

Transformation Model: Hawkinsville High School

Hawkinsville High School became involved in prescribed school reform five years ago with the implementation of Accelerated Schools *Plus* through the Comprehensive School Reform Grant. This was a process for increasing the achievement of all students by developing accelerated learning environments and empowering learners through academic rigor and inquiry-based instruction. Our staff studied the data and formed four cross-curricular learning communities, cadres, which have continued to work on data driven identified school needs. Shared leadership has been established with all stakeholders involved in major decisions made at HHS. For the past two years, we have been fortunate to have been granted access to the expertise of the Schlechty Center through the Professional Association of Georgia Educators (PAGE) High School Redesign Initiative. Every teacher has been trained in the *Working on the Work* format and is at some level of implementation in using engaging lessons based on the design qualities.

Our next step is for teachers and support staff to develop an understanding of key concepts and principles involved in designing high-content, engaging work for students based on student achievement data, teachers' experiences, and the Georgia Performance Standards. The principal will build a repertoire of tools and skills that will be used in providing ongoing support to teachers and designing effective professional development that uses faculty meetings and other staff time in new ways.

To foster the increase in teacher learning and leadership capacity, the administrative team and teacher leaders will work with the Georgia Leadership Institute for School Improvement and the Schlechty Center to develop a professional growth model to facilitate increased student achievement and graduation rate. The guiding principle for this model will be, "What will help increase student achievement, promote exemplary professional practices and simultaneously contribute to the improvement of the school climate and staff morale?" This transformational model will begin in the heart of the school, the classroom, to encompass professional learning, academic success, teacher leader skills, school culture, and parental involvement.

Additional staff members will provide an array of services that include: providing support, doing research, analyzing data, mentoring, and modeling. The intense high-quality professional learning received during this transformation will build a foundation for capacity and enable staff members to gradually assume the responsibilities of the majority of these new positions, therefore sustaining the process. The incorporation of a positive behavior component will maximize academic engagement and achievement for all students. The combination of these strategic approaches will result in a change in culture and these processes will become routine and consistent. Students will be excited about learning new concepts and the goal will no longer be 'to pass' but 'to excel'. It will become routine for staff members to work with students on their individual needs, making the learning environment more engaging, responsive, and productive. Apathy will no longer be the norm, but the exception.

We envision a true transformation for Hawkinsville High School. When the expectations of the teachers are transformed, student expectations will follow. Student needs will be met through standards based instruction, differentiation, and prescriptive assessment; therefore gaps in learning will greatly decrease. These processes will become embedded, building sustainability through added leadership capacity and classroom best practices. Benefits will be long term as a result of the culture and thought process changes. All students will be academically successful and graduate on time.

"The Pulaski County School District 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."

School Improvement Grants Application

Section 1003(g) of the Elementary and Secondary Education Act

CFDA Numbers: 84.377A; 84.388A



U.S. Department of Education
Washington, D.C. 20202

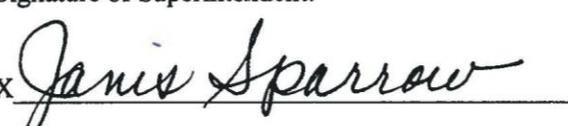
OMB Number: 1810-0682
Expiration Date: XX/XX/2010

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. [OMB approval forthcoming]

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Part II: LEA Application 2010

LEA Name: Pulaski County Schools	LEA Mailing Address: 72 Warren Street Hawkinsville, GA 31036
LEA Contact for the School Improvement Grant Name: Jane D. Williams Position and Office: Assistant Superintendent Contact's Mailing Address: 72 Warren Street Hawkinsville, Ga 31036 Telephone: 478-783-7200 Fax: 478-783-7204 Email Address: jwilliams@pulaski.k12.ga.us	
Superintendent (Printed Name): Janis Sparrow	Telephone: 478-783-7200
Signature of Superintendent: x 	Date: April 15, 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: Pulaski County Schools

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

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

School Name	NCES ID#	Tier I	Tier II	Tier III	Intervention Models (Tier I and Tier II Only)			
					Turnaround	Restart	Closure	Transformation
Hawkinsville High School	130422001514		X					X

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LEA Application 2010**

LEA Name: Pulaski County Schools

School Name: Hawkinsville 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).

Our needs assessment process has been comprehensive in that it entails gathering qualitative and quantitative data inclusive of surveys, test data, and demographic data. This process is instrumental in keeping the data necessary for our needs assessment information current.

The analysis of test data is a continuous process for Hawkinsville High School. The process identifies needs based on quantitative data from all state required tests, the Georgia High School Graduation Tests(GHSGT)and End of Course Tests(EOCT). Administrators, Graduation Coaches, and teachers disaggregate our student data and compile a Balanced Score Card, which is made available to all stakeholders. Student behavioral data is collected through the Safe and Drug Free Student Survey conducted in October of each year. Perception surveys have been distributed to community and business organizations, school staff, parents, and students in grades 9 through 12.

Participation of the Pulaski BOE in a project between Pulaski County local government agencies and the University of Georgia resulted in an open forum for community and business leaders and interested residents. Educational trends and concerns voiced by these participants in a local survey include: high school drop-out/graduation rate, schools not making Adequate Yearly Progress(AYP), decreasing standardized test scores, decreasing educational funds, parent involvement, and the lack of before, after, and/or evening remediation, tutoring, and course offerings.

Hawkinsville High School has been below the state average for the Mathematics portion of the Georgia High School Graduation Test for several years, while meeting standards for the English/Language Arts(ELA). For 2009, HHS failed to make AYP in Math and ELA. Since the implementation of the Georgia Performance Standards, our GHSGT achievement has been on the decline. For each of these subgroups, Black Students, Students with Disabilities, and Economically Disadvantaged Students, performance in both ELA and Math has been on a downward trend, with a more dramatic decrease in Math.

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In the Fall of each year, Pulaski County students in grades 6, 8, 10, and 12 participate in the Georgia Student Health Survey which collects information about students' participation and perceptions on topics including alcohol, tobacco, other drugs, and school climate. The survey results show an increase in risky behavior as students' progress through the high school grades. Student discipline and attendance data are submitted to the Ga. Dept. of Education annually through the Student Information System.

Pulaski County Student Behavior						
2008-2009						
Grade	Alcohol	Tobacco	Marijuana	Fights	Suspensions	Bullying
6th	3%	5%	1%	17	6-8 75	27%
8th	5%	3%	5%	16		12%
10th	18%	16%	10%	7	10-12 122	9%
12th	29%	20%	14%	4		10%

The analysis of student discipline and attendance data indicates that Hawkinsville High School needs a cultural/climate change within the student body in order to encourage more responsibility and respectfulness. The number one reason students are referred to the office from the classroom is “rude and disrespectful behavior.” Many of the students receiving discipline referrals are also the students having academic difficulties. This behavior also negatively impacts the other students in the classroom. School-Wide Positive Behavior Interventions and Support (PBIS) is a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving academic and behavior outcomes for all students. By implementing this framework, HHS will be able to ensure all students have access to the most effective instructional and behavioral practices and interventions. We will be able to use data to make decisions and solve problems, arrange the environment to prevent the development and occurrence of problem behavior, and teach and encourage pro-social skills and behaviors. The implementation of this process will ensure that classroom management issues that affect student achievement will be resolved.

Our school faculty and staff have made great strides in changing the climate and culture of the school as a whole. However that change is not evident in our classrooms. We still see much of the same old traditional instructional strategies such as lecture and chapter tests. A true transformation of our classrooms is necessary in order to meet the needs of our students within a standards based classroom. Our teachers need extensive training in standards based instruction, assessment to drive the instruction, instructional strategies that will engage all students in their learning(differentiated instruction), and the management skills needed for this transformation to occur. All teachers need training to be able to use diagnostic data, formative data, and summative data effectively to address the needs of individual students and to assess their own teaching.

One of our greatest needs and challenges is in mathematics. Too many of our math students come to us deficient in the skills and knowledge to be successful at the high school level. According to the table below, 19 students were placed in the 9th grade in the 2009-10 school year. Eighteen of these students failed the math portion of the 8th grade CRCT and only three of these students met expectations on the Math I EOCT. Greater emphasis needs to be given to identifying the learning gaps of these at-risk

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students. The assessment for learning training provided by Georgia Leadership Institute for School Improvement (GLISI) will help our teachers know the achievement targets their students need to hit, provide feedback to students about targets in terms they can understand, transform targets into dependable assessments that yield accurate information, and understand the relationship between assessment and student motivation and use assessment to build student confidence. To aid in this task, our teachers will use the software program *Thinkgate* to create standards based tests, score them, and generate reports to be used for instructional purposes.

9 th Grade Data			
	2007-08	2008-09	2009-10
Students placed in the 9 th Grade	15	20	19
Overage 9 th graders (total)	37	40	50
Overage 9 th graders (1 st Time)		26	20
Number of 9 th graders off-track	10	14	23
Total number of 9 th grade students	124	141	129
Percentage of 9 th graders off-track	8%	10%	18%

As seen from the table, working with our 9th grade is a definite need. In the past three years the percentage of 9th graders off-track has steadily increased. Gaps in their math skills, limited vocabulary, and poor comprehension skills are major contributors to the need for an extra math teacher and a reading teacher and also allow for flexible scheduling. The reading teacher will work directly with our students facilitating *Read 180*. A Transition Specialist will work closely with counselors, teachers, administrators, and parents in helping the at-risk population succeed and ensure they graduate on time. By concentrating his/her efforts on the incoming 9th graders, the Transition Specialists can help to facilitate student's progress through high school. This person will also work with the Positive Behavior Intervention and Services program to improve supports for students whose behaviors require more specialized assistance.

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The Transition Specialist will have a flexible schedule in order to be available to meet with students and/or parents during the evening program.

A major role for the additional counselor will be to work closely with our Parent and Community Stakeholder Cadre to increase parent and community involvement as specified in our needs assessment process. This counselor will also be responsible for gathering instructional performance data and the referral processes through RTI, SST, and 504. He/She will work with our existing counselor to coordinate their schedules to be available after school and in the evening for students and parents.

Math and literacy coaches will be hired to assist in conducting research, data analysis, and providing professional learning. They will also assist teachers in identifying students' individual needs and build capacity to improve classroom instruction by modeling engaging lessons, helping teachers use the assessment data to drive instruction, and by monitoring the implementation of the professional learning and giving feedback.

To truly transform the classroom instruction at Hawkinsville High School, teachers must become facilitators of engaging lessons that are standards based and differentiated. In addition to the assessment piece, professional learning for teachers and academic coaches provided by GLISI will include development and delivery of standards based lessons and the differentiation of instruction. Teacher capacity for designing engaging lessons will be developed through extensive training with the Schlechty Center.

HHS faculty will be required to use a web-based instructional planner, Collaborative Learning Inc., which includes modules for instruction planning, curriculum mapping, and standards-based assessment. This system will allow administrators and academic coaches to monitor classroom instruction by tracking lesson planning in order to compare it to actual teaching and learning.

Our comprehensive needs assessment process has encompassed representatives from various stakeholder groups. This is a continuous process that guides all facets of our school improvement efforts. As noted in the previous paragraphs and the included profile information, major areas of need include human resources to help build capacity for future sustainability, academics, climate/culture/student behaviors, parental involvement, intervention materials, and resources to support processes. Agendas and minutes from various stakeholder informational meetings are attached.

d) Provide rationale for the intervention model selected.

Pulaski County School System has determined that the Transformation Model is the most viable intervention model for Hawkinsville High School. This was a committee process that involved comprehensive and strategic planning to ensure that the most effective intervention model was selected. This committee will continue to monitor the implementation of the model.

The School Closure Model requires the closure of the high school and the transfer of students to another school within the system. Pulaski County School System has only one high school; therefore, this is not an option for us. The Restart Model requires the closure of the high school and it reopening as a Charter School operated by a non-profit organization. We considered the timeframe for this grant application and determined that there was not sufficient time for soliciting potential partners and conducting a rigorous review process of these school operators in order to determine their ability to restart our school as a

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charter. The implementation of the Turnaround Model is not viable for HHS because Pulaski County is a rural system and it is difficult to recruit and retain qualified teachers.

Hawkinsville High School became involved in prescribed school reform five years ago with the implementation of Accelerated Schools *Plus* through the Comprehensive School Reform Grant (CSR). Accelerated Schools *Plus* is a process for accelerating the achievement of all students by developing accelerated learning environments and empowering learners through academic rigor and inquiry-based instruction. During this time, the faculty and staff studied all of our data and formed four cross-curricular learning communities, cadres, which have continued to work on data driven identified school needs. Shared leadership has been established with all stakeholders involved in major decisions made at HHS. Although CSR grantees were not fully funded for years two and three because of the lack of federal funds, we have sustained the process for three years.

For the past two years, we have been fortunate to have been granted access to the expertise of the Schlechty Center through the Professional Association of Georgia Educators (PAGE) High School Redesign Initiative. During this time, every teacher has been trained in the *Working on the Work* format and is at some level of implementation in using engaging lessons based on the design qualities. Through this grant, we will be able to have Schlechty consultants come to our school to provide more professional learning needed for increasing student engagement. This consultant will help to increase student achievement by monitoring and providing feedback to teachers on implementation. We will send the principal, academic coaches, and lead teachers to the “Coaching for Design” Conference. This train-the-trainer workshop will enable us to redeliver to the remainder of the staff, building capacity to sustain the work after the grant period.

To aid in helping all of our struggling readers, we will purchase *Read 180*. This high school reading intervention program will help to accelerate reading achievement of our students who are seriously below grade level. Once their reading comprehension has improved, we will see improvement in all content areas. Our reading teacher will be responsible for the implementation of this program and will train other teachers to build capacity and sustain the program after the grant period.

Technological equipment will be used to enhance the educational process and increase student access to technology, which in turn increases student engagement and achievement. Classroom net-book sets will be shared and used by all teachers to aid in student learning. Teachers will use equipment and software for research, writing, math instruction (Geometer’s Sketchpad), graphing data from experiments, practicing for high-stakes testing, differentiated instruction, and remediation. Digital Response Systems will give the teachers a tool to immediately assess and monitor student learning. Smartboards, flip-cameras, and document cameras will be used by teachers and students to engage learners in the instructional process.

To aid in increasing the graduation rate, HHS will use credit recovery software, *Education 2020* to help students who have recover lost credit due to failing. After researching many different options, we chose *E2020* because of its incorporation of all learning styles such as a live lecturer to explain the concepts to be learned. This will be utilized during the day and also in the evening program.

The principal of Hawkinsville High School will retire at the end of the 2009-2010 school year and a new leadership team will be in place for 2010-2011. The new principal has participated in training with the Schlechty Center at a Working on the Work conference in Dallas, Texas. She has led the move toward shared leadership, working with the cross-curricular cadres in the development and implementation of standards based classrooms, increasing student engagement, using differentiated instruction, and using assessment to drive instruction. Because we will have a new leadership team in place, GLISI will provide

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the professional training to build leadership capacity to positively affect school improvement. We feel that being part of Base Camp and Summit will have a tremendous impact on our leaders and will be the catalyst to unite us.

The Pulaski County Board of Education was informed on March 9, 2010 about the possibility of Hawkinsville High School applying for the SIG 1003(g). Information concerning this opportunity was disseminated during a regularly scheduled administrative meeting on March 12, 2010. During this meeting the superintendent asked for input concerning the application and sought advice for the fit of each model for our high school and community. On March 17, 2010 the faculty and staff of HHS met and discussed the different models available. With the retirement of the principal and considering the efforts already begun, the Transformation Model was the best fit for our situation at HHS. This will give the new principal and staff the opportunity for the resources to truly impact academic achievement and the future of our students. All of these meetings have agendas and sign-in sheets.

The Transformation Model will give Hawkinsville High School the opportunity to implement new evaluation systems for administrators and staff, support and reward staff who are increasing student achievement combined with growing professionally, and further implement an instructional model based on student needs. Our goal is to provide job-embedded professional development in order to build capacity and sustainability.

- 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.

Pulaski County School System is prepared and committed to provide the necessary resources and support to successfully implement the Transformation Model at Hawkinsville High School. The Superintendent and Board of Education members are completely aware that this grant operates on a reimbursement basis. They have made the commitment to provide initial operational funds for implementation of this school improvement initiative.

The Board of Education believes that one of its most important functions is to employ the best personnel suited for each position in the system and maintain the quality of the programs offered by the system. In December 2009, the Pulaski County BOE revised and adopted its policy for personnel retention. It states, "In making recommendations for termination or downgrading of employee positions, the Superintendent shall include, first and foremost, the professional expertise, effectiveness and overall job performance of individual employees as reflected in annual evaluations as well as the Superintendent's own observations and knowledge."

Administrators and staff members believe a deeper understanding and stronger implementation of performance-based classrooms and a dramatic increase in differentiation of instruction will have a significant impact on improving student achievement in all subgroups. Assessment driven instruction will also be a major component in our school improvement initiative.

Two organizations will be asked to guide Hawkinsville High School during implementation of the Transformational Model – GLISI and the Schlechty Center. GLISI will assist us with building leadership capacity and implementing overarching principles of best practices. The Schlechty Center staff members will provide additional, more targeted, classroom level assistance. They will conduct classroom observations and provide immediate feedback, thus helping to monitor effective implementation. These

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two organizations will collaboratively help us at all levels from leadership down to the individual classroom level. Both are respected organizations that utilize research to guide their efforts.

Hawkinsville High School leaders were associated with GLISI in school improvement several years ago. We will revive this relationship and contract with them for a consultant to provide on-site professional learning for our teachers and staff on our greatest areas of need: standards based classrooms, differentiated instruction, and assessment of and for learning.

Hawkinsville High School has been affiliated with the Schlechty Center for the past two years through PAGE's High School Redesign Initiative. We have seen a new culture emerging where the teachers see themselves as leaders and decision makers while working collaboratively with each other. All staff members have been trained in "Working on the Work" (WOW) and now use a common language and framework in which to have productive conversations about teacher and student work.

Our next step is for teachers and support staff to develop an understanding of key concepts and principles involved in designing high-content, engaging work for students. Teachers will design lessons/units around concepts that will be tried in their classes. These concepts will be based on student achievement data, teachers' experiences, and the Georgia Performance Standards. WOW staff will be on-site two days every other month to give teachers the opportunity to deepen their knowledge, monitor progress, and to look at student work that resulted from the lesson plans and exemplars they designed. This time will also give teachers the chance for ongoing coaching in a positive and supportive environment. Follow-up coaching sessions for the principal will also take place when the Schlechty Center associate is on site. These one-day sessions are intended to build a repertoire of tools and skills the principal can use in providing ongoing support to teachers and designing effective professional development that uses faculty meetings and other staff time in new ways.

In phase two, the work moves to a new level in which data will be gathered to assess the capacity of our school to become a WOW school. The principal and teachers will now assess student engagement as well as staff engagement. To ensure that the work goes deeper, a year-long effort to collect and analyze data around critical items in School Standards will provide an overall picture of how the school is operating and translate the results of the work into our ongoing school improvement plan. On-site support and coaching will again be every other month to help ensure that the principal, teachers and other staff have the necessary support to ensure that WOW becomes a part of the everyday life of our school.

Phase three prepares the principal and staff to share what they have learned with others in the district and beyond. This will involve a number of groups that take the lead on behalf of the entire staff in carrying out the school improvement strategy. Some of the small groups will focus on how to communicate what the school has learned with others through such means as making presentations and providing staff development for others in the district. As in the first and second phases, on-site support and coaching will be provided, whether it is to the principal, veteran teachers, new teachers, or support staff. This time might also be devoted to strengthening parent and community support for sustaining reform at the building and classroom levels.

District level personnel will be involved in all aspects of the implementation of the transformation model for school improvement. We are committed to being informed and will communicate with all stakeholders including parents, community and business partners. The reform effort will be supported at the district level in the following ways:

- Support district and school leadership teams in professional learning activities deemed necessary to implement the transformation model
- Encourage HHS administrative team to plan professional development activities in support of the transformation model
- Support the school's administration in the requirements of staff members participation in

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professional learning activities related to the implementation of the transformation model

- Assist and support the disaggregation and evaluation of student data
- Allocate time to school, academic coaches, teachers and other staff members for planning, meetings, and other communication
- Support the staff participation in workshops and/or conferences
- Provide substitutes within the school day for teachers and administrators to redeliver to other teachers and staff members the strategies learned to implement the transformation model
- Support the award of stipends for teachers' time spent in professional learning beyond their regular contract period

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

The following guiding questions can be used to respond:

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

(Respond Here) **NA-We are not a Tier I school.**

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 schools.

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

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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 Pulaski County School System prides itself on the open communication with and among its stakeholders throughout the system and the community. Surveys have been distributed to community members and organizations, school staff, parents, and students in grades 9 -12 via paper copy and system website.

The Superintendent has addressed this application process with community stakeholders through regularly scheduled civic organizational meetings and Board of Education meetings and has written articles in the local and regional newspaper. Board of Education meetings are recorded for broadcast on our local cable channel. The channel is designated as the Pulaski County Schools channel, and events and information are shared in this way.

Communication has been an ongoing process with regional higher education institutions in consideration of their involvement as a partner in dual enrollment for students of Hawkinsville High School. This will continue in the implementation of this school improvement initiative.

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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.

Budget Narrative:

Hawkinsville High School is requesting funding in the amount of \$902,342 for the first year of our proposed School Improvement Grant. Subsequent budget years are \$858,506 and \$754,402. The majority of expenditures are requested for personnel salaries and benefits. Our budget supports an increase in personnel to target academic improvements through increased student achievement in the target areas of Mathematics and English Language Arts and an increase in our graduation rate.

Personnel will be utilized for direct student services through the following: additional counseling services to create closer relationships with individual students in order to meet their needs and to work closely with parents and community stakeholders, two additional teachers – one Reading teacher and one Math teacher to help form collaborative teams to work together to address standards and student engagement and also meet the needs of individual students in each of our areas of greatest need, and a Transition Specialist who will work closely with students to ensure a smooth transition from middle school to high school to career and college. This person will also work closely with counselors, teachers, and administrators in helping the at risk population succeed and ensure they graduate on time.

Other personnel positions will include Academic Coaches for each target area of Mathematics and English Language Arts to research, model and monitor effective teaching strategies and best practices and a half time Transformation Specialists who will monitor our implementation of the grant and report to the superintendent. Currently employed teachers will work during the evening hours of operation and be paid their regular hourly rate. Substitutes will be paid through the SIG only for teacher absences due to professional learning activities related to the grant. Stipends have been included for teachers to attend

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professional learning activities for ten days outside their regular contract days. The exact amount for salaries may need to be adjusted in accordance with the level of experience and certification of personnel hired.

Rewards have been included in the budget for leaders, teachers and other staff members for the accomplishments of reaching the targeted summative achievement and graduation rate goals. At the end of the each year of the grant period each professional staff member could receive \$200 and each classified staff member \$100 for each goal met. Incentives, such as stipends, are included for teachers working off contract hours after school or summer school, taking on leadership responsibilities, and adding endorsements to their certificates.

Professional learning is an integral component of our school improvement initiative for Hawkinsville High School. We have budgeted funding for partnering with the Georgia Leadership Institute for School Improvement and the Schlechty Center. Both entities will provide intense professional development services for our entire certified staff to focus on standards based instruction, assessment for and of learning, leadership training, and for designing engaging lessons. Contracts with GLISI will be in the amount of \$50,000 over three years and for the Schlechty Center will be \$120,000 for the three year grant period.

Technological software and web-based portal licenses will be an important part of the school improvement initiative. We will incorporate the use of *Thinkgate* for student assessment at \$55,500 the first year, \$18,500 the second year, and \$15,500 the third year. *Collaborative Learning* for curriculum planning will be \$21,000 over the three year period. Credit Recovery (*E2020*), diagnostic, remediation, and interventions (*Read180*) will total \$80,000 the first year, \$32,400 the second year, and \$32,400 the third year.

Technological equipment has been incorporated in the budget, \$38,642 year one, \$61,906 year two, \$5,802 year three, to enhance the educational process and increase student access to technology, which in turn increases student engagement and achievement. The following technology hardware has been budgeted: seven classroom sets of netbooks over three years; two projectors and a screen to expand professional learning; fifteen flip-cameras for professional feedback; ten laptops for instructional and/or leadership staff over the three years; Smartboards for four classrooms; Digital Response Systems for eight classrooms; nine document cameras; and six PDA's for administrative data collection. An additional \$18,500 has been included for technological, instructional and professional learning supplies.

The budget includes funds for travel and registration fees for staff members to attend professional learning activities for a total of \$37,000 over the three year grant period. Indirect costs in the amount of \$20,000 have been added.

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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.

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LEA Application 2010

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

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

Extending the period of availability of school improvement funds.

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

"Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

Implementing a 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**

LEA Name: Pulaski

School Name: Hawkinsville High School

Grades: 9 - 12

School Enrollment Total: 459

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

SCHOOL DATA

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP status	N	Y	N				
AYP targets the school met	ELA,SI	ELA,Math,SI	SI				
AYP targets the school missed	Math		ELA,Math				
School improvement status	NI-1	NI_AYP	NI-1				
Number of days within the school year	180	180	179	177			

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Number of minutes within the school day	433	433	433	437			
Number of minutes within the school year	77,940	77,940	77,507	77,349			

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LEA Application 2010

**Attachment 1c
High School Profile**

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	0	0	0				
Graduation rate (percentage)	72.2	77.6	77.7				
Dropout rate (percentage)	3.5	3.9	5				
Student attendance rate (percentage)	EDFacts	EDFacts	EDFacts				
Number of students completing advanced coursework (AP)	51	45	40				
Percentage of students completing advanced coursework (AP)	11	10	9				
Number of students completing advanced coursework (IB)	NA	NA	NA				
Percentage of students completing advanced coursework (IB)	NA	NA	NA				
Number of students completing advanced coursework (early-college high schools)	NA	NA	NA				
Percentage of students completing advanced coursework (early-college high schools)	NA	NA	NA				

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LEA Application 2010

**Attachment 1c
High School Profile**

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 (dual enrollment classes)	8	5	7				
Percentage of students completing advanced coursework (dual enrollment classes)	2%	1%	2%				
College enrollment rate	35%	Not available	Not available				
Number of discipline incidents coded as 900 as reported to state	2	4	4				
Number of truants	EDFacts	EDFacts	EDFacts				
Teacher attendance rate	95.5%	95.4%	95.6%				

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LEA Application 2010

**Attachment 1c
High School Profile**

Distribution of Certified Staff by Performance Level as Designated on the LEA's Certified Staff Evaluation System							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of certified staff	37	39	36	35			
Number of teachers evaluated	32	31	31	29			
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory	100	97	100				
Percentage rated Unsatisfactory	0	3	0				
Percentage non-renewed	0	3	0				

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LEA Application 2010

**Attachment 1c
High School Profile**

GHS GT Spring First-time 11th Grade Test-Takers English Language Arts								
Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores		109	103	109				
Percentage Black		90	77.8	71.7				
Percentage White		93	95.2	95.6				
Percentage Hispanic		NA	NA	NA				
Percentage Asian		NA	NA	NA				
Percentage American Indian		NA	NA	NA				
Percentage Multiracial		NA	NA	NA				
Percentage Students with Disabilities		86.7	53.8	57.1				
Percentage Economically Disadvantaged		86.3	82	72.6				

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LEA Application 2010

**Attachment 1c
High School Profile**

GHSGT Spring First-time 11th Grade Test-Takers English Language Arts Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black	98	100	95.3				
Percentage White	100	100	100				
Percentage Hispanic	NA	NA	NA				
Percentage Asian	NA	NA	NA				
Percentage American Indian	NA	NA	NA				
Percentage Multiracial	NA	NA	NA				
Percentage Students with Disabilities	100	100	87.5				
Percentage Economically Disadvantaged	100	98.1	97.1				

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LEA Application 2010

**Attachment 1c
High School Profile**

GHSGT Spring First-time 11th Grade Test-Takers English Language Arts																																
Average Scale Score																																
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013							
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th				
FAY students with test scores																																
Black																																
White																																
Hispanic																																
Asian																																
American Indian																																
Multiracial																																
Students with Disabilities																																
Economically Disadvantaged																																

School Improvement Grant 1003(g)

LEA Application 2010

**Attachment 1c
High School Profile**

GHSGT Spring First-time 11th Grade Test-Takers Mathematics								
Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores		109	104	110				
Percentage Black		38	63.9	41				
Percentage White		78.9	82.3	93.3				
Percentage Hispanic		NA	NA	NA				
Percentage Asian		NA	NA	NA				
Percentage American Indian		NA	NA	NA				
Percentage Multiracial		NA	NA	NA				
Percentage Students with Disabilities		33.3	61.5	31.8				
Percentage Economically Disadvantaged		43.1	64.7	48.4				

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

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LEA Application 2010

**Attachment 1c
High School Profile**

GHS GT Spring First-time 11th Grade Test-Takers Mathematics							
Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011***	2011-2012	2012-2013
Percentage Black	98	100	96.9				
Percentage White	100	100	100				
Percentage Hispanic	NA	NA	NA				
Percentage Asian	NA	NA	NA				
Percentage American Indian	NA	NA	NA				
Percentage Multiracial	NA	NA	NA				
Percentage Students with Disabilities	100	100	91.7				
Percentage Economically Disadvantaged	100	100	97.1				

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LEA Application 2010

**Attachment 1c
High School Profile**

GHSGT Spring First-time 11th Grade Test-Takers Mathematics																																
Average Scale Score																																
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011***				2011-2012				2012-2013							
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th				
FAY students with test scores																																
Black																																
White																																
Hispanic																																
Asian																																
American Indian																																
Multiracial																																
Students with Disabilities																																
Economically Disadvantaged																																

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

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LEA Application 2010

**Attachment 1c
High School Profile**

Mathematics I: Algebra/Geometry/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	NA	NA	89				
Percentage passed EOCT	NA	NA	NA				

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

*****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**

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	93	98	90				
Percentage passed EOCT	48	65	76				

English Language Arts: American Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	100	99	97				
Percentage passed EOCT	79	83	73				

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LEA Application 2010

Attachment 2d
Transformation Model

LEA Name: Pulaski County Schools

School Name: Hawkinsville High School

The LEA must:

A1. Replace the principal who led the school prior to commencement of the transformation model.	
Actions: Replace principal: <p>The principal of Hawkinsville High School will retire at the end of the 2009-2010 school year and a new leadership team will be in place for 2010-2011. The new principal has participated in training with the Schlechty Center at a Working on the Work conference in Dallas, Texas. She has led the move toward shared leadership, working with the cross-curricular cadres in the development and implementation of standards based classrooms, increasing student engagement, using differentiated instruction, and using assessment to drive instruction. She is viewed by the high school staff as a dedicated leader who believes in doing whatever it takes to improve outcomes for the students of the district.</p>	Timeline: July 1, 2010
A2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement.	
Actions: Teachers at Hawkinsville High School will be evaluated using Georgia Teachers Observation Instrument (GTOI), formal and informal classroom observations and focus-walks, and Georgia Teacher Duties and Responsibilities Instrument (GTDRI). While our district is in the training phase for using <i>CLASS Keys</i> , Hawkinsville High School will continue training and begin to implement it with department chairs during 2010 – 2011. The teachers in Pulaski County have been evaluated with the	Timeline: August 2010 August 2010

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<p>Georgia Teacher Evaluation Program (GTEP) with an addendum that includes student achievement data, teacher attendance data, and professional development. This addendum will be updated by the principal with the assistance of the school improvement team.</p>	
<p><i>CLASS Keys</i> Evaluation Instrument was developed with input from administrators and teachers from across the state. It has been field tested by several hundred schools in Georgia. This instrument will be used with each Hawkinsville High School teacher beginning in the Fall of 2011. In the use of <i>CLASS Keys</i> administrators will have a performance appraisal process based on teacher standards designed to evaluate teacher performance, promote professional growth, and positively impact student learning.</p>	<p>Summer 2010</p>
<p>The principal of Hawkinsville High School will be evaluated using the Georgia Leadership Evaluation Instrument (GLEI). The superintendent will work with the principal to develop an addendum to the GLEI which will include student progress data and staff participation in professional learning.</p>	<p>Fall 2011</p>
<p>After training has been completed for the <i>Leader Keys</i> Evaluation Instrument, the transition to this new form of evaluation will be implemented. The <i>Leader Keys</i> includes elements on high expectations for student achievement, management and organizational skills, distributed governance, and collective responsibility for school improvement.</p>	
<p>‘Student growth’ as described in A-33 within the guidance section of this grant application is ‘the change in achievement for an individual student between two or more points in time.’ Because the GHSGT does not show student growth between two or more points in time, multiple observation-based assessments will be used to measure student achievement and increased high school graduation rates.</p>	<p>Fall 2010</p>
<p>Hawkinsville High School student growth will be measured with the use of assessment software, <i>Thinkgate</i>. A committee comprised of district and school level staff reviewed possible assessment models and selected <i>Thinkgate</i> because it offers the capacity to develop pre- and post-test assessments along with benchmark assessments and is designed to measure longitudinal student growth within each course. Gainesville City School System has seen unprecedented achievement gains since the implementation of <i>Thinkgate</i>. GCSS saw an average increase of 20% within subgroups tested and the average passing rate across all grades was over 80%.</p>	
<p>Each assessment, across core curriculum areas, will be designed to measure mastery of the Georgia Performance Standards and this data will be used to track student growth over time. The assessment of the Georgia Keys is addressed under the assessment component of <i>Thinkgate</i> and is a critical component of ongoing school improvement. Teaching and learning must be evaluated to</p>	

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<p>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.</p>	
<p>Actions:</p> <p>Throughout the implementation of the transformation model all staff members should be a part of the celebration of reaching the goals of increased student achievement. An increase of 5% in the average proficiency rate per year of the English Language Arts, Mathematics, Science, Social Studies, and Writing portions of the GHSGT and/or high school graduation rate would be rewarded with a monetary award of \$200 per indicator for each member of the professional staff and \$100 per indicator for each member of the classified staff.</p> <p>A professional development plan will be developed for any teacher who does not demonstrate significant improved professional practice. This plan will be developed jointly by the teacher, Principal, Assistant Principal for Instruction, and the appropriate academic coach. Progress on identified goals in the plan will be monitored and feedback given at regular intervals. If there is no significant improvement in the teacher's professional practice after ample opportunities, he/she will not be offered continued employment at Hawkinsville High School.</p>	<p>Timeline:</p> <p>2011, 2012, 2013</p>

<p>A4. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>	
<p>Actions:</p> <p>Our needs assessment indicated that more professional learning and help is needed in our classrooms. We will seek the help of the Georgia Leadership Institute for School Improvement (GLISI) to provide on-site job-embedded professional development and monitoring in the areas of:</p> <ul style="list-style-type: none"> • Standards Based Classrooms • Assessment Of and For Learning • Differentiated Instruction <p>During the third year, GLISI will only monitor and support our standards based classrooms, use of assessment of and for learning, and use of differentiated instruction</p>	<p>Timeline:</p> <p>Standards Based Classroom Instruction: September 2010, October 2010, January 2011, August 2011</p> <p>Assessment: February, April, May 2011, September 2011</p> <p>Differentiated Instruction: October 2011, January, February, April 2012</p> <p>Fall 2012, Winter 2013, Spring 2013</p>

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<p>environments that support positive behaviors are needed to increase student achievement. Positive Behavioral Interventions & Supports (PBIS) will give us a decision making framework that will guide selection, integration, and implementation of evidence-based academic and behavioral practices for improving academic and behavioral outcomes for all students. This program will provide data that will be used to make decisions and solve behavioral issues. PBIS will help create an environment that will prevent the development and occurrences of problem behaviors and teach and encourage pro-social skills. By the end of year three, school personnel will be ready to take over PBIS Coach duties to provide sustainability.</p>	
<ul style="list-style-type: none"> • 3 days of team training – Principal, AP, API, PBIS Coach, and two teachers by DOE • Faculty training by PBIS Coach and AP • Data collection and monitoring by PBIS Coach • PBIS training for new staff by PBIS Coach 	<p>August 2010</p> <p>August 2010</p> <p>School Years:2010-2011, 2011-2012, 2012-2013</p> <p>August 2011, 2012</p>
<p><i>CLASS Keys</i> Evaluation Instrument was developed with input from administrators and teachers from across the state. It has been field tested by several hundred schools in Georgia. This instrument will be used with department chairs beginning Fall 2010 and with each Hawkinsville High School teacher beginning in the Fall of 2011. In the use of <i>CLASS Keys</i> administrators will have a performance appraisal process based on teacher standards designed to evaluate teacher performance, promote professional growth, and positively impact student learning.</p>	
<ul style="list-style-type: none"> • Last year of studying <i>CLASS Keys</i>. Professional Learning monthly through department meetings. • Use <i>CLASS Keys</i> to evaluate all department chairs • Use <i>CLASS Keys</i> to evaluate all faculty 	<p>School Year 2010-2011</p> <p>School Year 2010-2011</p> <p>School Years 2011-2012, 2012-2013</p>
<p>After training has been completed for the <i>Leader Keys</i> Evaluation Instrument, this new form of evaluation will be implemented for administrators. The <i>Leader Keys</i> includes elements on high expectations for student achievement, management and organizational skills, distributed governance, and collective responsibility for school improvement. SEA personnel will provide professional learning for leaders.</p>	<p>2010, 2011, 2012</p>
<p>Hawkinsville High School student growth will be measured with</p>	

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the use of assessment software, *Thinkgate*. *Thinkgate* is a tool teachers will use to produce pre-tests, formative assessments, interim assessments, and summative assessments. They will use pre-tests to plan whole group instruction and some small group instruction. They will use the formative assessments to provide small group instruction. Use of the tests for each standard will allow them to utilize flexible grouping and to provide immediate intervention for students who do not master a standard. They will also use these assessments to provide instruction and activities to enhance learning for students who show proficiency on the standard during pre-testing or formative assessment. They will also use information gained from the assessments to assign computer-based review and practice and for scaffolding activities for the next unit. Summative data will be used to assign grades and to plan for scaffolding for students who need it.

Thinkgate offers users the capacity to develop pre- and post-test assessments along with benchmark assessments and is designed to measure longitudinal student growth within each course. This software will give the teachers a tool to help them diagnose learning, benchmark learning, and assess learning at the end of their teaching units. This assessment tool will help to drive their instruction through reassessment of their teaching and student learning. Each assessment, across core curriculum areas, will be designed to measure mastery of the Georgia Performance Standards and this data will be used to track student growth over time. A consultant from *Thinkgate* will provide professional learning and training for all faculty and administrators.

- One day initial training with teachers and administrators
- Two days for trouble-shooting and questions after teachers have begun to use *Thinkgate*
- Customer service and tech support will be available

It is our intentions to continue to use *Thinkgate* after the grant period is over using local, state, or federal funds. Assistant Principal for Instruction and Department Chairs will be responsible for monitoring *Thinkgate* after the grant period. They will observe teachers and also use reports from *Thinkgate*.

HHS faculty will use a web-based instructional planner, *Collaborative Learning, Inc.*, which includes modules for instruction planning, curriculum mapping, and standards-based assessment. The integration of teachers' daily and weekly instructional planning and practices into this system will enable administrators to track what was planned and compare this planning to what was actually taught by the instructor and what was learned by the students. Ensuring the curriculum is taught will

August 2010

September 2010, October 2010

2010, 2011, 2012

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- Literacy Coach, reading teacher, and English teachers attend The Reading & Writing Conference

To help us understand and deal with the problems of today's youth, the Transition Specialist, Counselors, AP, Principal, and three teachers will attend the National Youth-At-Risk Conference.

Collaboration is an important ingredient in increasing student achievement. Substitutes needed for continued release time for Cadre Meetings and Department Meetings will be available through the SIG. This professional learning is critical for building capacity and ensuring sustainability.

Best practices and/or content specific professional learning as needed for staff members inclusive of higher order thinking skills, writing formative/summative/benchmark assessments, writing across the curriculum, etc. Professional learning related to the use of technological equipment for new teachers or updates for veteran teachers will be provided by in house technology or media specialist as needed. If additional professional learning is necessary, Heart of Georgia RESA/ETC will provide training.

After the grant period, HHS will dedicate state and federal professional learning funds to continue training that will link to the intervention strategies and annual goals for student achievement. We will sustain this transformation by continuing our on-site professional learning related to standards based instruction, effective instructional strategies, use of assessments to drive instruction, improve practice of differentiated instruction, and continue to improve academic and behavioral practices that lead to improved outcomes for all students. We will take advantage of the professional learning offered by the SEA and Heart of Georgia RESA for our data and school leadership teams, instructional coaches and API, Transition Specialist, and teacher leaders. We will also take advantage of the SEA and Heart of Georgia RESA provided training for our teachers in content specific areas (especially in mathematics) and the active literacy training to enhance all areas of the curriculum.

March 2011, 2012, 2013

Half-day Department meetings will alternate every other month beginning September 2010

Cadre meetings will be held monthly for one class period to begin September 2010

As needed and available

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Professional Learning Activity	Target Audience	PL Provider	Timeline	Evaluating/Monitoring
CLASS Keys	Department Heads and Coaches	Principal, Asst. Principal and Asst. Principal for Instruction	August, 2010	Classroom Observations
CLASS Keys	Teachers	Administrators, Coaches, Department Heads	September, 2010	Admin: Observing Training Focus Walks by administration and coaches After 1 st year in place
Education 2020 (e2020)	Counselors, API, Reaching Teacher, Transition Specialist	E2020 Consultant	September, 2010	API will follow enrollment and achievement, online and meet with after school and evening teachers
Thinkgate	All teachers, coaches, Principal, Asst. Principal and API	Thinkgate Consultant	August, 2010	Coaches, Principal, Asst. Principal and API After Grant: Coaches and API
Collaborative Learning	All teachers, coaches, Principal, Asst. Principal and API	Collaborative Learning Consultant	Instructional Planner – August, 2010 Curriculum Mapper – February, 2011 Standards Score – August, 2011	Administrative evaluations, Coaches online monitoring
Read 180	Reading teacher, Literacy Coach, API	Scholastic Consultant	July, 2010	Literacy Coach, API
GLISI: Leadership Base Camp and Summit	Administrators, Coaches, Department Chairs (2), Cadre Chairs (2), Transition Specialist	GLISI Personnel	February and March, 2011	LEA – Superintendent, Asst. Superintendent, Transformation Specialist
GLISI: Curriculum, Assessment, and Instruction	Leadership Team	GLISI Personnel	July, 2010	LEA – Superintendent, Asst. Superintendent, Transformation Specialist
GLISI: Standards Based Classroom Instruction	Teachers and Coaches	GLISI Personnel	Sept. and October, 2010 January and August, 2011	Coaches, Transformation Specialists, Principal, API

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GLISI: Assessment for Learning	Teachers and Coaches	GLISI Personnel	February, 2011 April, 2011 May 2011 September, 2011	Coaches, Transformation Specialists, Principal, API
GLISI: Differentiated Instruction	Teachers and Coaches	GLISI Personnel	October, 2011 January, 2012 February, 2012 April, 2012	Coaches, Transformation Specialists, Principal, API
Schlechty Engaging Lessons	Teachers and Coaches	Schlechty Consultant	September, 2010 November, 2010 January, 2011 March, 2011 May, 2011 September, 2011 November, 2011 January, 2012 March, 2012 May, 2012 September, 2012 January, 2013 May, 2013	Coaches, Principal, Asst. Principal, API, Schlechty Consultant

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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:</p> <p>Form a committee to develop a professional growth model to facilitate financial incentives and career growth which will include:</p> <ul style="list-style-type: none"> • Pay for GACE testing to add fields of certification to facilitate career growth and greater content knowledge • Increase financial incentives for leadership opportunities such as department and cadre chairs and dream team members • Flexible work hours/calendar days offered to employees for after school, evenings, and summers to accommodate students for credit recovery and/or tutoring • Pay for registration, supplies, and travel related to obtaining Gifted, AP, ESOL, and Reading Endorsements to aid in differentiated learning strategies • Pay for online courses, book studies, other opportunities for professional growth, as prescribed through the evaluation process • Provide stipends for summer work such as, creating assessments using <i>Thinkgate</i>, designing engaging lessons, and vertical alignment/curriculum maps 	<p>Timeline:</p> <p>Summer 2010</p> <p>August 2010, 2011, 2012</p> <p>September 2010 - June 2013</p> <p>August 2010-June 2013</p> <p>August 2010-June 2013</p> <p>August 2010-June 2013</p>

<p>A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.</p>	
<p>Actions:</p> <p>Our vision for our transformed school is to have effective instruction by a knowledgeable faculty that results in documented student learning. The heart of the school, the classroom, will be transformed. All teachers will demonstrate a deep knowledge of the content and a clear understanding of the curriculum, which they use to plan both instruction and assessment of mastery. They will use the GPS framework to plan instruction which includes interdisciplinary instruction with real-world connections. All teachers will use research-based strategies and take advantage of</p>	<p>Timeline:</p> <p>August 2010-June 2013</p>

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available technology and will have high expectations of all students, engaging them in higher order thinking. They will use appropriate differentiation and flexible grouping practices to engage every student in learning and will provide effective feedback to students to help them assess their own learning. Assessment of student learning will be used to diagnose knowledge and skills at the beginning of a course or unit in order to plan appropriate instruction and differentiation; to guide and monitor student learning during instruction; and to evaluate student learning at the end of a course or unit. The teachers will exhibit professionalism within the classroom and among peers, students, and their parents, actively supporting the school's improvement plan and taking responsibility for professional development and providing an appropriate learning environment for all students. (Adopted from *CLASS Keys*, Georgia Department of Education)

To transform our classrooms our teachers need extensive training in standards based instruction, assessment to drive the instruction, instructional strategies that will engage all students in their learning(differentiated instruction), and the management skills needed for this transformation to happen. All teachers need training to be able to use diagnostic data, formative data, and summative data effectively to address the needs of individual students and to assess their own teaching.

The Schlechty Center and the Georgia Leadership Institute for School Improvement use researched-based strategies and embrace the continuing use of these guiding principles:

- Assessment guided instruction to facilitate an increase in student achievement
- Use of the shared decision making process
- Classroom strategies that focus on acceleration and differentiation
- Effective professional development which leads to sustainability
- Use of real-world applications

One of our greatest needs and challenges is in mathematics. Too many of our math students come to us deficient in the skills and knowledge to be successful at the high school level. Greater emphasis needs to be given to identifying the learning gaps of these at-risk students. The assessment for learning training GLISI will provide will help our teachers know the achievement targets their students need to hit, regularly inform students about targets in terms they can understand, transform targets into dependable

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assessments that yield accurate information, and understand the relationship between assessment and student motivation and use assessment to build student confidence. To aid in this task, our teachers will use the software program *Thinkgate* to create standards based tests, score them, and generate reports to be used for instructional purposes.

To truly transform the classroom instruction at Hawkinsville High School, teachers must become facilitators of engaging lessons that are standards based and differentiated. In addition to the assessment piece, professional learning for teachers and academic coaches provided by GLISI will include development and delivery of standards based lessons and the differentiation of instruction. Teacher capacity for designing engaging lessons will be developed through extensive training with the Schlechty Center.

Gaps in math skills and limited vocabulary and poor comprehension skills are major contributors to the need for an extra math teacher and a reading teacher. They will have flexible schedules allowing for more opportunities to address individual and small group student needs. The math teacher will work primarily with the incoming 9th graders to determine and address the gaps in their math knowledge. The reading teacher will work directly with our students facilitating *Read 180* to increase their reading levels and improve their comprehension in all content areas. He/She will be an additional resource (along with the Literacy Coach) for classroom teachers when their students are having difficulty reading.

A Transition Specialist will work closely with students, parents, counselors, teachers, and administrators in helping the at risk population succeed and ensure they graduate on time, concentrating on entering 9th graders. This person will also work with the Positive Behavior Intervention and Services program to improve supports for students whose behaviors require more specialized assistance. The Transition Specialist will have a flexible schedule in order to be available to meet with students and/or parents during the evening program.

A major role for the additional counselor will be to work closely with our Parent and Community Stakeholder Cadre to increase parent and community involvement as specified in our needs assessment process. This counselor will also be responsible for gathering instructional performance data and the referral processes through RTI, SST, and 504. He/She will work with our existing counselor to coordinate their schedules to be available after school and in the evening for students and parents.

Math and literacy coaches will be hired to assist in conducting research, data analysis, and providing professional learning. They will also assist teachers in identifying students' individual needs

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and build capacity to improve classroom instruction by modeling engaging lessons, helping them use the assessment data to drive instruction, and by monitoring classroom implementation of professional learning and giving feedback.

To aid in the monitoring of teacher classroom instruction, HHS faculty will be required to use a web-based instructional planner, Collaborative Learning Inc., which includes modules for instruction planning, curriculum mapping, and standards-based assessment. This system will allow teachers, administrators and academic coaches to track lesson planning and compare it to actual teaching and learning.

A committee will be formed that will be steered by our Math and ELA/Reading Academic Coaches to study course level curriculum to ensure vertical and horizontal alignment and alignment to the Georgia state standards. We realize the Georgia Performance Standards is the basis for our curriculum and state standardized assessment, but we also realize there are still gaps from one course level to another that need to be addressed within core subject areas.

After the grant period, HHS will dedicate state and federal professional learning funds to continue training that will link to the intervention strategies and annual goals for student achievement. We will sustain this transformation by continuing our on-site professional learning related to standards based instruction, effective instructional strategies, use of assessments to drive instruction, improve practice of differentiated instruction, and continue to improve academic and behavioral practices that lead to improved outcomes for all students. We will take advantage of the professional learning offered by the SEA and Heart of Georgia RESA for our data and school leadership teams, instructional coaches and API, Transition Specialist, and teacher leaders. We will also take advantage of the SEA and Heart of Georgia RESA provided training for our teachers in content specific areas (especially in mathematics) and the active literacy training to enhance all areas of the curriculum.

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A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	
<p>Actions:</p> <p>The analysis of test data is a continuous process for Hawkinsville High School. This process identifies needs based on quantitative data from all state required tests and other student assessment data including:</p> <ul style="list-style-type: none"> • GHSGT • EOCT • Eighth Grade CRCT scores • STAR Math and Reading • <i>Thinkgate</i> Benchmark Assessments • Teacher-developed tests <p>The Assistant Principal for Instruction will provide the summative data and along with lead teachers will disaggregate all test data to use for meeting the academic needs of their students. The Academic Coaches will also work with the individual teachers to help them use the data to prescribe and provide remediation, tutoring, and enrichment. Teachers will use this data to assess and adjust their instruction. The Student Achievement Cadre will use this data to assess school target goals and to set new ones.</p> <p><i>Thinkgate</i> is a tool that offers our teachers the capacity to develop course specific diagnostic, formative, interim, and summative assessments that will be used to plan instruction and monitor individual student progress. Each assessment will be designed to measure mastery of the Georgia Performance Standards and this data will be used to track student growth over time and to drive classroom instruction.</p> <p>It is our plan to continue the use of <i>Thinkgate</i> after the end of the grant period.</p>	<p>Timeline:</p> <p>August 2010</p>

A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).	
<p>Actions:</p> <p>According to the data obtained from our student survey, 24% of our students do not have internet access at their home, 68% would take advantage of an after school program, and 21% would use the High School if it were open in the evening. To meet the needs of all students and also their parents, the following schedules will be used:</p>	<p>Timeline:</p> <p>August 2010</p>

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After school schedule twice weekly: 3:30 – 5:00

- Individual tutoring by teachers and/or volunteers
- Credit recovery with certified teacher in computer lab
- Computer lab accessible for research/homework assignments, extra classes not offered during regular school day: foreign language other than Spanish or AP classes

Evening school schedule twice weekly (alternate days) 6:00 – 8:30

- Media Center open for parent research and/or access to system grading portal
- Credit recovery with certified teacher in computer lab
- Computer lab accessible for research/homework assignments, extra classes not offered during the regular school day: foreign language other than Spanish or AP classes
- Individual tutoring by teachers and/or volunteers

Summer School will be provided using funds from the 21st Century Learning Center Grant

- Credit Recovery
- GHSGT Review
- Transition/orientation classes for upcoming 9th graders

Transportation will be available for after school hours for all students. After School and Evening School will be afforded to all students by:

- Providing transportation for all students after school
- Offering courses not available at HHS
- Offering time available to all students for make-up work due to student absences
- Offering students flexible schedules to take courses after hours from GaVirtual School either as part of their regular schedule or any additional courses interested in.

The school day at Hawkinsville High School will look different next year. A modified block schedule is being developed to provide greater flexibility in course scheduling to better meet the needs of all students. Because we were on a 4 X 4 block until school year 2009-10, our teachers will not need to be trained on how to teach on the block. Teachers who are new to the system

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will be mentored by teachers experienced in teaching on a block schedule.	
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A9. Provide ongoing mechanisms for family and community engagement.

<p>Actions:</p> <p>Stakeholder and Community Involvement has been a school improvement goal for many years at Hawkinsville High School. Pulaski County Schools, local government agencies, and the University of Georgia held an open forum for parents, community and business leaders and interested residents. Educational concerns voiced by these participants in a local survey include: high school drop-out/graduation rate, schools not making AYP, decreasing standardized test scores, decreasing educational funds, parent involvement, and the lack of before, after, and/or evening remediation, tutoring, and course offerings.</p> <p>With the help of this grant the Stakeholder and Community Involvement Cadre and the counselors will implement the six National Standards for Family-School Partnerships and use the Implementation Guide to assist us with implementing programs and policies that encourage family-school partnerships.</p> <p>The Six Standards are:</p> <p>1 – Welcoming all Families into the School Community</p> <ul style="list-style-type: none"> • <i>Creating a welcoming climate:</i> developing personal relationships, creating a family-friendly atmosphere, and providing opportunities for volunteering • <i>Building a respectful, inclusive school community:</i> respecting all families, removing economic obstacles to participation, and ensuring accessible programming <p>2 – Communicating Effectively</p> <ul style="list-style-type: none"> • <i>Sharing information between school and families:</i> using multiple communication paths, surveying families to identify issues and concerns, having access to the principal, providing information on current issues, and facilitating connections among families <p>3 – Supporting Student Success</p> <ul style="list-style-type: none"> • <i>Sharing information about student progress:</i> ensuring parent-teacher communication about student progress, linking student work to academic standards, using standardized test results to increase achievement, and sharing school progress • <i>Supporting learning by engaging families:</i> engaging families in classroom learning, developing family ability 	<p>Timeline:</p> <p>August 2010</p>
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involvement coordinator and parent liaison. She will work closely with parents and community stakeholders to increase their involvement in all aspects of school improvement at Hawkinsville High School. As a counselor and parent liaison, she will arrange and participate in parent-teacher meetings and parent involvement activities and training. She will also serve as the coordinator for Response to Intervention (RTI) and Student Support Teams (SST). As the RTI and SST coordinator, she will work closely with teachers, students, and parents, as well as other support personnel such as the special education director, assistant principal for instruction, and math and literacy coaches to increase the number of students who graduate ready to move into college or the work force. The counselor will have a flexible schedule and will work with the existing counselor to coordinate their schedules in order to be available after school and in the evening on Tuesdays and Thursdays for students and parents. It is the intention of the system to retain this position through local or grant funding after this grant period has ended.

- Math Academic Coach – The math coach will help math teachers build their capacity to confidently and effectively provide standards based instruction to meet the needs of all students. The coach will model and monitor effective math GPS implementation and work closely with GLISI and Schlechty professional learning consultants who provide training in standards based instruction, assessment for learning, differentiated instruction and designing engaging lessons. He/she will guide teachers in use of data from *Thinkgate* to identify and work with struggling math students, and collaborate with teachers to prescribe and provide appropriate remediation, enrichment, and/or intervention. This academic coach will receive training through the SEA. Although it is the intention of the system to utilize other federal, state, or local funds to retain this person after the grant period ends, the work done with teachers for three years will have built their capacity to sustain use of best practices should the system not be able to continue funding this position.

- Literacy Coach – The literacy coach will help ELA

August 2010

August 2010

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<p>teachers, as well as teachers of other subjects, build their capacity to confidently and effectively provide standards based instruction to meet the needs of all students. He/She will model and monitor effective ELA GPS implementation. The literacy coach will also work closely with GLISI and Schlechty professional learning consultants who provide training in standards based instruction, assessment for learning, differentiated instruction, and designing engaging lessons. He/she will guide teachers in use of data from <i>Thinkgate</i> to identify and work with struggling readers and collaborate with teachers to prescribe and provide appropriate remediation, enrichment, and/or intervention. This academic coach will receive training through the SEA. Although it is the intention of the system to utilize other federal, state or local funds to retain this person after the grant period ends, the work done with teachers for three years will have built their capacity to sustain use of best practices should the system not be able to continue funding this position.</p>	
<ul style="list-style-type: none">• Math teacher – This teacher will use standards based instruction, assessment for learning, and differentiated instruction to meet the needs of our at risk population, particularly the ninth graders who lack the skills needed to be successful in Math I. He/she will have a flexible schedule in order to provide after school tutoring and instruction for students who need additional/individual help. This teacher will use diagnostic data from <i>Thinkgate</i> and teacher-made evaluations to identify and remediate specific skill deficits. He/she will also collaborate with other math teachers to provide scaffolding for regular classroom instruction through math support classes and after school instruction. The math teacher position will be for the grant period only. At the end of the grant period, other members of the math department will have acquired the knowledge and skills needed to identify and address the needs of all students.	August 2010
<ul style="list-style-type: none">• Reading teacher – The reading teacher will provide specific instruction using <i>Read 180</i> to students who read significantly below grade level. He/she will also collaborate with other teachers to improve vocabulary and reading comprehension skills related to their subject	August 2010

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<p>areas. The reading teacher will have a flexible schedule so that he/she will be able to provide after school and/or evening tutoring and instruction as needed by students who are struggling in ELA or other subject areas due to their difficulties in reading. The reading teacher will also use diagnostic testing to help teachers identify specific reading deficits and help them prescribe and provide needed remediation. It is the intention of the system to use other federal, state, or local funds to retain this position as a part-time position (other one-half time to be spent at the middle school) after the grant period ends.</p>	
<ul style="list-style-type: none">• Transition Specialist/PBIS Coach – As PBIS coach, this person will compile and analyze student behavior data to improve supports for students whose behaviors require more specialized assistance, which will in turn maximize academic engagement and achievement for all students. The PBIS training will be acquired through SEA personnel and redelivered to all staff. The staff will be trained to teach and encourage pro-social skills and behaviors while implementing evidence-based behavioral practices. At the end of the grant period, the behavioral practices learned with the direction of the PBIS coach will be routine and the assistant principal and student engagement cadre will be able to assume behavior analysis and monitor behavioral practices. This part of the person’s position will not continue after the grant period. As transition specialist, this person will work closely with students to ensure a smooth transition from middle to high school and from high school to post-secondary options. He/she will work closely with counselors, teachers, parents and administrators in helping the at risk population succeed and stay on track for graduating on time. The transition specialist will be given flexibility needed to provide services as needed for students and parents, such as parent-student meetings, credit recovery during after school or evening hours, or summer school support services. The transition specialist position will continue after the grant period as a half-time position (with other half time being to serve middle school) after the grant period. The position will be funded from other federal, state, or local funding sources.	August 2010
<ul style="list-style-type: none">• Transformation Specialist – A transformation specialist	August 2010

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<p>position will be funded as contracted services. This person will have the responsibility of monitoring implementation of the grant to ensure that the school is staying on track with professional learning and application of that professional learning. He/she will be trained by SEA in school improvement and in the requirements of the grant. He/she will report directly to the superintendent.</p> <p>These positions will be salaried using the state and local salary scale.</p> <p>The central office staff will support flexible use of facilities, time, and resources. The Transformation Specialist will monitor the progress of the implementation of the grant at Hawkinsville High School and report directly to the superintendent. The HHS leadership team will meet with the superintendent and other central office staff in order to monitor the management of the grant on an as needed basis concerning budgeting, personnel, and use of facilities for professional learning and/or student and parent activities.</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>Curriculum, Professional Learning, Special Education, technological (software and hardware), and other technical support will be provided for HHS staff through services of existing central office staff and department members, i.e. special education director, technology director and staff, assistant superintendent for instruction, and professional learning staff. The HHS staff will be included in system wide meetings and activities and provided release time to attend SEA workshops and/or other curriculum related conferences and professional learning opportunities.</p> <p>In addition to existing central office staff, the Pulaski County School System will contract with a Transformation Specialist. He/She will be trained by the SEA in school improvement and in the requirements of the grant. His/Her specific responsibility will be to serve as a monitor for the implementation of the School Improvement Grant 1003g. He/She will closely assess progress of the school and report directly to the Superintendent monthly or</p>	<p>Timeline:</p> <p>2010-2013</p>

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<p>more often if necessary.</p> <p>The SEA will provide training assistance for the instructional coaches (math, literacy, and API), the Transformation Specialist, and the Positive Behavioral Interventions and Support coach. They will also do annual GAPSS analysis and monitor effective grant implementation.</p> <p>Other training and technical assistance will be provided by GLISI and the Schlechty Center. GLISI will provide training in standards based instruction, assessment for learning, and differentiated instruction. They will also provide training and support for the leadership team. The Schlechty Center will provide training in designing engaging lessons. Professional learning personnel, along with academic coaches and the Transformation Specialist, will monitor effective implementation of the school improvement plan.</p>	
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B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality.	
<p>Actions:</p> <p>Do not complete this section. This item does not apply to the transformation model.</p>	<p>Timeline:</p>

C. Align additional resources with the interventions.	
<p>Actions:</p> <ul style="list-style-type: none"> • Upon State Board approval beginning FY11 through FY13, Hawkinsville High School will receive \$25,000 for 3 teachers 5 days a week for remediation and/or tutoring for an after-school program. • Upon State Board approval beginning FY11 through FY13, HHS will receive \$11,000 for 3 teachers 5 days a week for 5 weeks for remediation and/or tutoring for a summer school program. • HHS was allotted \$ 7750 for professional development (registration, travel, substitutes, stipends) through Title IIA funds. • HHS was allotted \$ 4000 for professional development (registration, travel, substitutes, stipends) through Title VIB funds. • HHS was allotted \$ 12,800 for supplemental software 	<p>Timeline:</p> <p>2010 – 2013</p>

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<p>programs for credit recovery and GHSGT review through Title VIB funds.</p> <ul style="list-style-type: none"> • Through Title VIB Flow through funds (SpEd), HHS was allocated \$30,000 for professional learning contracted services through Georgia Learning Resources System. • The Pulaski County Education Foundation provides monetary awards to Star Student and Teacher, students taking Advanced Placement exams who score 3 or higher, and students attending Governor’s Honors at Valdosta State University. • For FY10, E-Rate funding totaled \$175,800 per year for the system. • 21st Century Learning Center Grant will provide funds for after school remediation and tutoring personnel and transportation (\$12,000) 	<p>2010 – 2013</p> <p>2010 – 2013</p> <p>E-Rate monies – dispersed yearly for system needs</p> <p>2010-2013</p>
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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> <p>The LEA has reviewed and analyzed current practices and board policies and has found none that would interfere with the implementation of the transformation model. If, in the future, any practices or policies conflict with implementation, we will propose any changes for consideration to the Board of Education.</p>	<p>Timeline:</p> <p>2010 - 2013</p>
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E. Sustain the reform after the funding period ends.

<p>Actions:</p> <p>We believe that as a result of this grant opportunity at Hawkinsville High School we have developed a ‘hybrid’ model of school improvement that meets the needs of our student population. Our hybrid combines the best of GLISI practices and Schlechty’s ‘Working on the Work’ that will create a change in the culture of HHS. The Schlechty Center and GLISI will provide technical assistance in the areas of standards based classrooms, differentiated instruction, and assessment of and for learning. We will build sustainability through adding leadership capacity and implementation of classroom best practices. These benefits should be long term as a result of the culture and thought process changes.</p> <p>This process will build a foundation for capacity as a result of the expanded opportunities for professional growth for staff members.</p>	<p>Timeline:</p> <p>2010 - 2013</p> <p>2013 - ongoing</p>
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This capacity will be a result of reflecting and assessing components of the work and prioritizing the needs of students by analyzing data. As these new processes and procedures become embedded we foresee our professional learning communities adopting some of these roles and responsibilities. These processes should begin to be routine and consistent among all teachers. It will become routine for staff members to work with students on their individual needs; making the learning environment more engaging, responsive, and productive.

Due to the extensive professional learning opportunities made available during the three year grant period, teachers and staff will develop expertise and the ability to implement the tasks of the Literacy and PBIS Coaches. After three years of intense collaboration, diligent work on creating engaging lessons using Georgia Performance Standards, and using assessments to drive instruction, capacity of current staff will have increased so that there will be less need for the additional classroom teacher.

Sustainability of the accomplishments of this grant will be an ongoing focus of the LEA. We will continue our communication and collaboration with local corporations, businesses, and private foundations. We will continue to solicit community support and volunteers. School and central office administrators will seek funding that may be made available through federal, state, and/or local resources.

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LEA Application 2010

Attachment 2d
Transformation Model

LEA Name: Pulaski County Schools

School Name: Hawkinsville High School

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

Reading/English Language Arts

2010-2011 School Year – The ELA score for school year 2009-10 is 92.0%. This is an increase from school year 2008-09's score of 81.7%.

There will be a three percent increase of the first time test takers at Hawkinsville High School who meet basic proficiency or better as demonstrated by results on the ELA Georgia High School Graduation Test.

2011-2012 School Year

There will be a three percent increase of the first time test takers at Hawkinsville High School who meet basic proficiency or better as demonstrated by results on the ELA Georgia High School Graduation Test.

2012-2013 School Year

There will be a two percent increase of the first time test takers at Hawkinsville High School who meet basic proficiency or better as demonstrated by results on the ELA Georgia High School Graduation Test.

Mathematics

2010-2011 School Year – The Mathematics score for school year 2009-10 is 73.6%. This is an increase from school year 2008-09's score of 62.7%.

There will be an eight percent increase of the first time test takers at Hawkinsville High School who meet basic proficiency or better as demonstrated by results on the Mathematics Georgia High School Graduation Test.

2011-2012 School Year

There will be a nine percent increase of the first time test takers at Hawkinsville High School who meet basic proficiency or better as demonstrated by results on the Mathematics Georgia High School Graduation Test.

2012-2013 School Year

There will be a nine percent increase of the first time test takers at Hawkinsville High School who meet basic proficiency or better as demonstrated by results on the Mathematics Georgia High School Graduation Test.

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Graduation Rate

2010-2011 School Year – The Graduation Rate for school year 2009-10 is 80.6%. This is an increase from school year 2008-09's score of 77.7%.

There will be a five percent increase of students who graduate from Hawkinsville High School in four years with a regular education diploma.

2011-2012 School Year

There will be a six percent increase of students who graduate from Hawkinsville High School in four years with a regular education diploma.

2012-2013 School Year

There will be a six percent increase of students who graduate from Hawkinsville High School in four years with a regular education diploma.

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Attachment 4 – Budget Detail

Section	Description	Function Code	Object Code	Year One	Year Two	Year Three
1.d, C, A6, A10	Instruction: Personnel: 1 Full Time Reading Teacher; 1 Full Time Mathematics Teacher	1000	100	\$105,000	\$105,000	\$105,000
C	Instruction: Personnel - Evening Program: 2 teachers @ \$35/hr for 3 hours/60 days	1000	113	\$12,600	\$12,600	\$12,600
C	Instruction: Personnel: Benefits	1000	200	\$31,500	\$31,500	\$31,500
C	Instruction: Supplies: Materials to support differentiated instruction in English/Language Arts and Mathematics	1000	610	\$2,000	\$2,000	\$2,000
1.d, C, A2, A3, A4, A7	Instruction: Computer Software Licenses: <i>Thinkgate, Collaborative Learning, Education 20-20, Read 180, Accelerated Math</i> Software	1000	612	\$132,500	\$52,900	\$39,900
C	Instruction: Computer Related Supplies: Projector bulbs, cartridges	1000	611	\$2,000	\$2,000	\$2,000
1.d, C	Instruction: Computer Expendable Equipment: Three class-sets (30) of Netbooks-year 1, two class-sets for year 2 and 3; Projectors -2; Flip Cameras (15); Coach laptops and printers (5) – year 1 and 2; PDA's (6) - year 1; Document Cameras - Elmo's (5) - year 1, (2) for year 2 and 3; Smartboards (2) for year 1 and 2; Digital Response Systems - (2) for year 1, (3) for years 2 and 3.	1000	616	\$38,642	\$62,906	\$5802
1.c,C, A4, A10	Pupil Services: Personnel: Counselor	2100	100	\$61,500	\$61,500	\$61,500
C	Pupil Services: Personnel: Benefits	2100	200	\$18,500	\$18,500	\$18,500

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Attachment 4 – Budget Detail

Section	Description	Function Code	Object Code	Year One	Year Two	Year Three
C, A6	Professional Learning: Personnel: Transformation Specialist	2210	300	\$50,000	\$50,000	\$50,000
C, A4, A6, A10	Professional Learning: Personnel: Math Coach, Literacy Coach, Transition Specialist	2210	100	\$162,000	\$162,000	\$162,000
C	Professional Learning: Personnel: substitutes for teachers attending professional learning activities	2210	113	\$8,000	\$8,000	\$8,000
C	Professional Learning: Stipends - 35 teachers @\$200 per day for 10 days each year	2210	116	\$70,000	\$70,000	\$70,000
C, A3, A5	Professional Learning: Staff Incentives	2210	199	\$50,000	\$60,000	\$70,000
C	Professional Learning: Benefits	2210	200	\$48,600	\$48,600	\$48,600
1.d, 1.e, C, A4, A6	Professional Learning: Contracted Services: Georgia Leadership for School Improvement, Schlechty Center	2210	300	\$52,500	\$57,500	\$40,000
C	Professional Learning: Travel Expenses for PL Activities	2210	580	\$5,000	\$3,500	\$3,500
C, A6	Professional Learning: Supplies for PL Activities	2210	610	\$2,500	\$2,500	\$1,500
C, A6	Professional Learning: Registration for PL Workshops/Conf., Certificate Endorsements	2210	810	\$10,000	\$8,000	\$2,000
C, A6	Professional Learning: Summer Leadership Academy-Callaway	2210	810/580	\$19,500	\$19,500	\$0
C	General Administration: Indirect Costs	2300	880	\$20,000	\$20,000	\$20,000
		<i>Total</i>		\$902,342	\$858,506	\$754,402

Hawkinsville High School

Job Descriptions

Appendix D

TITLE: **Guidance Counselor**

QUALIFICATIONS: 1. Master's Degree in Counseling.
 2. 3 years successful teaching experience.
 3. A valid Georgia Professional Certificate.
 4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Building principal.

JOB GOAL: To help students overcome problems that impede learning and to assist them in making educational, occupational, and life plans that hold promise for their personal fulfillment as mature and responsible men and women.

PERFORMANCE RESPONSIBILITIES:

1. Obtains and disseminates occupational and career/life skills program and information to students and to classes studying occupations.
2. Works to discover and develop special abilities of students.
3. Works to resolve students' educational handicaps.
4. Works to prevent students from dropping out of school.
5. Helps students evaluate career interest and choices.
6. Remains readily available to students so as to provide counseling that will lead each student to increased personal growth, self-understanding, and maturity.
7. Works with students on an individual basis and in small groups in the solution of personal problems related to such problems as home and family relations, health and emotional adjustment.
8. Guides students in their participation in school and community activities.
9. Maintains student records and protects their confidentiality.
10. Assists in the orientation of new faculty members.
11. Advises administrators and faculty on the matters of student discipline.
12. Takes an active role interpreting the school's objectives to students, parents, and the community at large.
13. Interprets and promotes the school guidance and counseling program to students, school staff, parents, and community.
14. Maintain all RTI, SST, and 504 records and student folders
15. Schedule and conduct all RTI, SST, and 504 planning and update meetings
16. Communicate with parents on a regular basis
17. Serve as a liaison between the school and the parent/families of the school
18. Deliver training to the parent community if necessary
19. Attend school and community meetings
20. Make personal contact with parents to encourage parental engagement
21. Provide information to parents/families in order to improve home-school communication

TITLE: Mathematics Coach

QUALIFICATIONS:

1. Valid Georgia Teaching Certification preferably Masters Level with Math Certification at the appropriate level(s) or alternatives as the Board may find appropriate and acceptable
2. Must have working knowledge of current research on professional learning and school improvement initiatives/programs
3. Demonstrated success in team building and the school improvement process
4. Successful experience with assisting with the development of improvement plans supported by high-quality professional learning experiences that are job-embedded and focused on impacting student achievement

REPORTS TO: Principal

JOB GOAL: To improve teaching and learning of mathematics at the school level

PERFORMANCE RESPONSIBILITIES:

1. Coach teachers in the processes and practices that produce high levels of student achievement in mathematics.
2. Model best practices in leadership and instruction
3. Assist in the implementation of school improvement
4. Coordinate mathematics improvement programs and direct the necessary faculty and staff in related professional development activities
5. Model exemplary classroom practices and mentor teachers having difficulty
6. Facilitate the Georgia Performance Standards initiative at the school level and provide support for the implementation of the Mathematics GPS within classrooms
7. Assist schools with the analysis of formative and summative mathematics data in the school improvement process
8. Collect, maintain, and report data on student math performance
9. Meet with teachers to modify mathematics instruction based on data
10. Arrange intervention for students that demonstrate on assessments that they are "at risk"
11. Monitor and support classroom implementation of all professional learning
12. Perform other duties as assigned by principal

TITLE: **Literacy Coach**

QUALIFICATIONS:

1. Valid Georgia Teaching Certification preferably Masters Level with ELA Certification at the appropriate level(s) or alternatives as the Board may find appropriate and acceptable
2. Must have working knowledge of current research on professional learning and school improvement initiatives/programs
3. Demonstrated success in team building and the school improvement process
4. Successful experience with assisting with the development of improvement plans supported by high-quality professional learning experiences that are job-embedded and focused on impacting student achievement.

REPORTS TO: Principal

JOB GOAL: To improve teaching and learning at the school level

PERFORMANCE RESPONSIBILITIES:

1. Lead the school in the implementation of specific high impact practices
2. Coach teachers in the processes and practices that produce high levels of student achievement
3. Model best practices in leadership and instruction
4. Assist in the implementation of school improvement
5. Assist in the development and implementation of school-based professional learning communities
6. Facilitate the Georgia Performance Standards initiative for leadership at the school and system levels and provide support for the implementation of the GPS within classrooms
7. Lead the school in the implementation of practices to insure a secure learning environment
8. Model exemplary classroom practices and mentor teachers having difficulty
9. Collect, maintain, and report data on student performance
10. Meet with teachers to modify instruction based on data
11. Arrange intervention for students that demonstrate on assessments that they are "at risk"
12. Assist schools with the utilization of formative and summative data in the school improvement process
13. Assist with the identification and training of technical assistance teams to do school improvement activities
14. Coordinate school improvement programs and direct the necessary faculty and staff in those endeavors
15. Monitor and support classroom implementation of all professional learning
16. Perform other duties as assigned by principal

TITLE: **Teacher**

QUALIFICATIONS: 1. Bachelor's Degree in the assigned teaching field
2. Valid Georgia Teaching Certificate in the assigned teaching field
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable

REPORTS TO: Principal and/or other authorized administrator

SUPERVISES: Paraprofessionals, clerks, and/or others as assigned by principal

JOB GOAL: To help students learn subject matter and skills that will contribute to their development as mature, able, and responsible men and women

PERFORMANCE RESPONSIBILITIES:

1. Meets and instructs assigned classes in the locations and the times designated
2. Plans a program of study that, as much as possible, meets the individual needs, interests, and abilities of the students
3. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students
4. Prepares for classes assigned, and shows written evidence of preparation upon request of immediate supervisor
5. Guides the learning process toward the achievement of curriculum goals and—in harmony with the goals—establishes clear objectives for all lessons, units, projects, and the like to communicate these objectives to students
6. Employs a variety on instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved
7. Strives to implement by instruction and action the district's philosophy of education and instructional goals and objectives
8. Assesses the accomplishments of students on a regular basis and provides progress reports as required
9. Seeks the assistance of district specialists for the referral and diagnosis of students having significant difficulties within the regular classroom setting
10. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities
11. Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation
12. Assists the administration in implementing all policies and rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner
13. Makes provision for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms
14. Plans and supervises purposeful assignments for teacher aide(s) and volunteer(s) and, cooperatively with department heads, evaluates their job performance
15. Through professional learning activities, strives to maintain and improve professional competence
16. Attends staff meetings and serves on staff committees as required
17. Attends and supervises extra-curricular activities as needed or as assigned by the principal or designee

TITLE: **Transition Specialist**

QUALIFICATIONS: 1. Georgia certification in Teaching, Service, or Leadership
 2. At least three years experience in one or a combination of the
 certificated area above in secondary schools
 3. Such alternatives to the above qualifications as the Board may find
 appropriate and acceptable

REPORTS TO: Principal

JOB GOAL: To improve graduation rates for all population subgroups

PERFORMANCE RESPONSIBILITIES:

1. Conduct an analysis that focuses on data for individual students and subgroups such as:
 - State Standardized Tests: CRCT, GHSGT, and EOCT
 - National Standardized Tests: SAT and ACT
 - Local Records: attendance records, behavior records, records of teacher conferences, records of parent conferences, records of student conferences, grade retention records, and records of credits earned
2. Develop and implement individual intervention strategies to increase the likelihood that these students will stay in school and graduate
3. Work with students to develop a graduation and achievement plan to include the best program to meet academic and post-secondary goals
4. Coordinate a transition program for 9th graders to successfully adapt to rigor of high school
5. Connect individual students and their parents with programs such as Georgia College 411, as well as area Technical Colleges
6. Develop a local mentoring program with business partners and connect individual students with mentors
7. Track the progress of individual and subpopulations of students as they progress toward graduation
8. Provide training to parents of students identified as being at risk of not graduating
9. Provide training to middle school and high school teachers on support measures that work with youth identified as at risk of not graduating and the youth's parents/guardians
10. Work with faculty and administrators to adapt curriculum and instruction to meet the needs of identified at risk students
11. Identify and link area social agencies with youth at risk of not graduating and their parents/guardians
12. Train middle school and high school teachers on the components of an effective "teachers as advisors" program
13. Conduct quarterly vertical team meetings among elementary, middle, and high school faculty and staff to develop action steps to improve individual student and subgroup transition success rate
14. Develop partnerships with community organizations to support the goals of the high school graduation initiative
15. Aid in implementation of a continuum of scientifically based behavior and academic interventions and supports
16. Collect and disseminate data to assist staff members in arrange the environment to prevent the development and occurrence of problem behavior
17. Coordinate the implementation of evidence-based behavioral practices with fidelity and accountability
18. Maintain all PBIS records
19. Schedule and conduct all PBIS planning and update meetings

TITLE: Transformation Specialist

QUALIFICATIONS:

1. Georgia certification in Teaching, Service, or Leadership
2. At least three years experience in one or a combination of the certificated area above in secondary schools
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable

REPORTS TO: Superintendent

JOB GOAL: To monitor implementation of the School Improvement Grant

PERFORMANCE RESPONSIBILITIES:

- 1. Participate in School Improvement Training from the DOE.**
- 2. Knowledgeable of the implementation plan and its requirements.**
- 3. Meet regularly with administrators, instructional coaches, and PBIS Coach to follow progress of the implementation plan.**
- 4. Report regularly to the principal concerns about progress of implementation.**
- 5. Meet monthly with superintendent and provide both oral and written reports of the implementation.**

2010-2011 Bell Schedule

7:50	First Bell
7:55	Tardy Bell; 1st Period
8:49	End of 1st Period
8:53	Tardy Bell; Homeroom
9:13	End of Homeroom
9:17	Tardy Bell; 2nd Period
10:11	End of 2nd Period
10:20	Tardy Bell; 3rd Period
11:14	End of 3rd Period
11:18 - 11:48	1st Lunch
12:52 - 1:22	2nd Lunch
11:52	Tardy Bell; 4th Pd w/1st Lunch
1:22	End of 4th Period
11:18	Tardy Bell; 4th Pd w/2nd Lunch
12:48	End of 4th Period
1:26	Tardy Bell; 5th Period
2:20	End of 5th Period
2:26	Tardy Bell; 6th Period
3:20	End of 6th Period

2009-2010 Bell Schedule

7:53	First Bell
8:00	Tardy Bell; 1st Period
8:58	End of 1st Period
9:02	Tardy Bell; 2nd Period
9:57	End of 2nd Period
10:01	Tardy Bell; 3rd Period
10:56	End of 3rd Period
10:56-11:24	1 st Lunch
11:52-12:20	2 nd Lunch
11:00	Tardy Bell; 4th Pd (2)
11:24	End of 1st Lunch
11:28	Tardy Bell; 4th Pd (1)
11:52	2nd Lunch
12:20	End of 2nd Lunch;4th Pd
12:24	Tardy Bell; 5th Period
1:19	End of 5th Period
1:23	Tardy Bell; 6th Period
2:18	End of 6th Period
2:22	Tardy Bell; 7th Period

GLISI's Instructional Leadership Sessions for Pulaski County

The Purpose:

The CAI workshops will enable teachers and educational leaders at all levels to deepen their knowledge of curriculum, assessment and instruction so that they can become the instructional leaders that research clearly shows are needed for effective classrooms, schools, and districts.

Leaders and Teachers

The training for teachers and leaders will follow the same topics but will have a different focus. Teachers will focus on actual implementation strategies that match their grade and subject areas. The leadership series will provide more generic leadership strategies that leaders can use to ensure that strategies are implemented and monitored.

Core Format

The four-day workshop for leaders and the six-day workshop for teachers has Standards-Based Instruction (SBI) as the overarching topic and explores the three essential pieces of curriculum, assessment and instruction within the context of a standards-based classroom.

Course overview (4 days):

Supporting Rationale: School Leaders and teachers often feel overwhelmed when asked to use many different strategies at the same time, e.g., RTI, differentiation and co-teaching, because they view them as separate and different from their regular teaching tasks of planning and delivery. When best practices are aligned, however, they show that the cross-cutting strategies can serve several aligned purposes and work best when they are used as basic instructional building blocks, as opposed to add-on strategies. In each session, participants will be challenged to reflect on the processes, events and documents that they control and can use to impact teacher behavior and student achievement.

Day 1: Standards-based Instruction

Description: This day will provide attendees with opportunities to participate in a standards-based lesson and evaluate how they can strengthen their support of effective instruction through the documents, processes, and events within their control. Tools and resources will be provided to help leaders create a culture focused on student achievement.

Learning Goals, Standards, Enduring Understanding:

Participants will:

1. Strengthen / solidify understanding of Standards-based instruction.
2. Examine the tools, strategies, and behaviors used to improve the implementation of SBI in their classroom, school and/or districts.

Essential Questions:

1. How do teachers and leaders help integrate the elements of standards-based instruction to create standards-based classrooms?
2. What tools, strategies, and behaviors can teachers and leaders use to leverage instructional improvement?

Outline:

1. Leadership for Learning: SBI will be modeled throughout the sessions with time allocated for “Leader Talks” to process specific strategies.
 - Connecting GLISI’s work with the instructional leaders role
 - What are standards?
 - What are your standards for instruction, teachers, students?
 - What is standards-based instruction? What does it look like?
 - Connection made to GDOE Leader Keys, CLASS Keys, and Pyramid of Intervention.
 - Modeling of Standards-based lesson – ABC Middle School, 7th grade math
2. Leveraging Documents, Processes and Events
 - Connecting the work to the three stages of UBD
 - Identify Desired Results
 - Determine Acceptable Evidence
 - Develop a (learning) plan
 - The following leadership roles and responsibilities will be discussed and tools will be provided for discussion and use in their schools or districts.
 - Setting clear expectations / criteria
 - Lesson structure / Unit structure
 - Aligning agendas, documents, groups, processes
 - Sample agenda, minutes, processes

- Monitoring and feedback for improvement
 - Walkthroughs, 5 x 5's, focus walks
 - Feedback for improvement

Day 2: Curriculum

Description: This section of the workshop enables participants to use artifacts and evidence to identify ways to measure, monitor and manage the implementation of a rigorous, relevant and aligned curriculum.

Learning Goals, Standards, Enduring Understanding:

Participants will:

1. Identify ways to monitor and manage standards-based lessons to ensure instruction is linked to consistent, rigorous, and relevant curriculum.

Essential Questions:

1. How can teachers and leaders ensure that all students are receiving a consistent, rigorous and relevant curriculum?
2. How can teachers and leaders ensure that their school's curriculum is aligned with district and state standards?

Outline:

1. Setting the purpose
 - Assessment and instruction are the mirrors that reflect curriculum.
 - The foundational importance of curriculum
 - The two levels of curriculum: (1) *what is taught* and (2) *the level at which it is taught*
 - National/state/district and school level focus, roles and responsibilities regarding curriculum
 - Vocabulary:
 - Big Idea / Enduring Understanding
 - Frameworks
 - Language of the Standards (LOTS)
 - Common Units
 - Lesson Plans
 - Horizontal / Vertical Alignment
 - Pacing Guide / Curriculum Mapping / Scope and Sequence
 - Essential Question
2. Going Deeper: Developing a common understanding
 - DOE Frameworks
 - Artifacts and Evidence

- Information leaders can use to ascertain the viability of the curriculum in their schools and the ways that they can be used
- Unpacking standards
- Matching instruction to curriculum
- Prioritizing Curriculum
- Determining Rigor and Relevance

Day 3: Assessment /Assessment of Student Learning

Description: This section is designed to complement the work on data analysis and assessment provided in Base Camp and Leadership Summit. It focuses on vocabulary, the purposes of assessment and provides tools for identifying assessments that are rigorous and support the GPS.

Learning Goals, Standards, Enduring Understanding:

Participants will:

1. Examine different types of assessment as they relate to effective and rigorous instruction
2. Determine ways to utilize assessments to increase student learning.

Essential Questions:

1. How do you know where the students are in the learning process?
2. How do you know there is alignment between teachers and grades?
3. How do you know your school is meeting national and state standards?

Outline:

1. Connecting Curriculum, Assessment, and Instruction:
 - a. Review the reasons for the performance- based C-A-I sequence and the difference between SB and traditional sequence.
2. Purposes of assessment (for and of learning) and connect to increased student learning.
 - a. Three types of assessment: diagnostic, formative and summative
 - b. How do you know where students are in the learning process?
3. Using assessments in a standards-based classroom lesson / unit
 - a. Provide examples and demonstrate the various assessments used during instruction.
 - b. Discuss how the data from these assessments are managed and used for flexible grouping, progress monitoring, etc
 - c. Analyzing Student Work for assessment and to guide instruction
4. How do you know there is alignment between teachers / grades? Between state / national standards?
 - a. The leader's role / responsibility in ensuring this alignment is utilized.
 - b. Different types of assessment data for alignment between teachers / grades and between state/national standards.
 - c. The importance of measuring, monitoring, and managing assessment data.

Day 4: Tools for Monitoring and Supporting Standards-Based Instruction

On the fourth day, we will revisit and reconnect the components of curriculum, assessment and instruction. We will also investigate how collaborative planning, co-teach and differentiation can be used to strengthen effective classroom instruction.

Learning Goals, Standards, Enduring Understanding:

Participants will:

1. Connect instructional leadership and school improvement planning to consistent, rigorous, and relevant standards-based instruction that is aligned to the GPS curriculum and effectively uses assessment to increase student learning.

Essential Questions:

1. How do education leaders prepare themselves to be instructional leaders?
2. How can education leaders use the school improvement planning process to increase teacher effectiveness?
3. How can the GDOE Leader Keys, Class Keys, and School Keys provide guidelines for instructional leadership and effective standards-based instruction?

Outline:

1. Review and connection to previous sessions:
 - a. Available processes for showing leadership in curriculum, assessment, and instruction
 - b. The leader's role in providing time, setting expectations, and participating in collaborative planning
 - c. Expectations for instructional leadership
 - GLISI's 8 roles, competency model
 - DOE tools (LK, CK, SK)
2. Embedded leadership of best practices within the school improvement plan
 - a. Utilizing school improvement planning as instructional improvement planning
 - b. Hi-Q school improvement plans
 - c. Continuous school improvement
3. Using the cross-cutting strands to improve instruction
4. Revisit the ABC Middle School, 7th grade math lesson from Day 1:
 - a. Conduct a summarizing activity for the four days that mimics a culminating performance task and connects to the initial lesson.

Teacher Workshop

Day 1: Standards-based Instruction

Same as Day 1 of the core leadership workshop

Day 2: Curriculum

Same as Day 2 of the core leadership workshop

Day 3: Assessment /Assessment of Student Learning

Expanded version of Day 3 of the core leadership workshop

Day 4: Assessment /Assessment of Student Learning

Continuation of the expanded version of Leadership Day 3 to give teachers time to practice writing and evaluating rigorous and relevant assessments

Day 5: The Elements of a Standards-based Classroom

Gives teachers an opportunity to merge all of the separate skills and knowledge they have learned in the workshop series

Day 4: Tools for Monitoring and Supporting Standards-Based Instruction

Same as the Day 4 of the core leadership workshop but addressing the teacher perspective

Schlechty Center Working on the Work:

Three-Phase Implementation Work Plan

Phase One Implementation: Engaging Staff in New Work

During Phase One, all staff will have the opportunity, through small-group conversations, work, training, and coaching, to develop the skills and background to design high-content, standards-based school work that students will find engaging and worth doing. All Phase One activities are designed to build a culture in which students are viewed as volunteers whose attention and commitment must be earned, and in which the teachers are designers and leaders.

Two-Day Working on the Work Sessions:

By the close of the school year all, or nearly all, staff will have participated in one of the two-day Working on the Work sessions and will have contributed to the school's Web site of learning collection experiences. Teachers and support staff will develop an understanding of key concepts and principles involved in designing high-content, engaging work for students. Teachers will design lessons/units around "hard-to-teach" and "difficult-to-learn" concepts that will be tried in classes during the phase. The "hard-to-teach" and "difficult-to-learn" concepts will be based on student achievement data, teachers' experiences, and the state's content standards. Key district-level leaders will participate as well so that their understanding increases throughout the phase to support the school in this work.

Follow-Up, On-Site Coaching Sessions for Teachers:

After each two-day Working on the Work session, one follow-up day will be designed to ensure that those who participated in the session have the opportunity to deepen their knowledge and to look at the student work that resulted from the lesson plans and exemplars they designed. Teachers have the opportunity for ongoing coaching in a positive and supportive environment.

Follow-Up Coaching Sessions for Principals

While on-site support by the Schlechty Center is critical, particularly in Phase One, the principal needs to take an active role when the Schlechty Center associate is not on site. These one-day sessions are intended to build a repertoire of tools and skills the principal can use in providing ongoing support to teachers and in designing effective professional development that uses faculty meetings and other staff time in new ways. Examples of such activities include—but are not limited to—conducting focus groups, facilitating collegial conversations, and leading book talks. The tools will also be a means by which data are collected to assess progress toward achieving phase one results.

Taking Stock as a Leadership Team

The leadership team will meet regularly to discuss and assess progress. At least one session will be facilitated by the Schlechty Center as a means to discuss progress and make changes in the work plan in a timely manner. Time may also be set aside during the course of the phase for the leadership team to meet with the Schlechty Center associate following Working on the Work sessions or after the follow-up sessions. This ensures continuity of purpose.

Phase Two Implementation: Engaging Students in Important Work

Phase Two builds on the work started in the first phase. While building the culture is a continuous process, the work moves to a new level at which data are gathered to assess the capacity of the schoolhouse to become a Working on the Work school. Additionally, the principal and teachers now assess student engagement as well as staff engagement.

Induction for New Staff (August)

In most cases, as new staff becomes part of the school, they deserve the opportunity to learn skills and information that their colleagues have learned the previous phase in regard to Working on the Work. School staff will work with the Schlechty Center in designing and facilitating this session. Teachers begin to take an active role in leading as well learning. Teachers from the school will help design and facilitate the induction session and the follow-up sessions throughout the phase.

Schoolwide Convening (August)

The entire staff comes together and begins a deliberate study and exploration of the Schlechty Center's 12 School Standards that will enable staff to ensure that the work goes deeper. It will involve a year-long effort to collect and analyze data around critical items in selected School Standards. The work will provide an overall picture of how the school is operating and the results of this work will be translated into an ongoing school improvement plan. The School Standards are outlined in Phillip Schlechty's, 2002 book, *Working on the Work*. These standards and the knowledge and skills gained from the first phase will provide the basis for formulating a set of compelling beliefs and vision that are linked to that of the district and the core business of schools. Additionally, teachers will begin to develop ways to assess student engagement.

Support and Coaching

As in the first phase, there is ongoing need to provide on-site support and coaching; it becomes less frequent as the principal and leadership team pick up momentum. Three days of Schlechty Center coaching every other month throughout the phase will help ensure that the principal, teachers, and other staff have the necessary support to ensure that Working on the Work becomes a part of the everyday life of the school. The following are illustrative of how these may be used. One day is reserved to work with teachers and/or teacher teams, particularly to focus

on assessing student engagement. This may also be an opportunity to revisit protocols for collegial conversations.

Another day would be used to conduct a series of focus groups with teachers, parents, and students. In this manner, the engagement of students and parents can be determined and patterns identified and utilized to make improvements. A third day will involve working with the principal to ensure that she or he continues to develop the knowledge and skills to use time, people, space, and information in ways that support teachers as leaders and designers. Additionally, this will be an opportunity for the Schlechty Center staff to meet with groups that are using the School Standards to collect data to provide feedback and support. The principal and teachers will also begin to prepare for a showcase in the spring that will highlight the quality work students produce when they are provided quality work to do.

Phase Three Implementation: Realizing Schoolwide Results

The principal and the staff will take the work to new levels within the building but also are prepared to share what they have learned with others in the district and beyond. Through such opportunities, the staff will be affirmed for the work that they are doing and will engender even greater levels of commitment to continue Working on the Work.

Induction for New Staff, Parents, and Other Community Members (August)

As noted previously, new teachers will have an opportunity to learn how Working on the Work leads to increased student engagement and subsequently increased student achievement. Support staff is invited to participate, along with certified staff, including specialist teachers. Parents could also participate in the training or the Schlechty Center could provide a separate training session for parents and other community members. Parents will learn more about how to assist their children in school and gain deeper understanding of how the school is changing its focus and practice so that students become the true focus of all decisions made in the school.

Schoolwide Convening (August)

Phase Three involves a number of groups that take the lead on behalf of the entire staff in carrying out the school improvement strategy. Some of the small groups will focus on the school improvement plan, while others will focus on building strategic alliances that will enable the school to supplement or reallocate its resources with a focused approach. Another important area involves using technology in new ways for student work as well as ways to work and communicate with parents so that they can support their children's education. Another group will focus on how to communicate what the school has learned with others through such means as school visits, making state presentations, writing for professional publications, and providing staff development for others in the district.

School-Year Support and Coaching—Principal, Teachers, Support Staff, Parents

As in the first and second phases, there is an ongoing need to provide on-site support and coaching, whether it is with the principal, veteran teachers, new teachers, or support staff. This time could also be devoted to strengthening parent and community support for sustaining reform at the building and classroom levels.

Work with District-Level Leaders

Three days will be reserved during the school year to engage key district-level leaders regarding how their work impacts the schoolhouse and its overall school improvement strategy. This experience will enable district-level staff to learn from the school and scale up Working on the Work across the district. In addition, district leaders will continue to review policies, procedures, programs, and practices that are inhibiting rather than supporting a school where the focus is on students and the work provided to students. Resources to support Working on the Work at the school will also be examined and realigned.

Taking Stock as a Leadership Team

The leadership team will meet regularly to discuss and assess progress. At least one session will be facilitated by the Schlechty Center as a means to discuss progress and make changes in the work plan in a timely manner. Time may also be set aside during the course of the phase for the leadership team to meet with the Schlechty Center associate following Working on the Work sessions or after the follow-up sessions. This ensures continuity of purpose.

Reflecting on the Work and Planning for the Future

In this case, the school will be reflecting on Phase Three work and the results that were or were not achieved. At the same time, the school will co-design, with the Schlechty Center, a work plan for sustaining reform at the building and classroom level. This sustainability includes flexible use of resources—time, people, space, information, technology, and other funding streams.

Principals Academy Follow-Up: Leadership Academy

The principal has the opportunity to participate in the Principals Academy Follow-Up to continue to deepen his/her own knowledge and skills and learn from others who are engaged in this work. The Principals Academy Follow-Up focuses on specific strategies principals need to use to drive the work broad and deep in their school. This Academy will include provocative keynote addresses, structured activities requiring principals to apply new learning, and ample time for principals to learn from and with one another.

ADMINISTRATORS' MEETING

March 12, 2010

Rhonda Black

Brent Lowe

Donna Coats

Robin White

Technology update

Jane Dollie Williams

Federal Programs Update

Janis Sparrow

BOE Meeting

Calendar revision – Please send out to parents.

Budget issues

Resignation and retirement

Employment

SIG – HHS

Second quarter audit meetings – 3/16

Countywide meeting

Legislative notes

Calendar for 2010-11 – waiting on state decisions

Did not hire teachers in March regular meeting

Out of county students

National Common Core Standards – DOE website

Concerns

Pulaski County Schools

Regular Meeting April 20, 2010

4/20/2010 6:30:00 PM

Board of Education Office

72 Warren Street

Hawkinsville, GA 31036

Printed : 6/18/2010 4:40 PM EST

Bonny Dixon - Chairman
Janis Sparrow - Superintendent

I. Call to Order

II. Invocation

III. Roll Call of Board of Education Members

IV. Additions and Approval of Agenda

V. Recognition

- a. Kyle Hollomon - Essay
- b. M. Witherington - Exceptional Children's Professional Excellence Award
- c. Workers Compensation Award

VI. Approval of Minutes

- a. Called Meeting March 4, 2010
- b. Regular Meeting March 9, 2010

VII. Financial Action Items

- a. Financial Report
- b. Payment of Bills
- c. Technology Expenditures: R. White
 - i. SchoolMax
 - ii. Web Filter
- d. Bids - B. Lowe
 - i. Termite Bids
 - ii. Lift Station Repair Bid

VIII. Financial Information Items

- a. Electric Bills
- b. Bank Balances
- c. SPLOST Collections/Monthly Comparison
- d. Fund Equity
- e. Credit Card Statement

IX. Superintendent's Report Action Items

- a. PCMS and PCES Fundraisers
- b. PCES Field Trip Requests
- c. School Improvement Grant Approval - Jane D. Williams
- d. 4 day summer work week
- e. Suspend Local Supplements for FY 11
- f. Non-Certified Salaries for FY 11

X. Superintendent's Report Information Items

- a. Enrollment 7th school month
- b. Budget Issues
- c. Calendar for 2010-11 School Year

XI. Executive Session

- a. Personnel
 - i. Bus Driver
 - ii. Retirement
 - iii. Transfer



Archway Partnership

The University of Georgia

Hawkinsville-Pulaski County Executive Committee Meeting

February 16, 2010

3:00-5:00pm

Welcome

Southern Growth Policy Board Exercise

Steering Committee/Issue Work Groups Discussion

- Review Steering Committee Meeting Agenda, February 23, 5:30 pm
 - Updates to Steering Committee/Issue Work Groups
 - Discuss Results of Archway Public Forum and Identification of Priorities
 - Identify Next Steps

Call² P. Ed Committee

Pulaski County Schools Survey – Janis Sparrow

Update Community Column in *The Hawkinsville Dispatch & News*

- See Calendar for Community Column (attached)

Archway Professional's Report (attached)

Updates from UGA

Comments from the Executive Committee

Future Meeting Dates

- Executive Meeting – March TBD, 3:00-5:00pm
- Steering Committee/Issue Work Groups – February 23, 2010

Adjourn

Pulaski County Schools

Regular Meeting April 20, 2010

4/20/2010 6:30:00 PM

Board of Education Office

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 - ii. Web Filter
- d. Bids - B. Lowe
 - i. Termite Bids
 - ii. Lift Station Repair Bid

VIII. Financial Information Items

- a. Electric Bills
- b. Bank Balances
- c. SPLOST Collections/Monthly Comparison
- d. Fund Equity
- e. Credit Card Statement

IX. Superintendent's Report Action Items

- a. PCMS and PCES Fundraisers
- b. PCES Field Trip Requests
- c. School Improvement Grant Approval - Jane D. Williams
- d. 4 day summer work week
- e. Suspend Local Supplements for FY 11
- f. Non-Certified Salaries for FY 11

X. Superintendent's Report Information Items

- a. Enrollment 7th school month
- b. Budget Issues
- c. Calendar for 2010-11 School Year

XI. Executive Session

- a. Personnel
 - i. Bus Driver
 - ii. Retirement
 - iii. Transfer

iv. Resignation

XII. Items from the Board of Education

a. Set Date for Board Training in May

XIII. Adjournment

More : Refreshments provided by PCES



Pulaski County Schools

**Regular Meeting April 20, 2010
4/20/2010 6:30:00 PM**

Board of Education Office
72 Warren Street
Hawkinsville, GA 31036

Meeting Minutes
Created : 6/18/2010 4:40 PM EST

**Bonny Dixon - Chairman
Janis Sparrow - Superintendent**

Attendees - voting members

Robbie H. Anderson	Board Member
Bonny C. Dixon	Chair
Gwendolyn V. Brown	Vice Chair
Hugh R Coleman	Board Member
Kay S. Dawson	Board Member
Jerry A. Davis	Board Member
Nancy Young	Board Member

Attendees - other

Janis Sparrow Superintendent

I. Call to Order

The meeting was called to order by Chairman Dixon.

II. Invocation

The invocation was given by Board Member Young.

III. Roll Call of Board of Education Members

All Board Members were present.

IV. Additions and Approval of Agenda

Chairman Dixon asked if there were any additions or revisions to the agenda. There being none, he asked for a motion to approve.

Motion made by: Kay S. Dawson

Motion seconded by: Robbie H. Anderson

Voting

Unanimously Approved

V. Recognition

a. Kyle Hollomon - Essay

The Board recognized Kyle Hollomon, a student at Hawkinsville High School, for receiving 2nd Place at State Literary in Essay Competition.

b. M. Witherington - Exceptional Children's Professional Excellence Award

The Board recognized Mark Witherington, special education teacher at the Alternative Learning Center, for receiving the East Central GLRS Exceptional Children's Professional Excellence Award for 2010.

c. Workers Compensation Award

Brent Lowe, Director of Operations, informed the Board about the city water problems that have caused the schools to be closed for two days this week. He stated that the city is supposed to have the problems fixed and school should resume as normal on Thursday.

Mr. Lowe then presented to the Board the 2009 Award for Excellence received by our school system from the Georgia Education Workers Compensation Trust for outstanding accomplishments with employee safety. This award was given to the system for having a 4.14% lost time ratio for the last school year, and a 0% ratio for the first quarter of this school year.

VI. Approval of Minutes

a. Called Meeting March 4, 2010

Chairman Dixon asked if there were any additions or revisions to the minutes from the Called Meeting of March 4, 2010. There being none, he asked for a motion to approve.

Motion made by: Nancy Young

Motion seconded by: Robbie H. Anderson

Voting

Unanimously Approved

b. Regular Meeting March 9, 2010

Chairman Dixon asked if there were any additions or revisions to the minutes from the Regular Meeting on March 9, 2010. There being none, he asked for a motion to approve.

Motion made by: Gwendolyn V. Brown

Motion seconded by: Robbie H. Anderson

Voting

Unanimously Approved

VII. Financial Action Items

a. Financial Report

Superintendent Sparrow presented the Financial Report for Board approval.

Motion made by: Jerry A. Davis

Motion seconded by: Robbie H. Anderson

Voting

Unanimously Approved

b. Payment of Bills

Superintendent Sparrow presented the Payment of Bills for Board approval.

Motion made by: Gwendolyn V. Brown

Motion seconded by: Kay S. Dawson

Voting

Unanimously Approved

c. Technology Expenditures: R. White

i. SchoolMax

Robin White, Technology Director, presented the attached bids for a SchoolMax (our student information system) upgrade. Mrs. White recommended the Board accept the Harris Hosted Solution bid. She informed the Board that this option would not only save money, but it is web-based and user-friendly. She stated that she will put money in her budget each year for the cost of the support.

Motion made by: Kay S. Dawson

Motion seconded by: Gwendolyn V. Brown

Voting

Unanimously Approved

ii. Web Filter

Robin White presented the attached bids for a new Web Filter. She stated that a web filter is required under the Child Internet Protection Act. She recommended that the Board approve the purchase of the Lightspeed Filter, due to its cost and flexibility.

Motion made by: Kay S. Dawson

Motion seconded by: Hugh R Coleman

Voting

Unanimously Approved

d. Bids - B. Lowe

i. Termite Bids

Brent Lowe presented the attached bids and recommended that the Board approve the "Bug House" termite contract. This contract would begin July 1st of this year.

Motion made by: Kay S. Dawson
Motion seconded by: Gwendolyn V. Brown
Voting

Unanimously Approved

ii. Lift Station Repair Bid

Brent Lowe presented the attached lift station repair invoice for Board approval. The lift station at PCES had be repaired immediately when it failed to work. He stated that we have used this company in the past because of their outstanding customer service and reasonable fees.

Motion made by: Kay S. Dawson
Motion seconded by: Gwendolyn V. Brown
Voting

Unanimously Approved

VIII. Financial Information Items

a. Electric Bills

Superintendent Sparrow presented the Electric Bills for Board information.

b. Bank Balances

Superintendent Sparrow presented the Bank Balances for Board information.

c. SPLOST Collections/Monthly Comparison

Superintendent Sparrow presented the SPLOST Monthly Analysis and Proceeds for Board information.

d. Fund Equity

Superintendent Sparrow presented the Fund Equity for Board information.

e. Credit Card Statement

Superintendent Sparrow presented the credit card statement for Board information.

IX. Superintendent's Report Action Items

a. PCMS and PCES Fundraisers

Superintendent Sparrow presented the PCMS Relay for Life Fundraiser and the PCES Special Olympics Fundraiser requests for Board approval.

Motion made by: Kay S. Dawson
Motion seconded by: Hugh R Coleman
Voting

Unanimously Approved

b. PCES Field Trip Requests

Superintendent Sparrow presented the attached PCES Field Trip Requests for Board approval.

Motion made by: Kay S. Dawson
Motion seconded by: Gwendolyn V. Brown
Voting

Unanimously Approved

c. School Improvement Grant Approval - Jane D. Williams

Jane D. Williams, Assistant Superintendent, presented the Board information concerning the School Improvement Grant that has been submitted for approval. She said that \$941,000 has been requested for the first year; \$825,000 for the second year; and \$818,000 for the third year. These funds will be used at Hawkinsville High School for additional personnel including, but not limited to, a counselor for at-risk students, a Math teacher and an English/Language Arts teacher, a technology person to work in the computer lab, a transition specialist, academic coaches and a parent liasion. Professional Learning funds were requested, as well as software, netbooks, smart boards, and other technology to assist in School Improvement. Mrs. Williams stated that we should know in May if the grant has been approved by the State, but the final deadline is June 10th.

Mrs. Williams requested the Board approve the submittal of this grant.

Motion made by: Kay S. Dawson

Motion seconded by: Hugh R Coleman

Voting

Unanimously Approved

d. 4 day summer work week

Superintendent Sparrow recommended the Board approve a 4 day work week for summer employees this year. The employees would work hours equivalent to the number of hours they currently work during the summer, but they would only work Monday through Thursday.

Motion made by: Gwendolyn V. Brown

Motion seconded by: Nancy Young

Voting

Unanimously Approved

e. Suspend Local Supplements for FY 11

Due to the financial crisis, Superintendent Sparrow recommended that the local supplement cuts for certified employees that began this year be continued for FY 11.

Motion made by: Gwendolyn V. Brown

Motion seconded by: Hugh R Coleman

Voting

Unanimously Approved

f. Non-Certified Salaries for FY 11

Superintendent Sparrow recommended that the 1.5% cuts in salaries of non-certified employees be continued for FY 11.

Motion made by: Kay S. Dawson

Motion seconded by: Nancy Young

Voting

Unanimously Approved

X. Superintendent's Report Information Items

a. Enrollment 7th school month

Superintendent Sparrow presented the enrollment for Board information.

b. Budget Issues

Superintendent Sparrow shared budget information that she had received at the recent Bootstrap conference with the Board, as well as informing them that we are already aware of \$915,000 in State funding cuts for our system for next year.

c. Calendar for 2010-11 School Year

Superintendent Sparrow informed the Board that we have been waiting on information from the legislature before approving a school calendar for FY 11, but we are tentatively looking at August 20th as the first day of school for students.

XI. Executive Session

At 7:40 p.m. Chairman Dixon asked, "Do I hear a motion to go into Executive Session for the discussion or deliberation on the appointment, employment, compensation, hiring, disciplinary action or dismissal, or periodic evaluation or rating of a Pulaski County Board of Education officer or employee as provided in O.C.G.A. 50-14-3(6)?" The Board returned from Executive Session at 8:47 p.m.

Motion made by: Kay S. Dawson

Motion seconded by: Gwendolyn V. Brown

Voting

Unanimously Approved

a. Personnel

i. Bus Driver

Superintendent Sparrow recommended the employment of Jeanice Dennis as full-time bus driver beginning April 21, 2010.

Motion made by: Nancy Young

Motion seconded by: Kay S. Dawson

Voting

Unanimously Approved

ii. Retirement

Superintendent Sparrow recommended the Board approve the retirement of Cornelia Williams as PCES Cafeteria Manager and Sandra Anderson, ALC teacher, at the end of this school year.

Motion made by: Kay S. Dawson

Motion seconded by: Robbie H. Anderson

Voting

Unanimously Approved

iii. Transfer

Superintendent Sparrow recommended the Board approve the transfer of Sherry Sinyard from PCMS teacher to Media Specialist for PCMS and HHS for the FY 11 school year.

Motion made by: Robbie H. Anderson

Motion seconded by: Kay S. Dawson

Voting

Unanimously Approved

iv. Resignation

Superintendent Sparrow recommended the Board approve the resignation of Jerilyn Williams as HHS teacher at the end of this school year.

Motion made by: Kay S. Dawson

Motion seconded by: Robbie H. Anderson

Voting

Unanimously Approved

XII. Items from the Board of Education

a. Set Date for Board Training in May

The Board agreed to schedule a day of training with GSBA and a called meeting on Saturday, May 1, 2010.

Motion made by: Kay S. Dawson

Motion seconded by: Robbie H. Anderson

Voting

Unanimously Approved

XIII. Adjournment

Chairman Dixon asked if there were any further business. There being none, he asked for a motion to adjourn. The meeting was adjourned at 8:50 p.m.

Motion made by: Kay S. Dawson

Motion seconded by: Robbie H. Anderson

Voting

Unanimously Approved

Chairperson

Secretary