA	NA	NA	*	n/a	n/a	n/a

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 1c
High School Profile

Enter data for all highlighted fields.

All data should be available.

Data based on students who completed the course or who are currently enrolled.

Enter "NA" in any fields for which you do not have data.

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of students completing advanced coursework (early-college high schools)	NA	NA	NA	N/A	n/a	n/a	n/a
Percentage of students completing advanced coursework (early-college high schools)	NA	NA	NA	N/A	n/a	n/a	n/a
Number of students completing advanced coursework (dual enrollment classes)	N/A	1	1	1	n/a	n/a	n/a
Percentage of students completing advanced coursework (dual enrollment classes)	N/A						
College enrollment rate	N/A	N/A	N/A	44	n/a	n/a	n/a
Number of discipline incidents coded as 900 as reported to state	8	15	15	N/A	n/a	n/a	n/a
Number of truants	N/A	N/A	69	N/A	n/a	n/a	n/a
Teacher attendance rate					n/a	n/a	n/a

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 1c
High School Profile

All data should be available.

Data as of 3/31/10.

Enter "NA" in any fields for which you do not have data.

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	82	80	80	80	n/a	n/a	n/a
Number of teachers evaluated	73	71	70	69	n/a	n/a	n/a
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory	100%	100%	100%	100%	n/a	n/a	n/a
Percentage rated Unsatisfactory	0	0	0	0	n/a	n/a	n/a
Percentage non-renewed	1%	0	1%	9%	n/a	n/a	n/a

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 1c
High School Profile

Grade 11 GHS GT English																					
Percent of Students Who Met or Exceeded																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	157	183	85.8	128	167	76.6	110	138	79.7	132	160	83	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	7	22	31.8	1	16	6.3	7	17	41.2	7	31	22	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage Economically Disadvantaged	114	139	82	102	132	77.3	94	114	82.5	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 1c
High School Profile

Grade 11 GHSGT English																					
Percent of Students Who Participated																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	193	197	98	180	190	94.7	158	164	96.3	164	165	99	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	22	24	91.7	18	21	85.7	23	23	100	31	31	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage Economically Disadvantaged	146	148	98.6	141	149	94.6	130	133	97.7	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 1c
High School Profile

Grade 11 GHSGT Mathematics																					
Percent of Students Who Met or Exceeded																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	86	183	47	87	167	52.1	62	139	44.6	134	153	87	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	3	23	13	2	16	12.5	4	17	23.5	6	29	24	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage Economically Disadvantaged	61	140	43.6	72	132	54.5	52	115	45.2	n/a	n/a	n/a									

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 1c
High School Profile

Grade 11 GHSGT Mathematics																					
Percent of Students Who Participated																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	198	207	95.7	184	194	94.8	160	169	94.7	152	153	99	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	24	25	96	20	22	90.9	23	25	92	28	29	99	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage Economically Disadvantaged	146	148	98.6	143	151	94.7	129	134	96.3	n/a	n/a	n/a									

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LEA Application 2010

Attachment 1c
High School Profile
High School Profile

Enter data for all highlighted fields.

All data should be available.

Based on Fall Semester data if available.

Enter "NA" in any fields for which you do not have data.

Mathematics I: Algebra/Geometry/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	Alg= 50% Geo =82% Stat = 50%	Alg= 62% Geo = 78% Stat = N/A	Alg= 49% Geo = 61% Stat = N/A	Alg= * Geo = * Stat = *	N/A	N/A	N/A
Percentage passed EOCT	Alg= 16% Geo = 21% Stat = N/A	Alg= 12% Geo = 25% Stat = N/A	Alg= 11% Geo = 13% Stat = N/A	Alg= * Geo = * Stat = *	N/A	N/A	N/A

Mathematics II: Geometry/Algebra II/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	N/A						
Percentage passed EOCT	N/A						

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

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LEA Application 2010

Attachment 1c
High School Profile

Enter data for all highlighted fields.

 All data should be available.

 Based on Fall Semester data if available.

Enter "NA" in any fields for which you do not have data.

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	68.39	65.10	87.89	*	n/a	n/a	n/a
Percentage passed EOCT	48.82	44.83	52.84	*	n/a	n/a	n/a

English Language Arts: American Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	84.98	83.41	91.81	*	n/a	n/a	n/a
Percentage passed EOCT	66.67	64.40	72.11	*	n/a	n/a	n/a

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LEA Application 2010

Attachment 2d
Transformation Model

LEA Name: Richmond County School System

School Name: Glenn Hills High School

The LEA must:

A1. Replace the principal who led the school prior to commencement of the transformation model.	
<p><u>Actions:</u></p> <p>In August 2009, The Richmond County School System replaced the principal at Glenn Hills High School. The current principal is Dr. Wayne Frazier. Dr. Frazier has a no-nonsense approach towards keeping the best interest of the student first and foremost. Dr. Frazier expects for increased levels of faculty commitment. He emphasizes the goals of the institution and is proactive when members offer more support and greater effort meeting these goals.</p>	<p><u>Timeline:</u></p> <p>August 2009 – May 2010</p>

A2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that	
<p>(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</p> <p>(2) Are designed and developed with teacher and principal involvement.</p>	
<p>Teacher Performance Evaluation</p> <p>The Classroom Analysis of State Standards (CLASS Keys) Teacher Evaluation System supports teachers' work in Standards-Based classrooms using the Georgia Performance Standards (GPS) to improve student learning. CLASS Keys is a performance appraisal process that guides the instructional practices of teachers and is based on teacher standards designed to evaluate teacher performance, promote professional growth, and positively impact student learning. In the same manner that the Georgia Performance Standards (GPS) guide student learning, the School Keys serves as a foundation for Georgia's comprehensive system of school improvement and support, and the Leader Keys defines effective, high impact practices that school and district leaders need to know, understand, and do.</p> <p>The Georgia Department of Education recommends a two-year implementation of CLASS Keys. The first year is designated a STUDY year, followed by a second year of IMPLEMENTATION of the process. The process is divided into: Pre-Evaluation Phase, Evidence Collection Phase, and Annual Evaluation Phase. Collaboration and feedback</p>	<p><u>Timeline:</u></p> <p><u>Year 1, Year 2, and Year 3</u> August 2010 – May 2013</p> <p>Year 1 July 2010 In-depth professional learning with faculty on CLASS Keys and Leaders Keys will begin. This will include any new faculty and staff.</p> <p>July 2010 – July 2011 CLASS Keys and Leader Keys will be studied by the faculty and staff for one year.</p> <p>July 2011 – July 2012 Implementation phase in terms of</p>

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between evaluator and evaluatee takes place throughout the process.

The CLASS Keys is organized into five strands: Curriculum and Planning, Standards-Based Instruction, Assessment of Student Learning, Professionalism, and Student Achievement. These five strands have been further developed and defined into performance standards and elements with rubrics that have accompanying evidence and artifacts. Additionally, the Georgia Teacher Duties and Responsibilities (GTDR) is included in the CLASS Keys and provides ongoing feedback.

The CLASS Keys' purpose is twofold: improvement and accountability. The CLASS Keys serve as both a formative and summative instrument to identify a teacher's level of performance on the elements through the use of evidence-based rubrics with four levels of performance.

Using collaborative teams, the school administrators and teaching staff will participate in a STUDY year of the CLASS Keys Teacher Evaluation System during the 2010-2011 school year. Developing a common language and a common understanding of how proficient implementation of the CLASS Keys elements looks is the desired result of the STUDY. As part of this STUDY year, teachers will complete the CLASS Keys Self-Assessment and Reflection piece of the Pre-Evaluation Phase of the CLASS Keys process. Teachers will identify individual strengths and areas for growth. Collaborative teams will identify common areas for professional growth. Using this information, along with the student/school needs and initiatives, the most crucial elements of growth will be identified and targeted for study. Implementation plans for identified elements will be monitored by the teams and updated as necessary throughout the STUDY year.

The collaborative teams will identify connections between the elements of the CLASS Keys and other initiatives in progress within the school. Teachers will understand that all efforts have a common focus of effective teaching and improved student learning.

The administrative team will participate in training on the CLASS Keys process, after which they will "practice" the steps of the process using CLASS Keys forms.

By spring of the STUDY year, teachers will again self-assess on the 26 elements (excludes the Student Achievement Strand). Using this information, they will move forward to the development of the Professional Growth Plan which is the second step of the Pre-Evaluation Phase of the CLASS Keys process. Administrators will participate in CLASS Keys Evaluator Training.

CLASS Keys will be fully implemented during the 2011-2012 school year.

practice of the CLASS Keys and the Leaders Keys with the faculty and staff will begin.

Year 1 , Year 2 , and Year 3
August 2010 – May 2013

Multiple measures of teachers' performance and student achievement data will be analyzed.

Year 1 , Year 2 , and Year 3
August 2010 – May 2013

At the beginning of each year, teachers will receive baseline data from identified assessments (formative and summative) and types of data such as perception and demographic. In some areas pre-assessments will be given. Goals for student achievement will be set by the teacher with input from the

School Improvement Grant 1003(g)

<p>The new performance evaluation tool will be used by the administrative team. The leadership team, instructional coaches and designated LEA representatives will also use the performance evaluation tool during focus walks for feedback purpose only (not for evaluation).</p> <p>An informal observation tool consists of all components of the CLASS Keys and standard based instruction evaluated during a GAPSS observation. The data compiled from the observation tool will be posted on the data wall for faculty and staff.</p> <p>Designated LEA representatives and leadership team will conduct monthly focus walks. School administrators will conduct observations three times per year for each teacher and weekly random informal observations. Instructional coaches will conduct daily observations and provide feedback to teachers.</p> <p>School administrators will meet weekly with instructional coaches for standards based instruction progress monitoring updates. The instructional coaches will keep administrators informed of which components of the instructional framework need improvement within the school and provide recommendations to improve teacher effectiveness.</p> <p>Teacher Effectiveness Evaluation Student data from formative assessments (STARS, Gate-McGinities, America’s Choice Math I and II and LEA created pre-assessments in Science and Social Studies) will be used as a baseline for student growth. Teacher made common assessments created on Data Director, from Learning Village and benchmark assessment results will be analyzed and tracked to monitor student growth throughout the year. Results of student achievement will be posted on the data wall.</p> <p>Student assessment data will be systematically collected by the teacher to support the evaluation process. Examples of student assessment data include:</p> <ul style="list-style-type: none">• Formative and summative classroom assessment data• Diagnostic assessment data• Informal assessment data such as checklists• Student work• Student self-assessments• Discipline referrals• Parent and student surveys• Achievement test data <p>A three year analysis of EOCT and GHSGT will be used as a baseline for current core teachers to be compared to the EOCT and GHSGT scores at the end of school year 2010-2011. For new teachers, pre-assessments given to students at the beginning of the school year will be compared to end of year scores to assess student growth.</p> <p>In addition to student achievement and performance observation data, student and parent surveys will be compiled to assess teacher performance and effectiveness.</p>	<p>principal.</p> <p>The CLASS Keys standard on Student Achievement will be monitored by identified assessments (formative and summative) throughout the year to determine teacher effectiveness.</p> <p>Teachers will meet with the principal quarterly to discuss their progress as evidenced in their portfolio.</p>
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Teacher and Principal Involvement

Glenn Hills High certified faculty and staff members will complete an efficacy survey at the beginning of the school year. The transformation leader and instructional coaches will meet with each certified faculty member to establish personal professional growth plans for the school year. The instructional coach will work with the teachers to assist them in meeting their professional growth plans. Mid-year the certified faculty member will have a conference with the transformation leader for a mid-year review. During this conference, the professional growth plan will be reviewed to adjust and address any professional learning needed to implement and help the teacher meet his/her goals.

At the end of the school year, the transformation leader will meet with each certified faculty member to discuss teacher performance and effectiveness using data compiled throughout the year and set goals for next year. Staff that fails to demonstrate effectiveness will be removed.

Data used by GHHS to measure student growth-student learning data, demographic data, process data and perception data:

- Student Learning Data
 - Benchmark Test Data
 - ELA: 9th Grade Literature & Composition
 - 11th Grade American Literature
 - Mathematics: Math I and Math II
 - Science: Physical Science and Biology
 - Social Studies: Economics and U.S. History
 - Pass Rate of GHHS courses
 - PSAT/SAT Data
 - Advanced Coursework Data
 - State 11th Grade Writing Assessment
 - GHSGT Data
 - Academic Performance in ELA and Mathematics for ALL, Black and Economically Disadvantaged
 - Second Indicator: Graduation Rate for ALL, Black and Economically Disadvantaged
 - EOCT Data
 - ELA: 9th Grade Literature & Composition
 - ELA : 11th Grade American Literature
 - Mathematics: Math I and Math II
 - Science: Physical Science and Biology
 - Social Studies: Economics and U.S. History
- Demographic Data
 - School Profile
 - Ethnicity
 - Free/Reduced Lunch
 - Students with Disabilities
 - ELL

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<ul style="list-style-type: none">• Homeless• Gifted Education• Graduation Rate• Retention Rate• Mobility Rate of Students• Faculty/Staff Demographics• Attrition Rate of Teachers/Administrators• Highly Qualified Teachers•○ Attendance<ul style="list-style-type: none">• Student<ul style="list-style-type: none">• Daily attendance• Class attendance• Tardiness• Early release• Teacher Attendance<ul style="list-style-type: none">• Sick/Personal Leave• Professional Leave• GHSGT Participation Rate in ELA and Mathematics for ALL, Black and Economically Disadvantaged• Response to Intervention [RTI] Data• Student Discipline<ul style="list-style-type: none">• Referrals• In School Suspensions• Out of School Suspensions• Expulsions• Referred to Tubman Education Center (Alternative Program)• Process Data<ul style="list-style-type: none">• School Improvement Plan• Corrective Action Addendum• Short Term Action Plans• Classroom Observation Data• Response to Intervention [RTI] Data• Perception Data<ul style="list-style-type: none">• Classroom Visitor Surveys (see attachment)• Principal's Student Advisory Committee <p>All data listed above is utilized or designed by the faculty and staff at GHHS or provided by the RCSS (LEA) or GaDOE in order to analyze student achievement.</p>	
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A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

Actions:

GHHS has developed a detailed plan to identify and reward faculty and staff based on increased student achievement and the high school graduation rate. [See Section A.5] A record of this award distribution plan will be maintained on site. RCSS is responsible for managing this process and may request that GHHS submit its award distribution plan to the local system.

RCSS will provide recognition banners to be presented to teachers in the fall of the second, third, and fourth school years (based on grant receipt) for academic gains in the previous school year. These awards will be based on a combination of indicators such as teacher attendance, grade distributions, student achievement, transformation competencies, etc.

Other awards for teachers identified by the transformation leader for performance on either gains made in student achievement or for excellence in student achievement may include, but are not limited to awards of certificates and recognition banners, flags, and/or signage, and press releases endorsed by the RCSS Superintendent and the RCSS Board of Education.

Timeline:

Year 1, 2, and 3

Beginning July 1, 2010 teachers will complete an addendum that specifically states teacher performance and student achievement data upon which rewards will be measured. Based on these measurements and data, the certified staff will receive incentives at the end of each academic year. The entire staff will receive incentives at the end of each year for increased graduation rate from one year to the next.

Faculty members who do not show growth and/or whose students' achievement does not show progress, even after support has been provided, will be identified and removed based on the CLASS Keys Teacher Performance Evaluation.

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LEA Application 2010

Attachment 2d
Transformation Model

LEA Name: Richmond County School System

School Name: Glenn Hills High School

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

Actions:

Glenn Hills High School recognizes that common assessments and collaborative analysis of student work are vital components for effective instruction in order to create and support high levels of learning for all students. Furthermore, professional learning is the means by which teachers, administrators, and other staff members acquire, enhance, and refine the knowledge, skills, and commitment that is necessary to create and support high levels of learning for all students. It is also understood at GHHS, teachers collaborating with peers for a clear, focused purpose based on specific, identified student needs is one of the most effective professional learning designs.

Please note that the selection of and year of training of teachers for professional development was developed strategically with careful consideration given to the amount of required training in each of the components of this reform model. [See ATTACHEMENT B: Glenn Hills High School Professional Learning Calendar]

In June 2010, the Glenn Hills High School Leadership Team will participate in the GaDOE Summer Leadership Academy to better prepare for implementing a continuous school improvement process that addresses holistic student growth.

Glenn Hills High and Josey High Schools plan to collaboratively address many components of the extensive, necessary professional learning during both the summer(s) and during the academic year(s) outlined below. Professional learning conducted by America’s Choice and/or to meet requirements for implementing the components of the America’s Choice program in particular will be collaboratively addressed whenever possible to implement as efficiently as possible.

GHHS Professional Learning Institute

The foundation of the GHHS Professional Learning Institute is standards based instruction and learning. GHHS will implement various professional learning designs for the staff that will provide appropriate structures for adult learning with follow up:

- ESW - Content area teachers will meet twice a month during a common planning time to collaborate on examining student work

Timeline:

Year 1 , Year 2 , and Year 3
August 2010 – May 2013

Targeted Professional Learning based on the needs of faculty and staff will include the following topics: CLASS Keys, Leader Keys, Active Literacy, America’s Choice, Advanced Placement Certification, Great Books, Inclusion/ Co Teaching, Leadership Academy, Reading Endorsement, Thinking Maps, Transformation Retreat.

[See ATTACHEMENT B: Glenn Hills High School Professional Learning Calendar]

Professional Learning will be continued and sustained over the course of three years and thereafter on the following during the school day: Active Literacy, Analysis of Student Work, Assessment (Common, Formative, Summative), Data Teams, Differentiated Instruction, GaDOE CLASS Keys, Leadership Team & the School, Improvement Process, Quality Core Training (America’s Choice), Standards Based Classrooms, Team Building (Faculty & Staff), Thinking Maps.

Year 1 , Year 2 , and Year 3
August 2010 – May 2013

Georgia CLASS Keys, Standards Based Instruction and Curriculum and Planning strands. The staff will receive thirty (30) hours of PL held once a month from three to five. The

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and developing common assessments followed by analyzing results.

- LP - Content teacher teams will meet weekly to develop unit/lesson plans and analyze teacher assignments to ensure rigor, (depth of knowledge) and the implementation of GPS.
- PM - Departments will meet monthly to monitor student achievement progress looking at pass rate per department.
- PO - Focused peer observations plus debriefing sessions aligned to implemented instructional strategy for the month.
- Video reflections twice per year for self reflection.
- Implementation of the instructional coaching cycle by instructional coaches and administration.
- LT - Learning teams will meet twice a month to study research on identified best practices to be implemented.
- Participation in workshops, conferences, and/or approved, aligned training opportunities provided by RCSS, GaDOE and America's Choice.

PLI Schedule [during the school day]					
	Mon	Tues	Wed	Thurs	Fri
Wk 1	PM	LP	ESW	PO	PO Debrief
Wk 2		LP	LT		
Wk 3		LP	LT		
Wk 4		LP	ESW		

The purpose of the Professional Learning Institute at Glenn Hills High is to establish and maintain a professional learning community designed to assist teachers in taking responsibility for their ongoing professional growth in order to support high levels of learning for all students. To insure that this takes place, Glenn Hills High School will coordinate with America's Choice as well as RCSS and GaDOE content area facilitators to establish a three year professional learning plan that is needs based, content-related, job-embedded and rigorous. This plan will be aligned with GHHS's two major areas of focus:

- a. Effective use of rigorous instructional and assessment practices through consistent collaboration in order to improve the academic achievement of all students.
- b. A school culture that is conducive and motivational for student and adult learning which includes a pervasive safe and orderly climate; established safety net programs that address students' academic, social and emotional challenges; ongoing, differentiated professional learning that addresses adult needs.

The ultimate goal of the PLI is to provide a basis of support for teachers working together in order to acquire needed content knowledge, devise

workshops will be provided by content area teachers, America's Choice, RESA consultants, RCSS, SPED Liaison, and the Georgia Department of Education. The sessions will provide both large group and small group interaction. Teachers will develop a portfolio containing artifacts and evidences of the implementation of professional learning into their classroom instruction.

Common Collaborative planning time :

- 1) Teacher meetings will provide time for teachers to collaborate about the analysis of student work, understanding standards, using data, planning for rigor, etc.
- 2) Continued support in new GPS mathematics curriculum implementation during learning team meetings.
- 3) Study groups will provide time for teachers to study research on particular topics from journal articles and books.

Year 1 , Year 2 , and Year 3
August 2010 – May 2013

Thinking Maps (TMs), Active Literacy, and Common Assessments consultants will provide follow-up to the GaDOE trainings, along with the America's Choice full time technical assistant. The professional learning will be planned during the school day giving teachers release time and will also provide modeling and demonstrations.

Other components of America's Choice Professional Learning model will be carried out during the 45 days of Technical Assistance.

Sustainability

Glenn Hills High School will continue this model of professional learning, monitoring and assessing to ensure that teachers are provided content knowledge, pedagogy skills, and have the most impact on student

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<p>improved strategies for learning and to make certain that rigorous instruction with depth of knowledge is consistent and pervasive throughout all the classrooms of GHHS.</p> <p>To ensure quality instruction that results in increased student achievement, the following topics will be addressed through the GHHS Professional Learning Institute [See Attachment B: Professional Learning Calendar] over the next three years:</p> <ul style="list-style-type: none"> • Active Literacy • Assessment (Common, Formative, Summative) • Data Teams • Differentiated Instruction • Examining Student Work • GaDOE CLASS Keys • Leadership Team & the School Improvement Process • Quality Core Training (America’s Choice) • Standards Based Classrooms • Team Building (Faculty & Staff) • Thinking Maps • Diagnostic Assessment data <p>It is Glenn Hills High School’s goal to establish a true professional learning community which is much more than getting information one time. It is also acquisition and effective utilization of new information which manifests in returning to the classroom to practice with appropriate follow up. It is also recognizing that we will continually work towards fully operational levels and sustainability in all areas of curriculum and instruction.</p> <p><u>Advanced Placement (AP) Certification</u></p> <p>The lack of rigor in the classrooms is evident. The classroom experience should be active, deep and engaging to enhance student achievement. All GHHS certified staff will earn AP certification in order to increase AP course offerings as well as increase the rigor in all courses. Within three years, at least two Advanced Placement courses will be offered in every core content area department. However since teachers will have AP certification this will increase the rigor in the classroom.</p> <p><u>Advisor / Advisee Program</u></p> <p>An advisor/advisee program will be implemented in order to address the students’ academic, social, and emotional needs. The guidance staff will plan the content for each of the sessions and will conduct ongoing planning/training sessions with the faculty advisors throughout the school year. Teachers will then conduct regular sessions with their assigned advisees. [See Attachment E]</p>	<p>achievement.</p> <p>Year two will provide a deeper level of professional development with each of the areas from year one. Math III and English 10 will be implemented and the Quality Core training will be provided for those teachers. New teachers will be assigned a mentor and provided professional development needed to support their success in the classroom.</p> <p>June 2010 The leadership team (4 administrators and 6 teachers) will attend the Summer Leadership Academy June 14-17, 2010.</p> <p>June 2010-September 2010 The leadership teams from T. W. Josey and GHHS will meet during June, July, and August to coordinate plans and develop a calendar for the coming year.</p> <p>Year 2 and 3 The leadership teams from both schools will share analysis of the school’s data to revise the coordination of plans in collaborative professional learning initiatives.</p> <p>Sustainability: The two SIG schools of TWJosey and Glenn Hills High School will continue this collaboration to provide extensive</p>
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<p><u>Reading Endorsement</u></p> <p>The lack of reading literacy skills is a primary cause for many seniors not passing the Georgia High School Graduation Test in Science and Social Studies. Focused instruction for identified students in reading literacy early in their high school career is a must. This also means providing professional learning for teachers in reading literacy is also a must. Therefore, all GHHS staff and instructional coaches will receive reading endorsement over the next three years through a partnership with Augusta State University. The reading endorsement will be required of instructional coaches and all core content teachers within three years.</p>	<p>the QC process to ensure instructional rigor in teaching the GPS and using the GaDOE frameworks.</p> <p>English 11 Literacy Navigator Chemistry or Physics US History Continued Math II Math II Support Math Navigator Math III Support Math III Support Math Navigator Continued English 9 English 10 Literacy Navigator Continued Ramp Up to Advance Literacy Continued Physical Science, Biology Continued All Social Studies</p> <p>Sustainability QC will be continued through the Glenn Hills High School Professional Learning Institute, facilitated by the instructional coaches and the district professional learning program.</p> <p>Year 1, 2, 3, and Sustainability The study groups will be embedded into the schedule each year which will allow for sustainability for the future.</p>
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This training will be provided on-site.

Staff Study Groups

America's Choice has an after school professional learning design that is built into the school day. Study groups will be formed to facilitate this plan for professional learning. On the first and third Wednesday of each month, study groups meet for book studies or various periodical readings. On the second and fourth Wednesday of each month, the departmental meeting takes place. In these meetings there is a focus on Common Assessment. Finally, the fourth Thursday of each month, the entire faculty and staff come together for an America's Choice faculty meeting. In this meeting, a study group and department presents on the follow up of the professional learning that has taken place during the month. Books and various curricular materials may be needed to enhance the America's Choice professional learning design.

America's Choice Professional Learning Staff Study Groups (after school)					
	Mon	Tues	Wed	Thurs	Fri
Week 1			FBS		
Week 2			DM		
Week 3			FBS		
Week 4			DM	FM	

Thinking Maps Training (GaDOE)

All GHHS staff and faculty will attend GaDOE TM training for three (3) days in the summer prior to Year Two of this grant implementation. On-site follow up training will be provided throughout the year by TM consultants. Further professional learning will be provided during collaborative planning by coaches, GaDOE and America's Choice.

Additional Professional Learning that will be provided to teachers during the school day:

Math Manipulative Training (ETC)

Professional learning on incorporating math manipulative prior to school year with follow up sessions throughout the year. Sessions to include Geometer's Sketch Pad, and TI-84 graphing calculators

Response to Intervention Training (RTI)

To ensure GHHS addresses the need of struggling learners. See A6.

Science Training (RCSS)

Professional learning on incorporating the inquiry based model in all science classes prior to school year with follow up sessions throughout the year.

Year 1
Through the partnership with ETC the professional learning will be provided

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Writers Workshop

All GHHS staff will attend writing across the curriculum professional learning that will be embraced in all classrooms.

Technology

Technology acts as a catalyst for essential change in the way students of the 21st Century learn and it will inspire teachers to teach innovatively. It is also the preeminent method to differentiate instruction, establish and monitor data driven instruction and decisions, and it enhances standards based instruction. Glenn Hills High School (GHHS) learners are very unique; therefore, we must accommodate each learner's needs in a diversified manner. In order to do so, and to create a learning environment that is rigorous, relevant, and differentiated, technology will be an essential component to Glenn Hills High School's instructional program. Students will be able to use a computer at least two or three times a week to produce projects, compose essays, research, remediate, accelerate, and/or to take assessments. Moreover, technology caters to each student's intelligence (verbal/linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, and musical intelligences), and GHHS wants to develop each student holistically and expose and engage them to other intelligences. Technology makes instruction more student-centered, encourages cooperative learning, stimulates teacher/student interaction, and makes learning "inquiry-based". Technology will transform the present classroom into a contemporary learning environment to improve and enhance student achievement. The technology purchases will be inventoried, monitored, updated, repaired, and maintained by the technology support specialist.

Currently, GHHS has approximately 40 computers that serve 944 students for all of their technical needs. The current operating system that the computers at GHHS run is Windows Vista or later versions, which causes many technical delays during test and assignment. The technology component of GHHS' instructional program will be enhanced by:

- Updating the current computer lab.
- Adding mobile labs.
- Installing Promethean Boards.
- Outfitting for wireless access.
- Installing data drops and electrical outlets.
- Networking printers.

Updating Computer labs:

Updated computer labs are needed to ensure our instructional program is successful and assessments are conducted and monitored. Students that have failed courses will be scheduled in the lab for PLATO and credit recovery. Students will be assigned PLATO courses based on the

for all staff focused on the implementation. The technology specialist and technical assistant will provide immediate assistance and training to individual and groups of teachers to ensure technology is used effectively.

Year 2 and 3

Continue the partnership with ETC. The professional learning will continue to focus on the use of embedded technology during instruction. The technology specialist and technical assistant will continue to provide immediate assistance and training to individual and groups of teachers to ensure technology is used effectively.

Sustainability

Continue the partnership with ETC. The professional learning will continue to focus on the use of embedded technology during instruction. The sustainability of the technology specialist and technical assistant will depend on other funds, but if none are available then a cadre of effective teachers/staff will provide the needed assistance and training to individual and groups of teachers to ensure that effective use is continued.

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schedule that will be content specific and with a teacher that is certified in that particular content. The PLATO and credit recovery courses will be offered during class periods, lunch break (students' choice), and after school and Saturday school. PLATO and credit recovery will assist in increasing our graduation rate, reduce class sizes, and provide student with alternate methods of recovering Carnegie units.

Students will be required to take the STAR Assessment (at least three times a year), which is a computerized assessment. This assessment provides a reading level for each student and provides documentation for Response to Intervention (RTI). The students will be able to test monthly or as needed.

Teachers will use the computers to monitor and assess understanding for Advanced Placement (AP), Benchmark assessments, End of Course Test (EOCT), and Georgia High School Graduation Test (GHSGT). US Testprep is an online assessment program that provides teachers with assessments, educational games, and data to monitor students' individually and as a class holistically. Teachers then, design a learning path that caters to each student's weaknesses.

Promethean Board~ ActivClassroom (Technology)

All of GHHS' core content teachers have Promethean Boards with the exception of a foreign language teacher, a math teacher and the SPED department. To aid in keeping classrooms similar in terms of the instructional resources that the teachers have available, GHHS would need to purchase additional Promethean Boards. Promethean Boards make learning more interactive and engaging for all students and provide hands on activities, visuals and audio support to address the students' learning styles. Students will be able to collect, analyze, and create graphs and data, color maps and graphs and compare and contrast them. Use and read textbooks online, create and complete graphic organizers. Watch educational videos, participate in educational games, watch a variety of science processes and experiments, view interactive timelines, etc. Also, the ActivClassroom technology allows teachers to differentiate based on learning styles and learning levels, customize assessment, and analyze the data. Our teachers have been provided with professional learning on the Promethean Boards. The Special Education self-contained and pull-out teachers will receive a Promethean Board to ensure special education students receive the same resources as the general education population.

Mobile Labs:

The mobile labs will assist with implementing and monitoring America's Choice Math and Literacy Navigator. Common assessments on Georgia online-assessment will be conducted on a recurring and systematic basis. Students will also use the mobile labs for SAT online initiative to improve high stakes testing at GHHS. Moreover, the mobile labs will

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reduce transition time, therefore, increasing instructional time. All students, including Special Education and English as Second Language Learners, will have access to the mobile labs.

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<p>A5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>	
<p>Actions: <u>Monetary Rewards</u></p> <p>In an effort to retain and recruit staff to Glenn Hills High that will be effective in meeting the needs of our students, RCSS will budget for and distribute financial incentives to all certified staff and classified staff who successfully meet established criteria. These financial incentives outlined below are intended to reward teacher performance, student achievement and other factors influencing student success specified in the contract addendum. Such incentives will only be available for a time period dependent on the number of years the school receives funding through the School Improvement Grant (SIG) in this application.</p> <p>Rewarding of the incentives is based on the criteria set forth below:</p> <ul style="list-style-type: none"> • A stipend of \$2000 in year 1, \$2000 in year 2, and \$1000 in year 3 will be available to all certified staff. The amount of the stipend is strategically planned to be distributed incrementally at the end of each semester in descending amounts over the three years of this grant period. Receipt of this stipend will be based on satisfactory results upon completion of mid-year and end of year performance reviews related to the contract addendum. All certified staff will be required to participate in all professional learning sessions and successfully complete any assignments; participate in all collaborative team sessions, department and faculty meetings and any staff retreats; conduct tutoring sessions outside the regular school day at least once a week; and implement a detailed grade recovery plan that is collaboratively developed by the content department members as well as all other criteria specified in the contract addendum (See Attachment D for complete contract addendum). <p>Many staff members at GHHS have begun to truly practice “whatever it takes” during the current school year and should be rewarded for their efforts. Secondly, in order to establish a consistent and pervasive climate necessary to meet the extensive needs of GHHS students, we must motivate all faculty and staff to practice “whatever it takes” and establish this culture at GHHS. Rewarding their successes with this stipend will result in an increasingly positive culture that should grow and strengthen over the next three years. This climate of success will be sustainable through continued recognition and rewards that are not necessarily financial.</p> <ul style="list-style-type: none"> • A stipend of \$1,500 in year 1, \$1000 in year 2, and \$500 in year 3 will be available to all classified staff. The amount of the stipend is strategically planned to be distributed incrementally at the end of each semester in descending amounts over the three years of this grant period. All classified staff will have additional duties and responsibilities specified in their employment addenda. (See Attachment D for specific classified employee addenda). <p>Receipt of this stipend will be based on satisfactory results upon</p>	<p>Timeline: Year 1, 2, and 3</p> <p>Upon the return to school in July of each year, teachers and staff will sign the addendum [See Attachment D] which addresses the criteria in order to receive the awards and incentives. Teachers’ performance will be based on the CLASS Keys, individuals’ goals, and targeted goals established from the GHSGT and Graduation Rate.</p> <p>Each year teachers and staff will repeat this process based on the accomplishments from the previous year.</p> <p>Year 1, 2, and 3</p> <p>For the specifics from one year to the next see the charts to the left under Rewarding of the incentives is based on the criteria set forth below.</p> <p>Sustainability:</p> <p>If at any time the funds from the grant are not available, any award or performance incentive pay will be discontinued immediately.</p>

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completion of the mid-year and end of year performance reviews directly related to the employment addendum.

Certified Staff	Classified Staff
Teachers	Intervention Specialist
Media Specialists	Parent Facilitator
Counselors	Paraprofessionals
Instructional Coaches	Custodians
Assistant Principals	Food Services
Principal	Secretaries
Technical Support Specialist	Data Clerk
Drop-Out Prevention Specialist	

- All ELA, mathematics, science, and social studies teachers have the opportunity to earn an additional monetary performance reward of \$300.00. This opportunity is for meeting an individual SMART goal that is based on increased student achievement. At the beginning of each school year, every ELA, mathematics, science, and social studies teacher will develop a SMART goal that addresses raising student achievement. The measurement for increased student achievement may include RCSS benchmark scores, America’s Choice assessments and/or other means of formative assessment. This measurement will be aligned with the CLASS Keys progress monitoring system (outlined in Section A.3) and used to determine each teacher’s progress toward meeting his/her individual goal. The SMART goal will be developed in conjunction with and must be approved by a GHHS administrator and appropriate RCSS personnel. This reward will be distributed at the end of each of the three school years covered in this grant.

All faculty and staff members have the opportunity to earn another monetary reward based on meeting each of the Performance Targets of up to a total of \$600.00 (\$200 per performance target) outlined below:

Glenn Hills High School Performance Targets	2010-2011	2011-2012	2012-2013
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Graduation Rate	5% increase from 2009-2010	5% increase from 2010-2011	5% increase from 2011-2012
Math (GHSGT)	5% increase from 2009-2010	5% increase from 2010-2011	5% increase from 2011-2012
ELA (GHSGT)	5% increase from 2009-2010	5% increase from 2010-2011	4% increase from 2011-2012

One objective of GHHS is for the school's culture to reflect norms, values, standards, and practices that reinforce the academic, social, emotional, and positive relational growth of each student as well as a commitment to professional growth of all educators. In an effort to meet the school-wide performance targets, all faculty and staff members must work together to ensure that students' academic experiences are enhanced. If any performance targets are not met, GHHS will use those funds to provide intense professional learning identified through root cause analysis to address the underlying factors that prevented GHHS from meeting the performance target that was not met.

If at any time the funds from the grant are not available, any performance incentives pay will be discontinued immediately.

Non-Monetary Rewards

If at any point within the three-year grant the funds should end, the LEA and school will continue to provide recognition for transformation staff through non-monetary means. Other teacher recognition for gains made through student achievement may include certificates, recognition banners/flags, and flexible working hours.

Opportunities for Promotion and Career Growth:

In order to better meet identified individual student needs, GHHS will adjust the daily, weekly and yearly calendar as outlined in section A.8. This will result in opportunities for more flexible work conditions for some faculty and staff.

GHHS administrators and leadership team members in conjunction with appropriate RCSS personnel will develop specific duties and responsibilities aligned to the GHHS school improvement plan and transformation model for the staff listed below. This should provide increased opportunities for promotion and career growth.

Department Chairpersons

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<p>Instructional Coaches Assistant Principals Intervention Specialist Guidance Counselors Community Partnership Facilitator Leadership Team Members Reading Specialist Rising Stars</p>	
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A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

Actions:

Glenn Hills High School recognizes that common assessments and collaborative analysis of student work are vital components for effective instruction in order to create and support high levels of learning for all students.

Four years ago, 432 students enrolled at Glenn Hills High School as Freshmen. Currently, 168 remain as Seniors that will attempt to graduate. To aid in closing this gap, GHHS will adopt the America's Choice, America's College Testing (ACT) and Rigor & Readiness to supplement the Georgia Performance Standards to enhance student achievement and to ensure vertical alignment from one grade to the next. Rigor & Readiness is a multi-year, research-driven initiative designed to create a school environment focused on college and career readiness using a coherent system of instructional and curricular resources, longitudinal assessment, tiered intervention strategies, and professional development to prepare students for college and career readiness in three dimensions: academic readiness, academic behavior, and academic and career planning. Glenn Hills High School administration, faculty and staff will be in its initial stage of implementation.

The Leadership Team will analyze and disaggregate data from CRCT, EOCT, Gates-MacGinitie Reading Test and the county wide universal screening using STAR by Renaissance Learning to identify struggling students in mathematics and English language arts. Each department will create and submit, for approval, a Response to Intervention (RTI) academic plan to the Instructional Team.

The Leadership Team will monitor the implementation of GPS, RTI plans and other instructional best practices that are identified from the data as needs improvement using an observation tool adapted from GAPSS and Georgia CLASS Keys. The design monitors student performance using state assessments, benchmarks, Explore, Plan, Act, and pre and post-tests for Navigator intervention program and Ramp-Up courses. The Quality Core instruction provides twelve core courses in English, mathematics, science, and social studies that will be phased in over a three (3) year period.

Math:

The Mathematics teachers will teach the Georgia Performance Standards using Carnegie Learning resources. Students will be provided math instruction in a collaborative learning environment and teachers will use manipulatives as necessary. This approach helps students spend more time being active learners during class periods.

The performance tasks and learning activities in the Carnegie Mathematics resources address both mathematical content and process

Timeline:

Year 1, 2, and 3

The GHHS staff will review the expectations for standards-based instruction and will increase monitoring and feedback with a specific schedule as outlined in A5.

Year 1, 2, and 3

Partnership and implementation with America's Choice/Rigor and Readiness/ACT design. Hire (as long as grant funds are available) an America's Choice consultant to serve GHHS full time (see A4) to work with the core content faculty on content and pedagogy and to support standards-based instruction.

Sustainability

With the intensive support of the AC consultant, the GHHS instructional coaches will be better prepared to continue providing faculty with specific content and pedagogy. Teachers that have received this intensive support will be models and mentors to others in standards-based instruction.

Year 1, 2 and 3

Teachers will attend professional learning to design instruction that will be rigorous, high quality, and data driven. Teachers will be monitored by the administration, AC consultants; GaDOE State Director, instructional coaches, and LT to determine teacher effectiveness and student achievement

Sustainability

With the intensive support of the AC consultant, the GHHS instructional coaches will be better prepared to continue providing faculty with support.

Year One

August 2010-May 2011

Carnegie Learning

Georgia Performance Standards

Quality Core Design

Math I Support

Math II Support

Math Navigator

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<p>standards. Students develop skills to work cooperatively to solve problems. Additionally, they improve their reasoning and communication skills. The learning resources provide an opportunity for extended investigations, analysis and alternate solution paths. Each student is given a text that they can write in whether it is taking notes, highlighting key data in a problem, solving a problem, or writing complete sentences to describe problem solving strategies. Students will use real-world situations in their math problems. The math problems are designed to emphasize connections between verbal, numeric, graphic and algebraic representations.</p>	<p>Year Two August 2011-May 2012 Math III Support Math Navigator</p> <p>Year Three August 2012-May 2013 Continued Support</p>
<p>Math has been a weakness at Glenn Hills High School for several years. The Rigor & Readiness Quality Core design training will be provided to all math teachers of ninth grade students with the implementation of Math I and Math II and support classes for 2010-2011. The Quality Core design will also be utilized in all math courses to ensure instructional rigor in teaching the GPS and using the GaDOE frameworks. Math III will be added in 2011-2012. With each year of implementation, teacher training will deepen the teachers' knowledge base in content and planning.</p>	
<p><u>English/Language Arts:</u> ELA is a strength for Glenn Hills High School, but there is still much room for growth. The Rigor & Readiness Quality Core design training will be provided to all ELA teachers of ninth grade with the implementation of English 9 and Ramp-Up in 2010-2011, English 10 and Ramp-Up in 2011-2012, English 11 and Ramp-Up in 2012-2013. The Quality Core design will also be utilized in all English/Language Arts courses to ensure instructional rigor in teaching the GPS and using the GaDOE frameworks. With each year of implementation, teacher training will deepen the teachers' knowledge base in content and planning for instruction at a rigorous level. All ELA teachers will collaborate to maintain consistency from grade to grade, course to course. Other support resources that will be used are Carnegie Learning and Navigator.</p>	<p>Year One August 2010-2011 Quality Core Design English 9 Ramp Up to Advance Literacy Literacy Navigator Read 180</p> <p>Year Two August 2011-2012 English 10 Literacy Navigator</p> <p>Year Three August 2012-2013 English 11 Literacy Navigator</p>
<p><u>Science:</u> GHHS will provide students with more tactile activities in Science. All teachers in the area of Science will teach the Georgia Performance Standards. All students will participate in at least nine hands-on science experiences per nine-week grading period. Students will take a Habits of Mind Benchmark at the end of each nine-week period. All students are required to participate in the science fair as a team project or individual project. Laboratory activities and science fair projects are all required performance tasks. These tasks are rigorous and are also interdisciplinary in nature as they require students to research, write, and use mathematical skills and concepts.</p>	<p>Year One August 2010-2011 Quality Core Design Physical Science Biology</p> <p>Year Two August 2011-2012 Physical Science continued Biology continued</p>
<p><u>Social Studies:</u></p>	<p>Year Three August 2012-2013 Chemistry or Physics</p>

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The Social Studies curriculum will be engaging, reality-based, rigorous, performance-based, and differentiated to all learners' individual needs. The students will explore American Government/Civics (governance and institutions), United States History to 1865 and since 1865 (conflict, change, and continuity over time), Geography (relating location and culture), and World History (movement, migration, and technological innovation). Learners will research and debate controversial topics and identify and analyze secondary and primary documents. The Rigor & Readiness Quality Core design will provide the social studies teachers the rigor needed to continue to make the progress social studies has seen over the past three (3) years. All social studies teachers will collaborate to maintain consistency from grade to grade, course to course. The US History Quality Core lessons will not be introduced through America's Choice until 2012-2013 and Economics Quality Core lesson will not be introduced through America's Choice until 2012-2013, but all teachers will implement the Quality Core planning design in 2011-2012 to ensure instructional rigor in teaching the GPS and using the GaDOE frameworks. With each year of implementation, teacher training will deepen the teachers' knowledge base in content and planning for instruction at a rigorous level.

Response To Intervention Process:

The RTI Coordinator will create RTI educational teams to support targeted students. The RTI educational team will decide on the following:

- What tier should the targeted students be placed?
- When to adjust the targeted students' schedule?
- What resources are needed?
- Analyze and monitor the targeted students' data.
- A meeting schedule.
- Create a plan of success for each targeted student.
- Needed interventions.
- Create a monitoring progress program for each student.
- Ensure notes and recommendations are documented.
- Ensure all the teachers of the targeted students' have the plan of success.

Tier 1: Targeted learners will be identified by~ STARS Universal Screening, CRCT, EOCT, GHSGT, Lexile Scores, IEP, discipline, and attendance records, and student grades.

Year One
 August 2010-2011
 Quality Core Design
 All Social Studies

Year Two
 August 2011-2012
 All Social Studies continued

Year Three
 August 2012-2013
 US History
 August 2013-2014
 Economics

Timeline:

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Tier 2: Targeted learners will receive a block schedule to be remediated in Math (Math support) and/or reading (Reading 180), and meet with the reading and/or math specialist (weekly). Learners will meet with school personnel to address (discipline, attendance, family issues) social and emotional challenges (weekly). Students will be closely monitored and their schedules and instruction will be adjusted as needed. An initial meeting will be held with the counselor, instructional coach, administrator, parents, and targeted learners. Targeted learners will be advised monthly by their counselor and teacher advisor in order to monitor grades and all other challenges.

Tier 3: Start the RTI Process. Create a plan of success with targeted learners, administrator, instructional coach, counselor, education team, and parents. Targeted learners will be required to attend Afterschool and Saturday school extending learning programs. Targeted learners will be provided with a tracking sheet to be monitored by their counselor weekly. If targeted learners are off-track, they will have a meeting with the counselor and teacher advisor. If they remain off-track for more than two weeks, an emergency meeting will be called with the education team, administration, student, parents, instructional coach, teacher advisor, and counselor.

Tier 4: Special Education will be monitored weekly. More communication will be initiated between the parents, counselors, and the education team. The special education students will be assigned a mentor from the school or community (approved by the board) to track them weekly and report feedback to their counselor, their teacher advisor, counselor and teacher.

America's Choice

The available data on GHHS' student learning, demographics, process, perception, and the school culture in conjunction with America's Choice will aid in providing the academic and holistic foundation for our students. Therefore, GHHS' partnership with America's Choice will offer a comprehensive research-based school reform model that will provide support for all areas in need of improvement. Academically and occupationally, America's Choice has an assessment system, assisting students entering college and the job market and it is aligned with Georgia state standards. America's Choice quality core curriculum in conjunction with American College Testing (ACT) assessment program is researched based and aligned with the end-of-course examinations. Aligned to provide college and career readiness standards, and safety net interventions. They offer the most current research on strategies to overcome students' misconceptions and to accelerate their learning. Holistically, America's Choice provides psychosocial development that motivates, supports, and inventories occupational opportunities for the students. America's Choice also provides professional development for teachers that are tailored to the standards, curriculum, research-based best practices instructional strategies, assessments and institutional supports to establish and sustain student achievement at GHHS. Some of the services that will be provided by America's Choice reform model are: coaching, professional development, site-specific technical assistance for

Timeline:

Over all instructional program August 2010-2013

Year 1, 2, and 3

Specific course in math, ELA, science and social studies will be phased in over the next three years.

Sustainability

Instructional coaches and department chairs will identify teachers that will provide support and training through the professional learning collaborative to ensure that consistency is sustained.

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school leaders, teachers, and guidance staff, aid in strengthening the instructional leadership in the building and, encourage parents and the community to motivate and support students. These areas are consistent with the Georgia School Keys and CLASS Keys. It is believed that once all of these components are in place; there will be a strong foundational improvement in Glenn Hills High School to build upon and sustain for the future.

Glenn Hills High School implementation process is below:

Year One: Initial Implementation (2010-2011)

- Build a school wide commitment to the understanding of the America's Choice design.
- Develop a school wide rigorous and comprehensive instructional program.
- Develop a school wide understanding of standards and how to effectively analyze student work to drive school improvement.
- Plan to use data to improve learning.
- Develop a distributed leadership model.
- Plan for the implementation of the America's Choice design.
- Establish math institutes that include Ramp-Up, Math Navigator, Carnegie Learning, manipulative usage, and Georgia Performance Standards (GPS).
- Establish literacy institutes that include Ramp-Up Literacy, Literacy Navigator, and Georgia Performance Standards.
- Build the skills of science and social studies teachers in content literacy.
- Implement the 25 Book Campaign.
- Build a professional learning community.
- Plan for implementation of the 9th Grade Academy.
- Vertical alignment with elementary (Glenn Hills Elementary) and middle schools (Glenn Hills and Morgan Road).

This initial implementation phase will begin with a comprehensive GAPPs Analysis. This initial implementation phase will assist in establishing a deep understanding of the America's Choice design and how it will coordinate with the state's GPS. The staff will begin the process of moving to a level of understanding in order to implement these research-based practices. The goal of year one is for teachers and school administrators to begin transformations that are consistent with the reforms and coincide with established indicators that reflect and assess the reform's effectiveness.

Year Two: Emphasis on Standards-Based Instruction in Math and ELA (2011-2012)

- Implement the 9th Grade Academy
- Plan for implementation of the 10th Grade Academy.
- Deepen the school-wide use of standards and analyzing student work as it relates to standards-based instruction.
- Extend work in ELA with Literacy Navigator and Read 180 as interventions.
- Continue adjusting the Mathematics institute, Ramp-Up programs, Carnegie Learning, manipulative usage, and Georgia

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Performance Standards.

- Establish literacy institutes that include Ramp-Up Literacy, Literacy Navigator, and Georgia Performance Standards.
- Begin implementing Science Institutes for the science department.
- Begin implementing Social Studies Institutes for the social studies department.
- Plan to use data to improve learning.
- Continue the development of a professional learning community.
- Continue vertical alignment with elementary (Glenn Hills Elementary) and middle schools (Glenn Hills and Morgan Road).

GAPSS Analysis will be used to determine the progress of year two and its satisfactory implementation. The goal of year two for GHHS entails moving to a deeper level of understanding of research-based practices that sets up year three initiatives.

A structured and detailed plan will be developed with the assistance of administration, LT, America's Choice, the GaDOE School Improvement Specialist, and GaDOE Math Facilitator that will assess year two's progress. Year two's data will guide the planning for year three.

Year Three: Continue Standards-Based Instruction in Science, (2012-2013)

- Implement the 10th Grade Academy.
- Continue monitoring, implementing, and adjusting the 9th Grade Academy.
- Going beyond Ramp-Up with Literacy institutes.
- Intensify the math institutes, Ramp-Up Math, Navigator Math, Carnegie Learning, manipulative usage and Georgia Performance Standards.
- Intensify literacy institutes that include Ramp-Up Literacy, Literacy Navigator, and Georgia Performance Standards.
- Extend Content Literacy to all teachers.
- Intensify data analysis focused on student performance.
- Intensify the collaboration work of teachers within the professional learning community.
- Continue, monitor, and modify the professional learning community.
- Vertical alignment with elementary (Glenn Hills Elementary) and middle schools (Glenn Hills and Morgan Road).

GAPSS Analysis will be used to evaluate the effectiveness and progress of year three and plan for year four. Year four's planning and implementation will be based on year three's data and will continue to address the school's commitment to ensure holistic success for all students. Year four's plan will guide the synchronization of America's Choice with the GaDOE initiatives in addressing the areas of need based on the GAPSS Analysis. Students at GHHS will continue to receive differentiated and rigorous instruction necessary to succeed in a secondary education and in the work force.

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The mission of Glenn Hills High School is to develop students academically and holistically to create lifelong learners. It is believed that the Transformation Model will aid in establishing and maintaining an environment in which student achievement and intrapersonal development will be significantly increased, thereby, facilitating continuous growth.

Staff Work Schedule

All Assistant Principals and Instructional Coaches will work an additional 10 contracted days for the school year. Assistant Principals, Instructional Coaches and sixty four certified staff will be paid for 10 additional days of employment. All certified and classified employees will be given incentive pay at the beginning of the school year to implement all aspects of the America's Choice School Design, to attend professional learning, and other initiatives to improve teacher efficacy. All certified and classified employees will receive incentive pay at the end of the school year based on formative, summative and additional data used to gauge employee effectiveness.

The certified and classified staff work day will be extended per addendum to contract to begin earlier than the normal school day. The work day will be from 7:00 am-4:10 pm.

Incentive Pay for Faculty and Staff

In an effort to retain staff at Glenn Hills High, the LEA will budget for and distribute financial incentives to all certified and classified staff. The financial incentives include stipends for increased academic performance and improved school culture for all certified and classified staff. Such incentives will only be applicable for a designated time relative to the date of the actual grant award and the number of years the school receives the funding through the School Improvement Grant (SIG).

Teacher Evaluation System

The CLASS Keys Teacher Evaluation System incorporates multiple measures to evaluate teacher performance. The CLASS Keys Teacher Evaluation System is a four-year cycle with two processes, Comprehensive Process 1 and Comprehensive Process 2. Both processes are standards-based and grounded in professional growth with multiple sources of data. The teacher and the evaluator share responsibility for data collection during both processes.

School Schedule

The teachers' and students' school day will be extended. This schedule will provide additional instructional time within school hours. GHHS plans to offer varied opportunities to address not only academic but also social and emotional needs.

School Improvement Grant 1003(g)

	Beginning	Ending		
Teacher	7:00 AM	4:10 PM		
Student				
1 st Period	7:10	8:00		
2 nd Period	8:05	8:55		
3 rd Period	9:00	9:50		
4 Intervention Period	9:55	11:15		
5 Lunch Period	11:20	12:40		
6 th Period	12:45	1:35		
7 th Period	1:40	2:30		
After School Duties	2:30	4:10		

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 2d
Transformation Model

LEA Name: Richmond County School System

School Name: Glenn Hills High School

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.

Actions:

The teachers and instructional coaches will use the Assessment and Reflection Cycle from the Georgia CLASS Keys to provide daily data-driven instruction. This cycle allows teachers to complete the following tasks:

- Design formative and summative assessments.
- Monitor learning of individual and collective results.
- Identify the targets of the instruction and assessment.
- Create a plan for appropriate interventions.
- Revise assessments and instruction as needed.

During the first year instructional coaches, along with the state director and America’s Choice consultant, will provide in-depth professional learning on creating common assessments, analyzing data, identifying target areas and revising instruction to meet the needs of the students. The professional learning will be provided during the Glenn Hills High School Academy, collaborative planning, and department meetings. Instructional coaches and an America’s Choice consultant will model the use of these strategies for identified teachers who are having difficulty implementing the use of common assessments. During preplanning, each department will meet to build a calendar of common assessment/data team meeting norms.

Teachers in all core departments will meet weekly to collaborate and complete the following tasks:

- Analyze student work and write specific commentary related to the standard(s).
- Identify the common standards, elements and items missed by the majority of the students.
- Identify individual weaknesses and strengths.
- Establish purposeful grouping and provide differentiated instruction.
- Revise lesson plans based upon student needs.
- Create common assessments.
- Create rubrics.

Monitoring of student achievement will be done through the use of student work, assigned projects, and formative, common, and summative assessment results. Teachers will use DataDirector and rubrics to track student performance and growth. During collaborative planning, teachers will analyze student work and assessments to guide and inform curriculum and instruction.

- Diagnostic assessments will be used to determine baseline student performance.
- Formative assessments will be used to monitor student mastery and to determine students’ needs for instructional support or enhancement.

Timeline:

August 2010-May 2013

This process will spiral and build from year to year.

Year 1

A schedule of assessments will be developed by each content area to monitor student progress and to move students in and out of safety net programs. Teachers will keep the data in their portfolios and use the results to monitor their students’ progress throughout the year as an expectation of the CLASS Keys Evaluation process. Teachers will be expected to explain how they used the data results to adjust instruction and what interventions were provided.

Year 2 and 3

The same process will be followed with the expectation that the utilization of data will become consistent and pervasive throughout the school.

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<ul style="list-style-type: none"> ○ Assessment, common formative assessments, teacher observation, discussion, questioning, and non-graded class work, occurs continuously in the classroom. ○ Information is used to adjust instructional strategies. ○ Students receive frequent and meaningful feedback on performance. ○ Teacher/student conferences are held to discuss progress, set student goals, and monitor progress. <ul style="list-style-type: none"> ● Interim assessments will be given each Nine weeks to monitor instruction for student groups based on progress towards mastery of content and process standards. ● Summative assessments will be used to measure year to year learning growth. <ul style="list-style-type: none"> ○ GHSGT ○ EOCT ○ AP <p>The Instructional Leadership Team and coaches will use the GAPSS observation form to ensure the use of the formative and summative assessment cycle. The CLASS Keys assessment standard will be “unpacked” to promote the continuous use of formative assessment.</p>	
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A8. Establish schedules and implement strategies that provide increased learning time (as defined in this notice).	
<p>Actions: Students at GHHS will be provided opportunities for increased learning time before school, after school, during the school day, on Saturdays and during the summer.</p> <p>Summer Programs</p> <ul style="list-style-type: none"> ● Rising Freshman Academy [see Attachment A] ● Rising Junior Academy [see Attachment A] ● Summer School <ul style="list-style-type: none"> - Credit Recovery - Course Recovery - Acceleration [extra credits for dual enrollment] ● GHSGT Review <p>School-Wide Increased Learning Time and Strategies: Students will have an opportunity to participate in school-wide interventions for remediation and acceleration during the school year. Participation will be based on students’ identified needs:</p> <ul style="list-style-type: none"> ● Extended Learning (beyond the regular school day – all teachers are required to tutor at least one hour each week). <ul style="list-style-type: none"> - Before School Academy 	<p>Timeline:</p> <p>Year 1, 2, and 3 GHHS will provide a Rising Freshman and Junior Academy via 21st Century Program which is currently a program at GHHS. Sustainability 21st Century funds will continue to be used for these programs in order to increase student learning time.</p> <p>Year 1, 2, and 3 GHHS will provide identified students with GHSGT review to prepare them to retake the tests in the summer via 21st Century Program which is currently a program at GHHS.</p>

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<ul style="list-style-type: none"> - After School Academy - Saturday School Academy • Double Block of Mathematics and ELA (all 9th grade students as well as identified 10th and 11th grade students) • Credit recovery, course recovery and acceleration will be available during the extended learning times as well as each class period during the school day. • 11th and 12th grade students who did not pass GHSGT will be enrolled in study skills courses (One per core content area will be available and offered on a rotating schedule). • Intervention period [30 minutes daily]. <ul style="list-style-type: none"> - All 11th graders and selected 12th graders will be required to take the Writers' Workshop first semester to achieve maximum performance on the GHSGWT. (All students can attend, however, the target groups are 11th and 12th grade students). - All 11th graders and selected 12th graders will be required to take GHSGT Prep second semester. - All 11th graders and selected 12th graders will be allowed to take the ACT/SAT prep courses during and after school and on Saturdays to achieve maximum performance. All students can attend, but the target grades are 11th and 12th because many high school juniors' and seniors' time is inundated with courses needed to graduate. Extended learning time is being offered for all students during the school day, after school, and on Saturdays - Remediation and enrichment in core courses for all students based on current academic status. <p>Transportation will be provided for extended learning opportunities outside of the regular school day and on Saturdays."</p>	<p>Sustainability 21st Century funds will continue to be used for these programs in order to increase student learning time.</p> <p>Year 1, 2, and 3 GHHS will provide Credit Recovery and Study Skills before, during, and after school via 21st Century Program which is currently a program at GHHS.</p> <p>Sustainability 21st Century funds will continue to be used for these programs in order to increase student learning time.</p> <p>Year 1, 2, and 3 Summer professional learning will continue each summer for the duration of the grant. Each summer the number of days will decrease.</p> <p>Sustainability If funds are available through Title I, the summer training will continue for 2 days before the beginning of school each year.</p>
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School Improvement Grant 1003(g)

A9. Provide ongoing mechanisms for family and community engagement.	
<p>Actions: <u>~ GHHS Student Community Service Project ~</u></p> <p>The CTAE, Physical Education, and Fine Arts Departments will have a community service component embedded in their curriculum. The following courses and departments will have the community service component in their classes.</p> <ul style="list-style-type: none"> • Art Department ~ will provide art to be displayed around a local nursing home each holiday and for special occasions - Thanksgiving, Christmas, Black History Month, Valentine’s Day, Easter. Create murals in the cafeteria and student center. Create an art gallery in the school. • Athletic Coaches ~ will sponsor a club to assist students with healthy eating habits and exercising. • Auto Mechanic Classes~ in conjunction with a neighboring church will change the oil, check all fluids, and wash the cars for single parents one Saturday every quarter during the school year. • Broadcast Video Classes ~ will take pictures and create videos of the classes, groups and organizations volunteering around the community. A copy of pictures and videotapes will be given to the school and nonprofit organizations (Maintain a copy for SACS.) • Community Partnerships ~ GHHS has partnered with the following community organizations: <ul style="list-style-type: none"> ○ Fort Gordon’s Youth Challenge Academy ○ Dad’s in Action ○ Coca Cola ○ Local Churches ○ Local Philanthropist ~ Jerry Dye ○ NAACP Youth Enrichment ○ Mentor Program ○ International Formal Wear • Computer and Business Essential Classes ~ will provide computer classes, resume, and cover letter writing to the community one 	<p>Timeline: Year 1, Year 2 & Year 3</p> <p>Year 1, 2, 3 and Sustainability Parent Center is a part of the requirements of Title I. This program will continue as long as funding from Title I is available. The partnerships and programs will be monitored throughout the year and at the end of the year to determine their impact on the social, emotional, and academic progress of students.</p> <p>Year 1, 2, and 3 This plan requires the staff’s commitment and time which will be embedded into their class time. A schedule of the dates and locations for community service projects will be developed.</p> <p>The success of this plan will foster better relationships with parents and the community, thus providing more support for the students of GHHS.</p> <p>Sustainability If funds are not available at the end of three years, through the grant or other sources, the responsibilities will fall to the Assistant Principal of Instruction and Department Chairs.</p>

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Saturday every quarter in conjunction with a local church.

- Coordinated Career Academic Education Classes ~ will help beautify the school and orchestrate a health and job skills fair once during the school year.
- Cosmetology Classes ~ will volunteer with cosmetologists at the local nursing home to wash clients' hair and create a brochure on methods to maintain hair health.
- Digital Electronics Classes ~ will create informational posters on the importance of education and establishing self-esteem for the Department of Family and Children Services for a local child care center.
- Early Childhood Education Classes ~ will create educational children's books, puppets, and games to be donated to Glenn Hills Elementary School.
- Family Facilitator ~ will work to monitor and establish continuous community service by visiting student homes, and holding monthly parent workshops.
- Food and Nutrition Classes ~ will bake cookies for local nursing homes each quarter of the school year. They will also create a brochure on healthy eating for the Health Department to distribute to adolescents.
- Marketing Classes ~ will help DFCS by creating flyers and brochures to inform clients about special programs and information needed to receive services.
- Music/Band Department ~ will perform for a nursing home for Thanksgiving and Christmas and perform with elementary schools during book parades and celebrations.
- Parent Center ~GHHS opened the Parent Center in March 2010. The center is used by teenage mothers, parenting, and support group meetings sponsored by The Augusta Partnership for Children. Counselors from the University of Georgia Cooperative Extension Expanded Food & Nutrition Education Program meet weekly with teen mothers enrolled at GHHS. The center is also open to the community during school hours for job searches, online tutorials and practice for GHSGT or GED. The Parent and Career Center will be used for school council, and alumni meetings. In March 2011, the Family and Career Center will offer parenting classes and support group meetings for parents and students of GHHS feeder schools. The Augusta Partnership for Children and Life Skills for Women will provide the curriculum and facilitators for the classes and

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meetings.

- The Physical Education Department ~ will create posters that reflect healthy eating and safe exercising to be posted at the Food Banks in Augusta's surrounding areas and at Glenn Hills Elementary School. They will also teach a health class at Glenn Hills Elementary School.
- ROTC Department ~ will visit the VA Hospital, present veterans with care packages, as well as, create greeting cards to present to veterans at the "Blue Goose."
- Intervention Specialist ~ will provide assistance to all high school students, individually and in groups, regarding high school graduation and completion, including but not limited to analyzing data to identify students or subgroups with potential high school graduation problems; planning, implementing, and tracking individual high school graduation plans; identifying and resolving barriers to graduation; and facilitating career choices and planning.

Other community related activities at GHHS:

- All clubs, athletes (sports), and organizations at Glenn Hills High School will be required to volunteer for a nonprofit organization every quarter.
- Students that display chronic discipline problems and have excessive tardies must volunteer at least once a month under the supervision of an advisor or administrator, at a local nonprofit organization.
- Develop and implement staff surveys.
- Formally address climate/culture with planned activities (low-ropes, trust building) during advisor/advisee sessions, as well as, 9th grade study skills classes.
- Advisors/advisees participate in a regular, structured program (at least twice a month) where advisors:
 - Monitor discipline
 - Monitor attendance
 - Monitor grades
 - Address social/emotional skills
 - Reinforce reading and writing
 - Will need to have designated "substitutes" – Administrators
Instructional coaches

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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>Actions: The RCSS will be responsible for ensuring that schools have flexibility with regards to the proposed changes in employee work schedules (See Section A5), incentive and reward pay (See Section A5), teacher and leader evaluation processes using the CLASS Keys (See Section A2) and Leader Keys, and the extension of student learning time within the academic day (See Section A8).</p>	<p>Timeline:</p> <p>Year 1, 2, and 3 Each year as the grant decreases teachers work schedules and incentive pay will change. Sustainability The extension of student learning will continue at no cost. The CLASS Keys Teacher Evaluation will continue.</p>
<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>The RCSS will employ the following support personnel for each grant school:</p> <ul style="list-style-type: none"> • central office based SIG coordinator • multiple assigned central office liaisons • a positive behavior support (PBS) coordinator • a school based technical support assistant <ul style="list-style-type: none"> • T.W. Josey High School and Glenn Hills Comprehensive High Schools will be provided a full-time America’s Choice consultant to coach and support full implementation of the Rigor and Readiness Model. • Each school will continue to utilize the services of a State Improvement Specialist or State Director (depending on NI status) to assist the school’s leadership in implementation of the grant. • RCSS will continue to provide technology support, subject area curriculum and instruction support, principal mentoring, and intensive job-embedded professional learning. • The GaDOE will provide CLASS Keys and Leader Keys training and will provide GA Performance Standards (GPS) training. <p>The Central Savannah River Area (CSRA) Regional Education Service Agency (RESA) will provide professional learning in instructional support services.</p>	<p>Timeline:</p> <p>Year 1, 2, and 3 The referred to personnel that will be hired in 2010 from the grant funding and will continue for 3 years or long as grant funding is received.</p> <p>Sustainability It is the intent that capacity will be built during these 3 years with the ILT, the instructional coaches, and department chairs to ensure that the programs/best practices continue.</p> <p>The area Educational Technology Center (ETC) will provide technology related professional learning and support.</p>

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LEA Application 2010

Attachment 2d
Transformation Model

LEA Name: Richmond County School System

School Name: Glenn Hill High School

B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality.	
Actions: This item does not apply to the transformation model.	Timeline:

C. Align additional resources with the interventions.	
Actions: To effectively implement the Transformation School Model at GHHS, the following additional resources will be employed. <u>Richmond County School System Support:</u> <ul style="list-style-type: none"> • The RCSS will provide access to Data Director, a data management system, for all teachers to monitor student progress. • The RCSS will provide curriculum maps/frameworks for math and English language arts teachers. • The RCSS will provide follow up training and technical support for the integration of technology in classroom instruction (promethean systems and mobile labs). • The RCSS will provide site licenses for to support Credit Recovery and test prep computer programs. • Title I and the School Improvement funding will support the Transformation Model interventions with needed material resources and supplies, such as test prep resources for EOCT and GHSGT. • Title I, School Improvement funding and the GHHS Alumni will provide guest speakers to motivate students. 	Timeline: <u>Year 1, Year 2 & Year 3</u> June 2010 – May 2013

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D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.	
<p>Actions:</p> <ul style="list-style-type: none"> • RCSS has reviewed the Board’s policies and none restrict nor limit the implementation of this reform. Policies will be reviewed annually. • RCSS Leadership Team will ensure that system initiatives do not conflict with nor interfere with this reform by coordinating schedules and activities. 	<p>Timeline:</p> <p>Glenn Hills High School has adopted America’s Choice as a reform model.</p> <p>March, 2010 – June 30, 2013</p>

E. Sustain the reform after the funding period ends.	
<p>Actions: Reforms for each program will build capacity to continue initiatives by maintaining effective practices such as:</p> <p>The Superintendent, the Superintendent’s Cabinet, and the Superintendent’s Leadership Team will play a critical role in sustaining the implementation of the comprehensive school reform. The system strategic plan is developed collaboratively by the system leadership and community stakeholders. This plan will define the focus for central office departmental action strategies and all school improvement plans. The leadership team has the responsibility of coordinating, scheduling, and communicating these goals and plans to the schools.</p> <p>Over the course of the three years, the LEA will be tasked with the responsibility of developing current and future leaders capable of ensuring all teachers and all schools maintain fully operational status in implementing standards based practices.</p> <p>These leaders include Central Office Instructional Support Persons, Non-Instructional Central Office Support Staff, School Administrators, Instructional Coaches, School Support Staff, and Classroom Teachers.</p> <p>This requires the coordinated efforts of:</p> <ul style="list-style-type: none"> • Curriculum • Student Services <ul style="list-style-type: none"> ○ Guidance Counselors ○ Assessment 	<p>Timeline:</p> <p>July, 2013 - ongoing</p>

School Improvement Grant 1003(g)

- School Social Workers
- Psychological Services
- Special Education
- Educational Media & Technology
- Federal Programs
- CTAE
- Professional Learning and School Improvement

Practices and procedures described in the building capacity section of this application will become pervasive and consistent and, therefore, ensure sustainability of “The Richmond Way.”

The RCSS Professional Learning and School Improvement Department will provide effective and appropriate professional learning that ensures:

- All administrators and instructional personnel use assessment data to design and adjust instruction to maximize student learning.
- School administrators provide leadership that reinforces a commitment to high expectations for student learning.
- Principal leadership that works toward alignment of instruction with standards and assessments, and the alignment of resources with instructional priorities.
- Principal commitment to developing a distributed model of leadership.
- Principal commitment of time to studying students at work.
- Principal leadership that ensures close coordination among the data derived from monitoring student performance, the instruction provided to students and any arrangements for safety nets.
- Principal leadership that ensures professional development is focused and continuous.
- Principal ensures that the overall school culture consistently provides support to enhance the academic achievement, social

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growth and development, and sense of belonging of all learners.

Student Services Department will continue to provide support and resources for the Advisor/Advisee Program to support and enhance the emotional development of all learners.

Title I, Student Services, and Special Education will support the schools in providing parent outreach and training programs.

Full and effective implementation of the Georgia School Performance Standards (School Keys), CLASS Keys, and Leader Keys will ensure sustainability of this reform.

Central office will continue to provide direct support to the schools modeled on the services GaDOE provides to State Directed schools:

- Multiple central office support persons serving on the School Leadership Team.
- Assist in development and review of a 45-Day Action Plan for the school.
- Executive Director of High Schools will analyze monthly teacher and student attendance data, discipline, and RTI schedules.
- Executive Director of High Schools and Central Office support person will assist with a 45-Day Report of Progress to the Superintendent and the Richmond County Board of Education.

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LEA Application 2010

Attachment 2d
Transformation Model

LEA Name: Richmond County School System

School Name: Glenn Hills High School

<p>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.</p>
<p>Reading/English Language Arts</p>
<p>2010-2011 School Year Increase the percentage of students who meet and exceed standards by 5% in all the subgroups as measured by the Enhanced GHSGT from 2010-2011 with a 95% participation rate.</p>
<p>2011-2012 School Year Increase the percentage of students who meet and exceed standards by 5% in all the subgroups as measured by the Enhanced GHSGT from 2010-2011 with a 95% participation rate.</p>
<p>2012-2013 School Year Increase the percentage of students who meet and exceed standards by 5% in all the subgroups as measured by the Enhanced GHSGT from 2010-2011 with a 95% participation rate.</p>
<p>Mathematics</p>
<p>2010-2011 School Year Increase the percentage of students who meet and exceed standards by 5% in all the subgroups as measured by the Enhanced GHSGT from 2010-2011 with a 95% participation rate.</p>
<p>2011-2012 School Year Increase the percentage of students who meet and exceed standards by 7% in all the subgroups as measured by the Enhanced GHSGT from 2010-2011 with a 95% participation rate.</p>
<p>2012-2013 School Year Increase the percentage of students who meet and exceed standards by 10% in all the subgroups as measured by the Enhanced GHSGT from 2010-2011 with a 95% participation rate.</p>

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Graduation Rate
2010-2011 School Year To increase the graduation rate for all students by 5% in 2009-2010.
2011-2012 School Year To increase the graduation rate for all students by 7% in 2010-2011.
2012-2013 School Year To increase the graduation rate for all students by 10% in 2011-2012.

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Budget Detail

LEA Name: Richmond County School System

School Served: Glenn Hills High School

Intervention Model: Transformation

Tier Level: I

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)	75 Certified Staff Supplement @ \$2000	150,000	Object Total
	8 Noncertified Instructional Staff Supplement @ 1000	8,000	
	30 Noncertified Non Instructional Staff Supplement @ 400	12,000	
	Professional Learning for faculty and staff GaDOE Initiatives and America's Choice Requirements	40,000	
	Technology Specialist (1/3 split with other SIG schools)	27,000	
	Drop Out Prevention Specialist	76,130	
	SIG Coordinator (1/3 split with other SIG schools)	37,500	
	Performance Awards for classroom teachers' based on SMART Goals for (80 at \$300 per teacher).	24,000	
	Incentive for Summative Student Achievement Performance Targets (Graduation Rate, ELA Academic Indicator, and Math Academic Indicator for 120 faculty and staff up to a total of \$600 per person - \$200 per performance target) If any performance targets are not met, GHHS will use those funds to provide intense professional learning identified through root cause analysis to address the underlying factors that prevented GHHS from meeting the performance target that was not met.	75,000	
	24 Content Teacher Performance Rewards	12,000	
		\$ 461,630.00	
200 Benefits	Benefits for Technology Specialist	10,744	Object Total
	Benefits for SIG Coordinator	13,500	
	Benefits for Drop Out Prevention Specialist	26,413	
300 Purchased & Technical Services	America's Choice	310,000	Object Total
	Technical outfitting for wireless, data drops, and electrical outlets	23,360	
500 Other Services	Transportation for Student Enrichment Experience	15,000	Object Total
	Transportation for Extended Day (After, Saturday & Summer School programs(s) (Bus)	5,500	

School Improvement Grant 1003(g)

600	Supplies	America's Choice Supplies	42,000	
				Object Total
				\$ 42,000.00
700	Property (Capitalized Equipment)	Update Computer Labs (rm 212 & rm 245) for student usage	24,808	
		10 Promethean Activboard systems	70,000	
		4 mobile labs with network printers (one per core content area).	71,000	Object Total
		Network wiring for current printer for student access.	5,000	\$ 170,808.00
800	Other Objects			
				Object Total
				\$
900	Other Uses			
				Object Total
				\$
			School Total	\$ <u>1,078,955.00</u>

Glenn Hills High School's Budget Rationale (Year 1)

July 2010 through June 30, 2011

100 Personnel Services (Salaries)

Total \$461,630.00

School Improvement Grant 1003(g)

Stipends and Incentives

Certified staff is required to sign a contract addendum at the beginning of each year. Classified staff is required to sign an employment addendum at the beginning of each year. These addenda will describe duties and responsibilities in addition to their contract requirements or employee job description (See Attachment D). Obligations include extended day schedule; professional learning outside the regular school year and school day (see Attachment B). The amount of the stipend is strategically planned to be distributed incrementally at the end of each semester. This incentive pay will decrease annually (See Section A.5).

Incentives will be provided for increased student achievement indicated through two components:

An incentive will be available to all faculty and staff at the end of the school year for enhancing GHHS's culture as indicated by improved performance targets. The three performance targets are 1) increased graduation rate; 2) increased mathematics achievement measured by GHSGT, and 3) increased ELA achievement measured by GHSGT.

An additional incentive will be available to ELA, mathematics, science, and social studies teachers for meeting their individual SMART goal based on increased student achievement. The measurement for increased student achievement may include EOCT scores, RCSS benchmark scores, America's Choice assessments and/or other means. The SMART goal will be developed in conjunction with and approved by a GHHS administrator and appropriate RCSS personnel.

If any performance targets are not met, GHHS will use those funds to provide intense professional learning identified through root cause analysis to address the underlying factors that prevented GHHS from meeting the performance target that was not met.

New Personnel

There is a great need by GHHS teachers to integrate technology pervasively throughout instruction. GHHS plans to purchase enough Promethean Activboard systems to complete equipping all core content classrooms with this powerful instruction and learning tool. There will also be a mobile lab in each core content department. To ensure maximum benefit of available instructional technology, it will be necessary to provide ongoing training and technical assistance throughout the school year. RCSS plans for a technology specialist to be hired to float between Laney, T.W. Josey, and Glenn Hills High Schools so this salary will be divided between the three schools. RCSS also plans to hire a School Improvement Grant Coordinator whose salary will be split between Glenn Hills, T.W. Josey, and Laney.

200 Benefits Total \$ 50,657.00

Benefits will be provided for the School Improvement Grant Coordinator, Drop Out Prevention Specialist, and Technology Specialist.

300 Purchased & Technical Services Total \$333,360.00

The America's Choice Intensive Design and Rigor & Readiness/ACT designs will be implemented at Glenn Hills High. An America's Choice math and ELA consultant will be housed at Glenn Hills High and TW Josey High Schools to provide support in math and English. Professional learning will be provided to implement all components of the designs.

Professional Learning will be provided during the year through the Glenn Hills High Professional Learning Institute. Sessions will focus on the study of the CLASS Keys, Standards Based Classrooms, Quality Core design, Formative Assessments, Active Literacy, and Differentiated Instruction.

To support the use of instructional technology the infrastructure of the building needs to be outfitted for wireless networking, installation of data drops, and electrical outlets. Funds will also be used for imaging and set up of new computers.

500 Other Purchased Services Total \$20,500.00

As another extension of professional development, teachers will be afforded the opportunity to attend National and state conferences such as America's Choice, Georgia Council of Teachers of Mathematics, Georgia Reading Association, Social Studies, Science, Fine Arts and CTAE.

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Transportation for the extended day will require three (3) buses and transportation will be provided to expose students to secondary options such as: Morehouse, University of Georgia, Albany State University, Savannah State University, and Augusta State University.

600 Supplies Total \$42,000.00

The America's Choice Design requires the purchase of consumable and non-consumable items to implement the program successfully.

To fully implement the 25 Book Campaign in the media center resources need to be upgraded.

The Rising Freshman and Junior Summer Academies will require materials, notebooks for each student, agendas, teachers' salary, field trips, etc.

New software for existing curricula gaps and the continuation of site licenses will be provided in all curricular subjects.

Other needed curricular materials for successful implementation of instructional activities.

700 Property (Capitalized Equipment) Total \$170,808.00

The two PLATO Labs will be used for credit recovery to ensure the academic success for all students

Ten (10) Promethean ActivBoard systems will be purchased to bring all classrooms into the 21st Century. The Promethean ActivBoard systems will give teachers an opportunity to make learning interactive for students during class time.

Four mobile network labs and network printers will increase the overall usage of computers by students. The one to one mobile networking environment will again better assist students to incorporate 21st Century proficiency into instruction. Teachers will increase the relevance of education by incorporating technology that students will need to be accustomed to in the real world.

Total \$1,078,955.00

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LEA Application 2010

Attachment 4

Budget Detail

LEA Name: Richmond County School System

School Served: Glenn Hills High School

Intervention Model: Transformation

Tier Level: I

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	750 Certified Staff Stipend @ \$2000	150,000	
	8 Noncertified Instructional Staff Stipend @ \$1000	8,000	
	30 Noncertified Non-Instructional Staff Stipend @ \$400	12,000	
	Technology Specialist (1/3 split with other SIG schools)	27,000	
	Professional Learning for faculty and staff GaDOE Initiatives and America's Choice Requirements	40,000	
	Drop Out Prevention Specialist	76,130	
	SIG Coordinator (1/3 split with other SIG schools)	37,500	
	Performance Awards for classroom teachers' based on SMART Goals for (80 at \$300 per teacher).	24,500	
	Incentive for Summative Student Achievement Performance Targets (Graduation Rate, ELA Academic Indicator, and Math Academic Indicator for 125 faculty and staff up to a total of \$600 per person - \$200 per performance target) If any performance targets are not met, GHHS will use those funds to provide intense professional learning identified through root cause analysis to address the underlying factors that prevented GHHS from meeting the performance target that was not met.	75,000	
200 Benefits	Benefits for Technology Specialist	10,744	
	Benefits for SIG coordinator	13,500	
	Benefits for Drop Out Prevention Specialist	26,413	Object Total
			\$ 50,657.00
300 Purchased	America's Choice	310,000	
			\$ 310,000.00
			-
500 Other Services	Transportation for Student Enrichment Experience	15,000	
	Transportation for Extended Day (After, Saturday & Summer School programs(s) (Bus)	5,500	Object Total
			\$ 20,500.00
			-
600 Supplies	America's Choice Supplies	25,000	
	Instructional Software & Other Supplies	29,009	
			Object Total

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			\$ 54,009.00
700	Property (Capitalized Equipment)		
			Object Total
800	Other Objects		
			Object Total
			\$
900	Other Uses		
			Object Total
			\$
School Total			\$ 885,296.00

School Improvement Grant 1003(g)

100 Personnel Services (Salaries)

Total \$450,130.00

Stipends and Incentives

Certified staff is required to sign a contract addendum at the beginning of each year. Classified staff is required to sign an employment addendum at the beginning of each year. These addenda will describe duties and responsibilities in addition to their contract requirements or employee job description (See Attachment D). Obligations include extended day schedule; professional learning outside the regular school year and school day (see Attachment B). The amount of the stipend is strategically planned to be distributed incrementally at the end of each semester. This incentive pay will decrease annually (See Section A.5).

Incentives will be provided for increased student achievement through two components.

An incentive will be available to all faculty and staff at the end of the school year for enhancing GHHS's culture as indicated by improved performance targets. The three performance targets are 1) increased graduation rate; 2) increased mathematics achievement measured by GHSGT, and 3) increased ELA achievement measured by GHSGT.

An additional incentive will be available to ELA, mathematics, science, and social studies teachers for meeting their individual SMART goal based on increased student achievement. The measurement for increased student achievement may include EOCT scores, RCSS benchmark scores, America's Choice assessments and/or other means. The SMART goal will be developed in conjunction with and approved by a GHHS administrator and appropriate RCSS personnel.

If any performance targets are not met, GHHS will use those funds to provide intense professional learning identified through root cause analysis to address the underlying factors that prevented GHHS from meeting the performance target that was not met.

New Personnel

There is a great need by GHHS teachers to integrate technology pervasively throughout instruction. GHHS plans to purchase enough Promethean Activboard systems to complete equipping all core content classrooms with this powerful instruction and learning tool. There will also be a mobile lab in each core content department. To ensure maximum benefit of available instructional technology, it will be necessary to provide ongoing training and technical assistance throughout the school year. RCSS plans for a technology specialist to be hired to float between Laney, T.W. Josey, and Glenn Hills High Schools so this salary will be divided between the three schools. RCSS also plans to hire a School Improvement Grant Coordinator whose salary will be split between Glenn Hills, T.W. Josey, and Laney.

200 Benefits

Total \$ 50,657.00

Benefits will be provided for the School Improvement Grant Coordinator, Drop Out Prevention Specialist, and Technology Specialist.

300 Purchased & Technical Services

Total \$310,000.00

The America's Choice Intensive Design and Rigor & Readiness/ACT designs will be implemented at Glenn Hills High. An America's Choice math and ELA consultant will be housed at Glenn Hills High and TW Josey High Schools to provide support in math and English. Professional learning will be provided to implement all components of the designs.

Professional Learning will be provided during the year through the Glenn Hills High Professional Learning Institute. Sessions will focus on the study of the CLASS Keys, Standards Based Classrooms, Quality Core design, Formative Assessments, Active Literacy, and Differentiated Instruction.

To support the use of instructional technology the infrastructure of the building needs to be outfitted for wireless networking, installation of data drops, and electrical outlets. Funds will also be used for imaging and set up of new computers.

500 Other Purchased Services

Total \$20,500.00

School Improvement Grant 1003(g)

As another extension of professional development, teachers will be afforded the opportunity to attend National and state conferences such as America’s Choice, Georgia Council of Teachers of Mathematics, Georgia Reading Association, Social Studies, Science, Fine Arts, and CTAE.

Transportation for the extended day will require three (3) buses and transportation will be provided to expose students to secondary options such as: Morehouse, University of Georgia, Albany State University, Savannah State University, and Augusta State University.

Advance Placement Certification and Reading Endorsement will be offered to teachers in order to aid diverse learners.

600 Supplies Total \$54,009.00

The America’s Choice Design requires the purchase of consumable and non-consumable items to implement the program successfully.

To fully implement the 25 Book Campaign the media center needs to be upgraded.

The Rising Freshman and Junior Summer Academies will require materials, notebooks for each student, agendas, teachers’ salary, field trips, etc.

New software for existing curricula gaps and the continuation of site licenses will be provided in all curricular subjects.

Other needed curricular materials for successful implementation of instructional activities.

700 Properties (Capitalized Equipment)

Total \$ 885,296.00

LEA Application 2010

Attachment 4

Budget Detail

LEA Name: Richmond County School System

School Served: Glenn Hills High School

Intervention Model: Transformation

Tier Level: I

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	75 Certified Staff Stipend @ \$1000	80,000
	8 Noncertified Instructional Staff Stipend @ 500	4,000
	30 Noncertified Non Instructional Staff Stipend @ 200	6,000
	Technology Specialist (1/3 split with other SIG schools)	27,000
	Professional Learning for faculty and staff GaDOE Initiatives and America’s Choice Requirements	40,000
	Drop Out Prevention Specialist	76,130

School Improvement Grant 1003(g)

		SIG Coordinator (1/3 split with other SIG schools)	37,500	
		Performance Awards for Classroom teachers' based on SMART Goals for (80 at \$300 per teacher).	24,000	
		Reward for Summative Student Achievement (Graduation Rate, ELA, and Math for 125 faculty and staff at \$600 per person. If AYP is not accomplished, we will use the funds to provide intense professional learning on the root cause data analysis to identify the underlying factors that prevented GHHS from making AYP. The data will be analyzed holistically, departmentally, and individually	75,000	
		Summer Professional Learning Stipends	30,000	
				\$ 399,630.00 -
200	Benefits	Benefits for Technology Specialist and Technical Assistant	10,744	
		Benefits for SIG	13,550	
		Benefits for Drop Out Prevention Specialist	26,413	Object Total
				\$ 50,707.00
				-
300	Purchased & Technical Services	America's Choice	310,000	
				Object Total
				-
500	Other Services	Transportation for Student Enrichment Experience	15,000	
		Transportation for Extended Day (After, Saturday & Summer School programs(s) (Bus)	5,500	Object Total
				\$ 20,500.00
				-
600	Supplies	America's Choice Supplies	21,463	
				Object Total
				\$ 21,463.00
700	Property (Capitalized Equipment)			
				Object Total
800	Other Objects			
				Object Total
				\$

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900	Other Uses			
			Object Total	
			\$	
			\$	802,300.00
			School Total	-

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Glenn Hill High School's Budget Rationale (Year 3)

July 2012 through June 30, 2013

100 Personnel Services (Salaries)

Total \$399,630.00

Stipends and Incentives

Certified staff is required to sign a contract addendum at the beginning of each year. Classified staff is required to sign an employment addendum at the beginning of each year. These addenda will describe duties and responsibilities in addition to their contract requirements or employee job description (See Attachment D). Obligations include extended day schedule; professional learning outside the regular school year and school day (see Attachment B). The amount of the stipend is strategically planned to be distributed incrementally at the end of each semester. This incentive pay will decrease annually (See Section A.5). The school year for two assistant principals and two instructional coaches will be extended ten days to facilitate extended teacher and student learning opportunities.

Incentives will be provided for increased student achievement through two components.

An incentive will be available to all faculty and staff at the end of the school year for enhancing GHHS's culture as indicated by improved performance targets. The three performance targets are 1) increased graduation rate; 2) increased mathematics achievement measured by GHSGT, and 3) increased ELA achievement measured by GHSGT.

An additional incentive will be available to ELA, mathematics, science, and social studies teachers for meeting their individual SMART goal based on increased student achievement. The measurement for increased student achievement may include EOCT scores, RCSS benchmark scores, America's Choice assessments and/or other means. The SMART goal will be developed in conjunction with and approved by a GHHS administrator and appropriate RCSS personnel.

If any performance targets are not met, GHHS will use those funds to provide intense professional learning identified through root cause analysis to address the underlying factors that prevented GHHS from meeting the performance target that was not met.

New Personnel

There is a great need by GHHS teachers to integrate technology pervasively throughout instruction. GHHS plans to purchase enough Promethean Activboard systems to complete equipping all core content classrooms with this powerful instruction and learning tool. There will also be a mobile lab in each core content department. To ensure maximum benefit of available instructional technology, it will be necessary to provide ongoing training and technical assistance throughout the school year. RCSS plans for a technology specialist to be hired to float between Laney, T.W. Josey, and Glenn Hills High Schools so this salary will be divided between the three schools. RCSS also plans to hire a School Improvement Grant Coordinator whose salary will be split between Glenn Hills, T.W. Josey, and Laney.

200 Benefits

Total \$50,707.00

Benefits will be provided for the School Improvement Grant Coordinator, Drop out Prevention Specialist, and Technology Specialist

300 Purchased & Technical Services

Total \$310,000.00

The America's Choice Intensive Design and Rigor & Readiness/ACT designs will be implemented at Glenn Hills High. An America's Choice math and ELA consultant will be housed at Glenn Hills High and TW Josey High Schools to provide support in math and English. Professional learning will be provided to implement all components of the designs.

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Professional Learning will be provided during the year through the Glenn Hills High Professional Learning Institute. Sessions will focus on the study of the CLASS Keys, Standards Based Classrooms, Quality Core design, Formative Assessments, Active Literacy, and Differentiated Instruction.

To support the use of instructional technology the infrastructure of the building needs to be outfitted for wireless networking, installation of data drops, and electrical outlets. Funds will also be used for imaging and set up of new computers.

500 Other Purchased Services Total \$20,500.00

As another extension of professional development, teachers will be afforded the opportunity to attend National and state conferences such as America's Choice, Georgia Council of Teachers of Mathematics, Georgia Reading Association, Social Studies, Science, Fine Arts, and CTAE

Transportation for the extended day will require three (3) buses and transportation will be provided to expose students to secondary options such as: Morehouse, University of Georgia, Albany State University, Savannah State University, and Augusta State University.

600 Supplies Total \$21,463.00

The America's Choice Design requires the purchase of consumable and non-consumable items to implement the program successfully.

To fully implement the 25 Book Campaign the media center needs to be upgraded.

The Rising Freshman and Junior Summer Academies will require materials, notebooks for each student, agendas, teachers' salary, field trips, etc.

New software for existing curricula gaps and the continuation of site licenses will be provided in all curricular subjects.

Other needed curricular materials for successful implementation of instructional activities.

Total \$ 802,300.00

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GLENN HILLS HIGH SCHOOL

ATTACHMENTS

Attachment A	Rising Freshman & Junior Program
Attachment B	Professional Learning Calendar
Attachment C	America’s Choice Rigor and Readiness Training
Attachment D	Employee Contract Addendi
Attachment E.....	Advisor / Advisee Schedule
Attachment F.....	Teachers Transformation Portfolio
Attachment G.....	Drop Out Prevention Specialist Job Description
Attachment H.....	Bell Schedule for 2009 -2010
Attachment I.....	Bell Schedule for 2010 -2011
Attachment J.....	Stakeholder Meetings Documentation

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ATTACHMENT A

Rising Freshman Academy

The targeted students for the Rising Freshman Academy will be high achievers as well as academically at-risk students. These students will be identified from their eighth grade CRCT scores and report card grades. The purpose of the high achievers portion of the RF Academy is to prepare students for AP and honors classes. The purpose of the at-risk portion of the RF Academy is to remediate identified needs in addition to provide a preview of ninth grade ELA and mathematics Georgia Performance Standards.

Rising Freshman Academy Schedule June 1, 2010 – July 1, 2010 Monday - Thursday [Students will rotate every hour]			
<u>Rotation</u>	<u>Time</u>	<u>Activity</u>	
ALL Students	8:45-9:00 a.m.	Breakfast	
Group 1	9:00-10:00 a.m.	Math	
Group 2	10:00-11:00 a.m.	Reading/Writing	
Group 3	11:00-12:00 p.m.	Critical thinking skills, Note taking skills, Career and technology classes	Every Thursday students will meet with a counselor to discuss advisement, successful strategies to graduate, and problem solving skills
All students	12:00-12:30	Lunch	

Rising Junior Academy

The targeted students for the Rising Junior Academy will be academically at-risk students. These students will be identified from their report card grades, RCSS benchmark test scores and teacher recommendations. The students' areas of need will be identified through a mock GHSGT administered on the first day of the RJ Academy. The purpose of the RJ Academy is to remediate identified needs in addition to begin review of GHSGT domains.

Rising Junior Academy Schedule June 1, 2010 - July 1, 2010 Monday - Thursday [Students will rotate every hour]			
<u>Rotation</u>	<u>Time</u>	<u>Activity</u>	
ALL Students	8:45-9:00 a.m.	Breakfast	
Group 1	9:00-10:00 a.m.	Math	
Group 2	10:00-11:00 a.m.	English/Writing	Test taking strategies will be embedded in each class
Group 3	11:00-12:00 p.m.	Science/Social Studies Monday and Tuesday~ Science Wednesday and Thursday~ Social Studies	The counselor will meet with each junior to ensure that they are on-track and to address any challenges.
All students	12:00-12:30	Lunch	

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Glenn Hills High School Professional Learning Calendar 2010 – 2013

YEAR	Active Literacy	America's Choice	Advanced Placement Certification	Great Books	Inclusion / Co-Teaching	Leadership Academy	Reading Endorsement	Thinking Maps	Transformation Retreat
Summer 2010		* See Chart Below				Selected Faculty & Staff			All Faculty & Staff
2010-2011	All faculty and paraprofessionals	Part 1: Selected Faculty & Staff	Social Studies and Science teachers		Part 1: SPED teachers, paraprofessionals, and General Education teachers that teach in the inclusion model		CTAE, Physical Education, Fine Arts. ESOL teachers		
Summer 2011		Selected Faculty & Staff				Selected Faculty & Staff		All Faculty	All Faculty & Staff
2011-2012		Part 2: Selected Faculty & Staff	Mathematics and English teachers	English, Science, ESOL, and Social Studies teachers	Part 2: SPED teachers, paraprofessionals, and General Education teachers that teach in the inclusion model		Science, Social Studies, ROTC teachers	All Faculty [Follow Up]	
Summer 2012		Selected Faculty & Staff				Selected Faculty & Staff			All Faculty & Staff
2012-2013		Part 3 Selected Faculty & Staff	SPED teachers by one content certification area [English or mathematics or science or social studies]		Part 3: SPED teachers, paraprofessionals, and General Education teachers that teach in the inclusion model		Mathematics, English, and Foreign Language teachers		

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ATTACHMENT C

America's Choice Professional Learning Calendar 2010 – 2013		
Date	Institute/Academy	Participants
7/6-8	Leadership Team Orientation and Leadership Academy	Day 1 LT for all R & R schools Day 2-3 Prin., 1 AP, and coaches
7/12-15	RUAL	Any new teachers to RUAL
7/13-15	Math 1 Quality Core	All math teachers teaching Math 1
7/13-15	Math 2	All math teachers teaching Math 2
7/19-21	Math 1 Support	All Math 1 teachers teaching Math 1 Support
7/19-21	Math 2 Support	All Math 2 teachers teaching Math 2 Support
7/19-21	Biology Quality Core	All biology teachers
7/19-21	English 9 Quality Core	All teachers teaching English 9
7/22-23	Team Training	All 9 th grade core teachers and 9 th grade Counselor

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ATTACHMENT D

Glenn Hills High School Addendum to Contract for Certified Staff:

The principal will require all faculty and staff to sign a contract addenda specific to GHHS outlining additional duties and responsibilities over and above employment requirements for RCSS. These duties and responsibilities include:

1. Conduct regular Advisor/Advisee sessions utilizing the curriculum and providing professional learning that is developed and conducted by guidance.
2. Dress professionally including males wearing coat and tie and females maintaining appropriate dress/pants length as outlined by RCCS (Use of log).
3. Monitor advisees' academic, behavioral, and attendance status on a weekly basis (Use of log).
4. Conduct a conference with parents or guardians of advisees at least once each semester and a phone conference during the other nine weeks in addition to any additional conferences based on identified needs (Use of log).
5. Visit the homes of advisees' families at least once every semester, plus homes of other students when determined necessary by the advisor working with guidance, other teachers, and the leadership team.
6. Participate in all professional learning sessions and successfully complete any assignments.
7. Participate in all collaborative team sessions, department and faculty meetings, and any staff retreats.
8. Conduct tutoring sessions outside the regular school day at least once a week (Use of log).
9. Implement a detailed grade recovery plan that is collaboratively developed by the content department members.
10. Conduct phone conferences with parents/guardians of all students at the beginning of every course to address identified academic, social and/or emotional needs including:
 - a. Periodic acknowledgements of successes.
 - b. Grade averages below 80.
 - c. Over 3 absences or tardies to class
11. Maintain current information on iParent including assignments and grades.
12. Meet the deadline for completion of all required documentation for any of the above criteria.

ATTACHMENT D

Glenn Hills High School Addendum to Contract for Certified Staff:

School Improvement Grant 1003(g)

13. Be prepared to work some weekends and late evenings.

14. Must be able to stand and move about for at least 45 minutes out of every hour.

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Glenn Hills High School Addendum for Non-Certified Instructional Staff:

The principal will require all faculty and staff to sign a contract addendum specific to GHHS outlining additional duties and responsibilities over and above employment requirements for RCSS. These duties and responsibilities include:

Custodians

- The custodians will be assigned a particular section of the school building inside/outside to beautify or bring up to a standard that is above what is expected by the local or state standards. Opening up the building and clean up afterward during monthly family night meetings. Specific criteria will be outlined in the job description/addendum

Family Facilitator and Intervention Specialist

- Plan and facilitate a family night meeting at least once each month.
- Develop a resource manual for families including all available resources with-in the community and state.
- Coordinate and collaboratively develop Family Empowerment sessions to provide professional development for families with follow-up activities.
- Locate community service projects for identified students and evaluate the student's work.

Lunchroom

- Lunchroom faculty and staff will prepare a Family Night meal once a month for parents and students that will attend the evening family sessions.
- Create quarterly newsletter about nutrition.

Secretaries and Paraprofessionals.

- The secretaries and paraprofessionals will be obligated to spend time contacting the parents of the most academically, socially and behaviorally challenged students. The secretaries and paraprofessionals will commit to adopt/mentor at least five such students each keeping a monthly log of specific areas of concerns and interventions.

Counselors

- Will Adopt and mentor five SPED students as well as assist them with academic success.

Advisor/Advisee Program for Glenn Hills High School

<u>Timeline</u>	<u>Goal</u>	<u>Activities</u>
August 2010 - May 2011	<u>Academic counseling:</u> Students will learn how to monitor their academic progress towards graduation, accruing Carnegie units, reduction in discipline referrals and unexcused attendance to improve student achievement	<ul style="list-style-type: none"> • Monitoring student records, academic progress, attendance, social and emotional challenges, discipline referrals, and assessments • Conduct home visits, telephone conferences, and parent-teacher (face to face) conferences • Establish strong teacher and staff-student relationship. • Establish positive student-student relationships
August and November (2010) February and May (2011)	<u>Goal setting:</u> Students will set goals to improve social and academic achievement	<ul style="list-style-type: none"> • Students will set SMART goals • Advisors will assist students in developing a set of accomplishable and articulated goals that relate to academic achievement, work ethics, and personal gratification. • Advisors will facilitate and monitor students creating and maintaining their portfolios that will exhibit a snapshot of the student’s academic and social and emotional needs • The SMART goals will be evaluated every quarter based on each student’s strengths and weaknesses • Advisors will develop a monitoring plan to ensure students are progressing towards their goals.
August 2010-May 2011	<u>Social/emotional skills:</u> Students will receive direct instruction on a variety of social and emotional skills to improve student achievement	<ul style="list-style-type: none"> • Anger and stress management • Protocols for reporting and preventing bullying • Conflict resolution • Positive school climate/culture • Social integration • The social and emotional skills component will be evaluated by attendance, discipline referrals, and student’s academic achievement

September-October 2010	<u>Study skill strategies:</u> Students will learn study skills strategies to improve academic Achievement	<ul style="list-style-type: none"> • Study skills inventory • Prepared with materials daily • Time management • Note-taking Skills • Cornell • Studying & test taking strategies • Notes will be paraphrased and summarized in students' own words • Create note cards, outlines, and summaries • Evaluation of the study skill advisor/advisee program will be evaluated by the results on assessments.
November 2010	<u>Responsibility:</u> Students will define, identify and evaluate various aspects of responsibility and improve academic achievement	<ul style="list-style-type: none"> • Read short stories and watch video clips on being responsible and making responsible choices • Students will create and reenact scenarios on being responsible or irresponsible.
December 2010	<u>Dual enrollment/independent study:</u> Students will be encouraged to enroll in dual enrollment and independent studies for the following school year to improve academically.	<ul style="list-style-type: none"> • Teachers and students will be introduced and discuss the qualifications for dual enrollment and independent study classes.
April 2011	<u>Career Planning:</u> Students will become knowledgeable about areas of career planning	<ul style="list-style-type: none"> • What is the 21st century American job market demand? • Research practical steps to take to prepare students to be successful in the job market? • Analyze and determine skills and educational experiences that are the most important for a job candidate? • How can I be successful in the job market? • What will my work day look like in my interested career? • Have a career day • What are the duties and responsibilities of my interested career? • What educational level and job experience do I need for my career choice? • What is the salary range for the interested career?
May 2011	<u>Summer program or school:</u> Students will register and attend a summer program or school	<ul style="list-style-type: none"> • Students will be enrolled in a summer or school programs that caters to each student's academic, social, and emotional needs • Students will register for a summer program or school to remediate or accelerate their academic skills

Advisee/Advisor Tracking Sheet

Advisor:

The advisor/advisee tracking sheet must be turned in the last Friday of each month.

Please put the date that you addressed the components of the tracking sheet and attach documentation to the tracking form monthly

<u>Student's Name</u>	<u>(Face to Face) Conferencing</u>	<u>Telephone Calls</u>	<u>Transcripts</u> (List any missing courses and if the transcript is missing from the student's record)	<u>Discipline Referrals</u>	<u>Report Cards or Progress Reports</u> If there are missing grades notify guidance immediately	<u>Attendance</u>	<u>Schedule a meeting with the counselor as needed</u>	<u>Academic counseling</u>	<u>Home visits</u>	<u>Comments /Concerns</u>

ATTACHMENT F

The Teacher's Transformation Portfolio

The artifacts and evidence in the portfolio should reflect the teacher's instructional program's strengths and weaknesses. The portfolios will also present teaching as on ongoing progression of inquiry, experimentation, and reflection.

<u>Portfolio modules</u>	<u>Explanation</u>	<u>Did not meet, meet, exceed standards</u>
The organization of your portfolio	<ul style="list-style-type: none"> • Title page • Table of contents • Tab-separated sections • Teaching philosophy • Artifacts and evidence • Professional learning record • A synopsis that reflects the evaluations that were conducted by the administration, coaches, and your peers, and how you have used them to improve your instructional practices 	
A Teaching Philosophy Statement	<ul style="list-style-type: none"> • The statement is a one page document that provides a transparent, concise account of your teaching approach, methods, and expertise. <p style="text-align: center;"><u>Reflect on the following topics:</u></p> <ul style="list-style-type: none"> • A reflection of your teaching methods • An explanation of how your instruction facilitates student learning. • Established goals you have for yourself and for your students 	
Artifacts and Evidence	<ul style="list-style-type: none"> • Authentic rubric, performance task, teacher commentary, instructional strategy, conferencing notes, etc. • One video clip of your opening, work session, and closing (at least 15 minutes each) and a written reflection for each. 	

Professional Learning record	<ul style="list-style-type: none"> • Teaching and attending workshops, seminars, publications in teaching journals, etc. 	
Extracurricular activities	<ul style="list-style-type: none"> • Discuss any clubs you advise and your advisees • 	
Standardized Tests	<ul style="list-style-type: none"> • A copy of your test scores and an explanation for any deficient and satisfactory areas. 	
Honors/recognition	<ul style="list-style-type: none"> • Honors/recognition received 	
Identify areas for improvement	<ul style="list-style-type: none"> • Write a plan on two identified areas that you need to improve 	

Drop Out Prevention Specialist (DOPS)

The tasks of the DOPS is to manage the drop prevention program by facilitating the reentry of students who have dropped out of the educational system; providing students and their families with prudent information and/or referrals to community services and resources; enhancing program services and participation, providing direct academic, social, and emotional support to students and teachers; which will directly enhance student achievement.

The following are the duties and responsibilities for the DOPS:

- Attends and provides professional learning activities for faculty, staff, parents, guardians, and community
- Collaborates with guidance counselors, instructional coaches, teachers, family facilitator, and intervention specialist for the purpose of connecting targeted students with prevention services
- Communicate and provide group and individual sessions for targeted students based on their social, emotional, and academic needs
- Monitors the progress of targeted students to ensure they remain on track for graduation.
- Remains in constant contact with targeted students and makes personal contact (i.e. phone, electronic, home visits, etc.) with their parents/guardians to arrange meetings, determining reasons for dropping out of the educational system and/or alleviating barriers to reentry
- Collect and interpret student attendance, academic, and discipline data.
- Create and implement a comprehensive *Plans of Achievement* for targeted students with identified strategies (advising, counseling, mentoring services, college awareness/readiness, life-skills, organizational skills, time management, responsibility, and work ethic) to address the needs of targeted to the students and their families
- Create and administer a Dropout Survey to targeted students and interpret and record results
- Recruit, train, and monitor mentors as part of the dropout prevention incentive
- Develop weekly, monthly, and quarterly work schedules based upon established priorities that maximize services to targeted students (by addressing the greatest needs of the students)
- Conduct a wide range of parent seminars and services relating to parenting skills, self-esteem, strategies skills, organizational skills, time management, responsibility, and work ethic
- Deliver, identify, and process student/family referrals to appropriate educational, social, and other support services in the school, and community for students and their families
- Maintain accurate data and documentation on all activities conducted and services provided
- Attend bi-weekly Leadership meeting and provide a report on the dropout prevention program by the DOPS

GHHS Bell Schedule 2009 -2010

	Beginning	Ending
Teacher	7:00 AM	4:10 PM
Student		
1 st Period	7:10	8:00
2 nd Period	8:05	8:55
3 rd Period	9:00	9:50
4 Intervention Period	9:55	11:15
5 Lunch Period	11:20	12:40
6 th Period	12:45	1:35
7 th Period	1:40	2:30
After School Duties	2:30	4:10

GHHS Bell Schedule 2010 -2011

	Beginning	Ending
Teacher	7:00 AM	4:10 PM
Student		
1 st Period	7:10	8:00
2 nd Period	8:05	8:55
3 rd Period	9:00	9:50
4 Intervention Period	9:55	11:15
5 Lunch Period	11:20	12:40
6 th Period	12:45	1:35
7 th Period	1:40	2:30
After School Duties	2:30	4:10

**RICHMOND COUNTY SCHOOL SYSTEM (LEA)
School Improvement Grants
Stakeholders Information Meeting
Title I Classroom
March 31, 2010
12:00 noon**

AGENDA

GREETINGS & OVERVIEW

Dana T. Bedden, Ed.D.
Superintendent

SCHOOL PLANS

Wayne Frazier, Ed.D.
Principal-Glenn Hills High

Ronald Wiggins, Ed.D.
Principal-T.W. Josey High

Tonethia Beasley, Ed.S.
Principal-Lucy C. Laney High

QUESTIONS & ANSWERS

The mission of the Richmond County School System is to educate students to become lifelong learners and productive citizens.
Learning Today ... Leading Tomorrow

**Minutes of Richmond County School System (LEA)
School Improvement Grants
Stakeholders Information Meeting**

Place: Richmond County Board of Education
Title I Classroom

Time: 12 o'clock noon

The meeting was called to order by Superintendent, Dr. Dana T. Bedden.

Dr. Bedden gave a detailed powerpoint presentation on the purpose of the School Improvement Grant, which schools are eligible and why, the intervention models that can be used, available funding, and the application process. Three high schools in Richmond County are eligible namely Glenn Hills High School, T. W. Josey High School and Lucy C. Laney High School.

After Dr. Bedden's overview, a discussion was held involving the principal of each school namely Dr. Wayne Frazier of Glenn Hills High, Dr. Ronald Wiggins of T. W. Josey High, and Ms. Tonethia Beasley of Lucy C. Laney High. Each principal explained the areas of deficiency at their school and how this grant will help.

Called Board Meeting

Lovell, Diane

Sent: Wednesday, March 31, 2010 3:04 PM
To: _Department Heads/Directors; _Instructional Coordinators
Cc: _Cabinet; _Secretaries-Cabinet; Whitley, Gayle; Myrick, Panella; Smith, Karen; Newman, Phyllis; Thomas, Verdena; Wehner, Carol; Harris, Mary
Importance: High

This email is sent to you at the request of Dr. Bedden and Cabinet Members:

All Department Heads and Instructional Coordinators should attend the Called Board Meeting at 4:30 p.m., tomorrow, April 1. The purpose of this meeting is to share with the Board, plans that Glenn Hills High, Laney High and Josey High are developing for the School Improvement Grant 1003 (g). These plans contain elements that will require support from all departments and they want to be sure everyone is informed.

Thank you,

Diane

Diane Lovell
Executive Secretary to the Superintendent
Richmond County Board of Education
864 Broad Street, 4th Floor
Augusta, GA 30901
(706) 826-1124
(706) 826-4613 (FAX)

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Richmond County Schools

Called Board Meeting
4/1/2010 4:30:00 PM
Boardroom Auditorium
864 Broad Street
Augusta, GA 30901

Printed : 4/1/2010 9:30:23 AM EST

Mr. Marion E. Barnes - President
Dr. Dana T. Bedden - Superintendent

- A. Call to Order**
- B. Invocation**
- C. Pledge of Allegiance**
- D. Roll Call**
- E. School Improvement Grant Update - Dr. Bedden**
- F. Superintendent Search Update - Mr. Fletcher**
- G. Executive Session**
- H. Adjournment**

<https://eboard.eboardsolutions.com/meetings/PrintItem.aspx?S=4137&MID=14928&AB=tr...> 4/1/2010

Richmond County Schools

Committee Meeting
4/13/2010 4:00:00 PM
864 Broad Street
Augusta, GA 30901

Printed : 4/15/2010 8:32 AM EST

Mr. Marion E. Barnes - President
Dr. Dana T. Bedden - Superintendent

A. FINANCE COMMITTEE-Mr. Dolan

1. *Monthly Financial Reports - Mr. Spires
2. *BID-National Hills Elementary School Asbestos Abatement Project No. ACES 118-180
3. *BID-Westside High School Asbestos Abatement Project No. ACES 118-179
4. *BID-Holding Proofing Cabinets RFP #10-506
5. *BID-Football Clothing 2010 Bid #225
6. *BID-Football Equipment 2010 Bid #226
7. *BID-Softball Equipment 2010 Bid #227
8. *BID-Softball Uniforms 2010 Bid #228
9. *BID-Volleyball Equipment 2010 Bid #229
10. *BID-Volleyball Uniforms 2010 Bid #230
11. *Sole Source Procurement of Instructional ERP Platform, RFP #09-541 - Mr. Fletcher
12. *Standard Monthly Budget Amendments - Mr. Spires
13. Budget Update for FY2010, Additional Furlough - Dr. Bedden/Mrs. Faglier
14. *BID-Approval of Hephzibah Comprehensive High School Renovations and Additions Project-Mr. Baker

B. BUILDING COMMITTEE-Mr. Atkins

1. *Construction Update - Mr. Baker

C. INSTRUCTION COMMITTEE-Mrs. Minchew

1. Approval of School Improvement Grant - Dr. Bedden
2. *Georgia METH Program Update - Dr. Whitson
3. Lake Forest Hills Elementary School, IB Program Update, Mrs. Bailey - Dr. Ashe
4. Christian Release Time Program Update - Mrs. Minchew
5. Update on Teen Pregnancy Forum - Mrs. Minchew
6. Approval to Apply for Carl D. Perkins Career and Technical Education Grant FY2011 - Dr. Bedden
7. Approval to Apply for Comprehensive School Based Health Clinic Program - Dr. Rountree

D. STUDENT SERVICES COMMITTEE-Ms. Curtis

1. Approval of RCSS Partnership with Community Organizations - Mr. Atkins
2. Approval of Seeking Grants for Assistance with Youth Gangs and Teen Pregnancy - Mrs. Scott

E. HUMAN RESOURCES COMMITTEE-Mrs. Cain

1. ***ITEM REQUESTED TO BE REMOVED***
2. *Reduction in Force Policy - Mr. Fletcher
3. *Monthly Superintendent's Recommendations - Dr. Bedden/Mr. Hill
4. *Maintenance/Transportation Supply Room Update - Mr. Starks
5. Night Patrol Coverage Update - Chief Clayton

F. Executive Session

G. Announcements - Mr. Barnes

<https://eboard.eboardsolutions.com/meetings/PrintItem.aspx?S=4137&MID=14059&t=a>

4/15/2010

RICHMOND COUNTY SCHOOL SYSTEM (LEA)

School Improvement Grants
Stakeholders Information Meeting

Title I Classroom

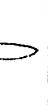
March 31, 2010

12:00 noon

PRINT NAME	SIGNATURE	ORGANIZATION
ASHIA LEVERETT		LEVERETT ASSOCIATES
Eleanor Hopson		CISARC, Inc.
Elizabeth Chamblin		CSRA ECP / Augusta Tech
Debbie Daniel		Augusta Tech High School (Coordinator)
Melisse Frank-Alston		Augusta Tech / VP Student Affairs
Audrey J. Wood		Curriculum
Elaine Shinn		Professional Learning
Lynn Ware		Exec. Director
Audrey Gray		Title I
Carol Kountze		Exec. Director
Tonitha Fols Beasley		Principal
Jene Kinnitt		EA Coordinator

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RICHMOND COUNTY SCHOOL SYSTEM (LEA)
School Improvement Grants
Stakeholders Information Meeting
Title I Classroom
March 31, 2010
12:00 noon

PRINT NAME	SIGNATURE	ORGANIZATION
Ron Wiggins		T. W. Sosey
Wayne Frazier		GHTS, Principled
Stavros Samps		Guthrie I
Shelley Allen		Curriculum

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TO: All Stakeholders
FROM: Dana T. Bedden, Ed. D.
Superintendent of Schools
DATE: March 26, 2010
SUBJ: Stakeholders Meeting

As a stakeholder of the Richmond County School System, we invite you or your designee to attend a stakeholders meeting regarding the school system's application for additional funds from the GADOE to implement new school improvement programs for Glenn Hills High, T. W. Josey High and Lucy C. Laney High schools. The meeting will be held on March 31, 2010 at 12 noon in the Title I classroom located at 864 Broad Street, 1st floor.

Your attendance will be greatly appreciated.