



Temple High School/Carroll County Schools

School Improvement Grant – Executive Summary

Temple High School seeks to implement the transformational model as a strategy for school improvement that will assist the school in its efforts to increase academic achievement, stakeholder engagement, student attendance, and graduation rate. Upon an in-depth examination of school practices, some elements of much needed change surfaced. The application for the School Improvement Grant addresses these elements which include: improve standards-based instructional practices; increase instructional academic rigor in all content areas; and engage students in the learning process.

The School Improvement Grant will be a powerful platform for bringing about change at Temple High School. This focused improvement plan will allow the school to transform into a culture of high academic achievement where education is highly valued by students, families, and community members. To bring about this transformation, the school will extend learning time and incorporate flexible learning opportunities for students and staff. Staff member training primarily will be focused on job-embedded professional learning opportunities. Gifted and Advanced Placement training will be a focus for staff professional learning to increase academic rigor, develop vertical approaches, and further enhance differentiation strategies for all levels of learners. Additionally, a Math Turnaround Coach will be on site to provide support for mathematics instruction and provide job-embedded professional learning through collegial and vertical planning.

Transformation of Temple High School will include Small Learning Communities, i.e., a Freshman Academy for beginning high school students, a Small Learning Community for non-traditional learners, and a Senior Academy for transitioning high school students to the next phase of their education while focusing on leadership development. These communities of learners will be developed to meet the needs of the students during the high school transition process. By working with student groups and focusing on specific needs of those groups, it is believed that Temple High School will evolve into a high performing atmosphere of learning.

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

Resubmitted: June 1, 2010

Part II: LEA Application 2010

LEA Name: Carroll County Schools	LEA Mailing Address: 164 Independence Drive Carrollton, GA 30116
LEA Contact for the School Improvement Grant Name: Mrs. Kathy Rogers Position and Office: Assistant Superintendent, Board of Education Office – Carroll County Schools Contact's Mailing Address: 164 Independence Drive, Carrollton, GA 30116 Telephone: (770) 832-3568 Fax: (770) 836-2738 Email Address: kathy.rogers@carrollcountyschools.com	
Superintendent (Printed Name): Mr. Scott Cowart	Telephone: (770) 832-3568
Signature of Superintendent: X 	Date: April 14, 2010 Resubmitted June 1, 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. Carroll County Schools understands and assures that any conflicts between the School Improvement Grant and Race to the Top will be resolved to Race to the Top conditions.	



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LEA Name: Carroll 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
Temple High School	0189		X					X

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LEA Name: Carroll County Schools

School Name: Temple 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.
ATTACHED – See Appendix B

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

Upon being informed of the School Improvement Grant opportunity, several processes were put in place to gather input from various stakeholders. Meetings were held to inform the principal, the Temple area representative board member, the faculty, the parents, the students, the school council, and the members of the school board. The middle school parents and administrators were also invited to participate in parent meetings so that information could be shared and input gathered.

In October 2009, Temple High School elected to participate in a GAPSS analysis. The results of the GAPSS study along with assessment data were used by the School Improvement Team to identify root causes for low student and school performance. Other data analyzed included student achievement on state assessments, Adequate Yearly Progress (AYP) results, graduation rate, attendance information (teachers and students), and stakeholder input. Demographic information about Temple High School was considered during the process of reviewing the data. For example, the school has an average economically disadvantaged population of 62%. The subgroups identified for AYP include "All," "White," and "Economically Disadvantaged." At this time, there are not enough FAY students to calculate subgroups for "Black," "Special Education," or other subgroups. A review of the data clearly indicates that student achievement scores in math as well as student attendance are notably deficient. Upon further examination of subgroup information, it is clear that economically disadvantaged students score significantly below system and state averages in English and mathematics. Student attendance data and teacher attendance averages (percentage of teachers who have six or more sick or personal days per year) also indicate a significant need to improve attendance for children and adults (see Appendix A). With an average enrollment of 550 students, the high school is an important and historic element of the small town of Temple, Georgia. Additionally, the core of the community has very strong feelings about the traditions of the high school. Temple is located just off of Interstate 20 West; this location contributes to a high transient rate.

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As a result of this careful examination of school data and stakeholder input, areas of needed improvement were noted. The School Improvement Grant Team created a Needs Assessment List and aligned those needs to the GaDOE School Keys. A root cause analysis was also conducted to determine reasons for low student achievement at Temple High School. The team focused on the essential question, “What are the reasons for low student achievement at Temple High School?” This question further drove the discussion about root causes for poor school performance and low student achievement. Results of this analysis are included in the appendices of this document; however, some of the “hot spots” identified are as follows:

- Lack of standards-based instruction
- Lack of rigorous curriculum
- Lack of depth of content knowledge
- Lack of student and teacher motivation
- Varied teacher attitudes
- Lack of student engagement in learning
- Low school pride/morale
- No common norms for teachers
- Inconsistent use of data
- Limited varied assessments
- Lack of common planning
- Little student goal planning
- Lack of stable leadership
- Limited implementation of Freshman Academy
- Lack of mathematics background & instruction (GPS math at 6th grade – first group to take the new GPS mathematics GHSGT) results in junior class in crisis
- Limited understanding of student poverty
- Lack of understanding of credit recovery model
- Lack of understanding of post-high school requirements and options
- Evidence of grade inflation

To address these weaknesses and perceptions, the team worked to identify a systemic suite of solutions with a strategic mindset that would increase the achievement potential for students, teachers, and ultimately, the school. Although several practices and suggestions for school improvement are included in this document, below are the strategic initiatives that Carroll County Schools and Temple High School consider to be the umbrella for an extreme makeover:

- **Implement a “Small Learning Community” Framework:** *Freshman Academy* (9th grade students in focused transition program); *Excel Academy* (non-traditional learners provided opportunity to recover and accrue credit); *Senior Academy* (12th grade students in focused transition program that includes Service Learning, Work-based Learning), *12 for Life* (a collaborative partnership with Southwire), Temple High School Leadership Program designed to build leadership skills for seniors, Dual Enrollment, or Move on When Ready—if on track, the school day is flexed to accommodate these options
- **Increase use of 21st Century Technology:** provide classroom technology designed to engage students and increase instructional rigor
- **Develop Vertical Approaches to enhance student transition and success:** develop six-year Transition Plans; instructional vertical teams for math and English; and a Math Turnaround Coach for instruction in math
- **Improve student success through use of Extended and Flexible time options:** institute Hybrid 7 Period Day with Extended Learning Time (ELT) and Flexible Learning Time (FLT); “Power

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Classes” for Math 3 courses that incorporate extended time for instruction and problem solving; common planning; professional learning; tuition-free repeat courses in a mini-mester format for failed prerequisite coursework. Content area tutorials, specifically in math and English, will be offered during the school day or during flexible learning time by using contracted tutors who are highly qualified and certified in those content areas.

- **Improve use of Instruction and Assessment Best Practices:** increase rigor in the standards-based instructional model through advanced placement training/gifted endorsements for all teachers; professional learning in multiple areas, including an emphasis on math instructional practices and TI Math Forward (a proven research-based program designed for math acceleration and sustained success), Shared Inquiry practices, thinking maps, technology use, etc.; provide core content area supplies and materials to increase the quality of classroom practices through rigorous, challenging, and enriching experiences; improve classroom resources and increase the standards of instruction, assessment, and engagement at Temple High School.
- **Improve Stakeholder Engagement and Relationships:** increase student and staff attendance as well as stakeholder engagement through improved school structures, i.e., small learning communities, school staff practices, communication, outreach opportunities, and involvement.
- **Develop Leadership Capacity:** share leadership and develop school leaders, teacher leaders, and student leaders; GLISI Base Camp and Summit for all staff, beginning with the School Leadership Team; summer leadership academies for students; Temple High School Leadership Program for Seniors; GaDOE Summer Leadership Institutes for the administrative and school leadership team (principal, assistant principal, counselor, transition counselor, graduation coach, math turnaround coach, athletic director, and leadership team members).

The need to quickly turnaround Temple High School is critical to the success of the students, the school, and the community. The high school is steeped in traditions and is held dear to the community; however, without immediate improvement, the school will continue to fail and, in turn, will fail the community. The School Improvement Grant Team explored a variety of strategies to improve student achievement, and the team has carefully identified strategic initiatives that will raise and sustain student achievement within the three-year period of this grant and beyond.

d) Provide rationale for the intervention model selected.

Based on a careful and strategic analysis of the Temple High School data collected, the Transformation Model was selected as one that most closely aligns to guidance required to turnaround the school performance deficiencies. A root cause analysis revealed the need for increased rigor in an instructional model that would bring about systemic change in the school and ultimately increase student achievement. The needs assessment process included a review of the October 2009 GAPSS Analysis (see Appendix B) which was requested by school leaders to better inform school improvement initiatives. Some of the issues identified through careful examination of the GAPSS study, student achievement data, Adequate Yearly Progress (AYP), attendance and graduation rates, stakeholder input, and demographics informed the decision to use the Transformation Model. Areas of required immediate change for improved student achievement include instruction, attendance, and engagement. A comprehensive evaluation system, CLASS Keys and Leader Keys, will provide guidance and support for leader, teacher, and staff change. The data analysis revealed the need for shifting practices in the school that have not brought about improvement in overall performance and perhaps have contributed to continued declines. The Transformation Model will serve to improve Temple High School through comprehensive curriculum reform, job-embedded professional learning, extended learning time, and flexible scheduling. This model closely aligns with initiatives for school improvement already in progress, such as recently replacing the administrative staff and guidance counselor at the school. Additionally, emphasis has been placed on development of standards-based classroom practices and improved mathematics instruction, including

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technology enhancements in the mathematics instructional program. Work is already in progress to include a data-driven approach to instruction and assessment. Formative and summative assessments are being incorporated into the instructional program along with common and benchmark assessment practices. The support of the School Improvement Grant will allow opportunity for the school to develop capacity over the three-year period so that improvement efforts are sustainable and enduring. Although Temple, Georgia, is located close to Interstate 20 and experiences a great deal of transient families, it is also a small town with a rich history, especially in regard to the high school. The requirements for the Transformation Model closely align with the needs of the school and community and the direction for improvement as suggested by the GAPSS analysis and other data examined.

- 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.

Carroll County Schools commits to serving Temple High School as a Tier II school in the school improvement process by providing necessary resources and support to implement the Transformation Model fully and effectively. The school system and district personnel will assist Temple High School by providing district resources, i.e., *Edusoft* Assessment Management System, TestTrax, Infinite Campus, textbook funds, etc. The system will continue to provide funding for FTE earned personnel allotments and understands that School Improvement Funds may not be used to supplant any state funds for said personnel. Furthermore, the district will establish clear goals and closely monitor implementation of the grant and provide additional support as needed in regard to human resources and professional learning. It is the intention of the district and the high school to develop capacity for sustaining all successful improvement initiatives. Therefore, added positions, implemented programs, and successful approaches are strategically planned to ensure sustainability through increasing enrollment and generated funds as well as other system resources. Additionally, Temple High School and the district will be building a performance culture during the three years of the grant that will become the “norm” where high expectations for student achievement are consistently and pervasively implemented beyond the years of this grant period.

Carroll County Schools is prepared and committed to provide Temple High School operational flexibility to fully implement a comprehensive approach that will substantially improve student achievement outcomes. The district office will coordinate transportation for extended learning time and summer academies. In addition, the district will pursue including Temple High School in the district’s Alternative Education Program Block Scheduling Annual Waiver Request.

The district supports extended learning time and flexible scheduling for Temple High School. Although the school is one of five high schools in the district, a defined schedule framework is in place for each of the high schools due to a high transient rate. Additionally, the Technical Education Center, a career academy, serves all five high schools. These unique elements of the district’s secondary program require coordination of all high school schedules. The assistant superintendent has informed all high school principals that, in support of the Temple High School grant and the guarantee for operational flexibility, the Technical Education Center schedule may be adjusted to fully accommodate the flexible schedule planning that will take place at Temple High School.

The district office agrees to the process of reviewing policies and procedures in regard to implementation of the grant and possible personnel actions. The district also guarantees that all School Improvement Grant funds will be monitored and maintained at the district level to ensure appropriate fiscal management of grant funds per state and federal rules, regulations, and laws.

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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.

(Not Applicable to Carroll County Schools – there are no Tier I high schools in the LEA)

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

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

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

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

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

In an effort to engage relevant stakeholders in Temple High School's grant application and plans for school improvement, several meetings were held for conveying information about the grant and gathering input. The principal (3/5/2010 and 3/12/2010) and area board member (3/12/2010) were briefed on the opportunity prior to presenting the full proposal to the Carroll County Board of Education (3/15/2010). A PowerPoint presentation, obtained from the Georgia Department of Education, was used to share all details regarding school selection and the grant. The board unanimously agreed to support the efforts of the school district to pursue the grant application. Thereafter, the following meetings were established for stakeholder advisement and input:

- School Leadership Team Meeting (3/10/2010) – Teachers and administrators are members of this team. (The Administrative Team had already met earlier in March; however, the Administrative Team was present during the School Leadership Team meeting to hear about the possibility of the grant.)
- Faculty Meeting (3/17/2010) – Mandatory for all staff, certified and classified, to attend
- Parent Meetings (3/25/2010 and 4/01/2010) – Two meetings included middle school parents as well as high school parents

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- School Council Meeting (3/31/2010) – This meeting included parents, business partners, and faculty members
- Student Focus Group Meetings (3/30/2010 & 4/01/2010) – Two SFG meetings included 15 students, grades 9-12
- School Improvement Grant Team Meetings (3/23/2010; 3/26/2010; 4/02/2010; 4/06/2010; 4/07/2010) – Five meetings included the School Leadership Team, district office personnel, parents, students, and a consultant

Every effort was made to communicate meeting dates and times for stakeholder input. For example, flyers were created and distributed in grocery bags at the local supermarket; automated phone messages were dispatched to all parents in grades 8-12; meeting dates were posted on the marquee sign and on the website. At parent meetings, surveys were distributed and collected as were parent suggestions which were aligned to the school keys through an engagement activity. The parent survey was also posted on the website to collect more information regarding parent perceptions of the schools so that areas of need would be addressed in the grant application. Additionally, progress statements were posted on the website to keep stakeholders informed regarding the progress of the grant application. (Meeting agendas, notes, and minutes are included in the appendices of this application.)

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

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

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

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

The LEA must assure that it will:

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

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

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

- Extending the period of availability of school improvement funds.

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

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

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

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**Attachment 2d
Transformation Model**

LEA Name: Carroll County Schools

School Name: Temple High School

The LEA must:

<p>A1. Replace the principal who led the school prior to commencement of the transformation model.</p>	
<p>Actions: Carroll County Schools initiated administrative changes at Temple High School for school year 2009-2010. In an effort to improve overall school effectiveness and increase student performance, the principal, assistant principal, and guidance counselor were replaced at the beginning of SY2010. The individual selected to serve as principal at Temple High School has a strong background in curriculum and instruction, having served as director of curriculum and instruction, grades 9-12, for the past twelve years. It is the expectation of the district office that the new principal will be able to lead the school as an effective instructional leader, thereby having an impact on student achievement and overall school improvement.</p>	<p>Timeline: Waived for Transformation Model</p>
<p>A2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that</p> <p>(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and</p> <p>(2) Are designed and developed with teacher and principal involvement.</p>	
<p>Actions: Temple High School will build a rigorous instructional foundation based upon School Keys. The school participated in a GAPSS review during the fall of 2009 and the results were used as a basis for the needs assessment. The school will engage in another GAPSS review during Year 2 and/or Year 3.</p> <p>Temple High School will use CLASS Keys and Leader Keys as an evaluation vehicle to increase achievement and accountability. CLASS Keys will provide both a formative and summative instrument to identify a teacher's level of performance and facilitate their professional growth. CLASS Keys is a rigorous, transparent, and equitable evaluation system that will serve to enhance the skills of the Temple High School teachers and to direct their work in the area of standards-based teaching and learning. Just as CLASS Keys defines expectations for performance and professional growth of classroom teachers,</p>	<p>Timeline: May 2010 (Year 1): Initial training for staff on CLASS Keys/Leader Keys. Yearlong (Year 1): The administrators will use CLASS Keys for evaluation of volunteer teachers. The remainder of the staff will continue to study the instrument. Yearlong (Year 2): Full implementation of Class Keys for all certified staff. Provide CLASS Keys training for all new employees during Teacher Induction Program just prior to pre-planning.</p>

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Leader Keys defines effective, high-impact practices that school and district leaders need to know, understand, and do. The superintendent will pilot the use of Leader Keys with the principal of Temple High School while the Principal will pilot Leader Keys with the assistant principal.

Along with CLASS Keys, data on student growth and teacher effectiveness will be used as significant factors in evaluating teachers. *Edusoft* is an assessment management system provided by Carroll County Schools. This tool offers the opportunity for the school to compare longitudinal data by school, teacher, grade, and student. The *Assess 2 Know* piece is a test bank that links to the *Edusoft* program as designed by Riverside. Teachers will work to create benchmarks and common assessments for the courses they teach, and these programs will assist the school in monitoring progress of students as well as progress of teachers. *Edusoft* and *Assess 2 Know* will be tools used to monitor student achievement growth.

Learning Folio Express is a program the school will utilize to monitor progress and design interventions for student writing. Student strengths and weaknesses as well as teacher progress can be monitored with the use of this tool while the school seeks to improve student performance on writing assessments. The ongoing evaluation of student writing is one of the best indicators of increasing student achievement because writing reflects the thinking process of students. As discussed by all stakeholders, the instructional level at Temple High School must increase for students to be exposed to the expected rigor of the curriculum which emphasizes higher order thinking skills.

Teachers and leaders at Temple High School will be involved in the evaluation system, outlined above, in several ways. First, the Temple High School faculty will study and pilot CLASS Keys during the first year of the grant, which will allow for opportunities to discuss teacher and student evidence, for various levels of implementation, and for clarification of expectations. *Edusoft* is already used at Temple High School and is recognized as a worthwhile assessment tool by the faculty. The School Improvement Grant team identified additional use of *Edusoft* as a need and included professional learning on this system in their planning for improvement. The expansion of the *Edusoft* options to include *Assess 2 Know* gives the teachers and administrators the opportunity to develop and design benchmarks and common assessments to meet their needs.

Yearlong (Year 3): Continue with full implementation for all certified staff. Provide CLASS Keys training for all new employees during Teacher Induction Program just prior to pre-planning.

Sustainability: CLASS Keys should be a part of the culture at Temple High School and be fully embedded as an evaluation tool by 2013.

Yearlong (Year 1): Leader Keys implemented as an evaluation tool for the principal and assistant principal.

Yearlong (Years 2-3): Full implementation of Leader Keys for administrative personnel.

Yearlong (Year 1): Fully implement *Edusoft*, providing professional learning; purchase *Assess 2 Know* as an assessment tool and provide professional learning for initial implementation; contract with *Learning Folio Express* (11th, 10th, & 9th grades) and provide professional learning

Yearlong (Years 2-3): Continue use of *Edusoft* and fully implement *Assess 2 Know*; Fully implement *Learning Folio Express* and establish tutorials

Sustainability: Identify in-house staff that will be trainers for *Edusoft* by the end of the grant. *Learning Folio Express* will decrease in the number of assessments used annually over the period of the grant. The school will work to sustain writing assessments that are aligned to state standards. The school will continue to contract with *Learning Folio Express* after the grant period if the initiative has proved successful.

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A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

Actions:

Rewards for the Temple High School staff will be equally distributed to all classified and certified employees at the school upon achievement of goals for student achievement and the graduation rate as outlined in the School Improvement Grant. Rewards aligned to the achievement goals will be based on the GHSGT results in the areas of Math and ELA. Rewards aligned to the graduation rate will be based on the annual graduation rate targets for the second indicator of AYP. In addition to the rewards for achievement and graduation goals, a financial reward will be provided to staff if student attendance targets are met. As the school moves forward with the implementation of the transformation model, the rewards will increase to align to the achievement of school goals each year. Should staff be replaced, new staff members will enter the reward system based on the year of grant implementation, i.e., year one, year two, or year three.

In addition to financial rewards for the staff, opportunities for faculty, staff, student, community and academic achievement recognition events will be increased. Additional recognitions and celebrations might include an Education Celebrities event (to acknowledge staff and student accomplishments), Recognition Display (to display student/staff /parent and community accomplishments), AYP special events, and other such commemorations of Temple High School successes.

The administrative staff of Temple High School commits to the effort of identifying and removing those teachers who have not been successful in improving their professional practice. Ample opportunity to correct deficiencies will be provided to teachers to ensure remediation and career development prior to dismissal. Professional Development Plans as aligned to CLASS Keys will be implemented for teachers with identified deficiencies in instruction and/or duties and responsibilities.

Timeline:

Yearlong (Year 1): Student Achievement Goal \$500; Graduation Rate Goal \$500; Increased Student Attendance \$500.

Yearlong (Year 2): Student Achievement Goal \$1000; Graduation Rate Goal \$1000; Increased Student Attendance \$1000.

Yearlong (Year 3): Student Achievement Goal \$1200; Graduation Rate Goal \$1200; Increased Student Attendance \$1200.

Yearlong (Years 1-3): Increase opportunities for recognition and academic celebrations

Yearlong (Year 2): Continue to increase recognitions and academic celebrations; establish Recognition Display

Yearlong (Year 3): Enhance and continue Recognition Display

Sustainability: Recognitions and celebrations are embedded in the culture at Temple High School.

Yearlong (Year 1): Evaluate staff and develop PDPs for those who demonstrate deficiencies. Teachers who are identified and documented with deficiencies prior to grant implementation may be removed during year one.

Yearlong (Year 2): Remove staff members who have not met the PDP goals.

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	<p>Yearlong (Year 2): Hire staff members to increase instructional effectiveness.</p> <p>Yearlong (Year 3): Remove staff members who have not met the PDP goals.</p> <p>Yearlong (Year 3): Hire staff members to increase instructional effectiveness. *Teachers who are removed are not entitled to rewards that are awarded during the year of their removal or any year thereafter.</p> <p>Sustainability: Policies and procedures for dismissal and hiring effective staff will be established and continued after the grant.</p>
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LEA Application 2010 Attachment 2d

Transformation Model

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

Actions:

Professional learning for Temple High School’s faculty will be essential for successful implementation of the innovations associated with the Transformation Model. Research by the National Staff Development Council identifies specific characteristics of effective professional learning. These characteristics include an emphasis on continuous improvement, knowledge of human development and learning, and time for the staff to learn and work together. Effective professional development also provides follow-up and support, encourages the use of collaboration and group processes, and incorporates diversity issues and school/classroom based management programs. (NSDC, 2001). Based on the data analysis and needs assessment completed by the Temple High School SIG team, the following high-quality, job-embedded professional learning sessions were identified as critical areas for staff training :

Improve Use of Instructional and Assessment Best Practices:

Research by Marzano, Pickering, and Pollack (2001), along with other researchers, have identified teacher effectiveness and instruction as the factor having the greatest influence on student achievement. Thus, the primary focus for professional learning at Temple High School will be to improve instruction.

- Summer Teacher Academy for Professional Learning
Five days of Professional Learning prior to the start of school for all faculty members. The PL focus for these 5 days will be on standards-based instruction, technology integration, data analysis, school improvement, formative assessment, common assessments, and expectations for high-quality learning.
- CLASS Keys/Leader Keys
Temple High School will begin the process of training on CLASS Keys during post-planning. Bobby Smith, GaDOE, will work with the entire staff to provide this training. The school will continue to study the CLASS Keys strands, standards, and elements throughout the 2010-2011 school year during collaborative planning time and after-school professional learning.

Timeline:

Years 1- 3: Professional Learning Academy for certified staff – 1 week in the summer. Classified staff will be included for part of each week.

May, 2010: CLASS Keys training for all staff.

Yearlong (Year 1): The administrators will use CLASS Keys for evaluation of volunteer teachers. The remainder of the staff will continue to study the instrument.

Yearlong (Year 2): Full implementation of CLASS Keys for all certified staff.

Yearlong (Year 3): Continue with full implementation of CLASS Keys for all certified staff.

Sustainability: CLASS Keys and Leader Keys will be the understood and expected evaluation tool for the school.

Yearlong (Year 1): Advanced Placement/gifted training for 35% of the staff. Provide gifted endorsement training on-site by hiring a gifted consultant.

Yearlong (Year 2): Advanced Placement/gifted training for additional 35% of the staff.

Yearlong (Year 3): Complete Advanced Placement/gifted training for all staff members.

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<ul style="list-style-type: none"> • Advanced Placement/Gifted Endorsement training One-third of the staff will be trained each year as an Advanced Placement teacher or be gifted endorsed. Both of these trainings will help teachers understand strategies for differentiation and increased rigor. Having additional Advanced Placement trained teachers also offers the school more flexibility in the courses available to the Temple High School academies and students. • Differentiated Instruction The Temple High School SIG team identified a need for an increased understanding of how to differentiate for ability and content. Differentiation Professional Learning will be provided through job-embedded work with the Math Turnaround Coach and consultants. • Collaborative Planning Weekly collaborative planning will be an expectation at Temple High School. This time will be used for lesson planning, the development of common assessments, data analysis, analyzing student work, and professional learning. Along with the collection of the agenda, minutes, and outcome expectations from the collaborative planning sessions by school administrators, the Math Turnaround Coach, the Instructional Specialist, or a consultant will be in attendance at the collaborative planning sessions. School administrators will also monitor each collaborative team meeting either through attendance at the planning session or through meeting with the department chair to discuss the agenda prior to the collaborative planning session and obtain written minutes of the planning. • Effective Instructional Strategies for Standards-based Instruction The 2009 GAPSS and the Temple High School SIG team indicated that the use of Standards-based Instructional Strategies and Learning Focused Strategies was inconsistent at Temple High School. Through professional learning on SBI and LFS, one-on-one support from the in-house Math Turnaround Coach and Instructional Technology Specialist, and increased monitoring by administration, the use of effective instructional strategies will increase and become more consistent. • Effective Formative Assessment Practice Also noted in the GAPSS and by the SIG team was the lack of understanding and use of formative assessments. Professional learning in formative assessment will be provided through GaDOE 	<p>Sustainability: All staff will have received Advanced Placement or gifted endorsement by 2013.</p> <p>Yearlong (Years 1- 3): Math Turnaround Coach will provide job-embedded content and pedagogy support for math teachers during classes as well as collaborative and vertical planning. Teachers will work with Math Turnaround Coach in <i>TI Forward Program</i>. Pedagogy support will be provided to other Temple High School staff by Math Turnaround Coach. Consultants will be hired to provide content specific training for non-math teachers. Instructional Technology Specialist will also provide job-embedded support during instructional time and collaborative planning.</p> <p>Sustainability: If the position is needed for the school or system, funding for the Math Turnaround Coach will be provided by other system funds. The instructional technology contract time will be reduced over the life of the grant, so that this position would no longer be needed.</p> <p>Yearlong (Years 1-3): Ongoing professional learning on the use of technology as well as the integration of technology and instruction. On-site training provided by Instructional Technology Specialist.</p> <p>Sustainability: In-house staff and district staff will be trained to provide instructional technology support to new teachers on an as-needed basis.</p> <p>Yearlong (Year 1): Collaborative (Common) planning on a daily basis will be scheduled for the Math and ELA departments during the school day, as well as for the Freshman Academy. All faculty members will have professional learning and</p>
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<p>consultants, the Math Turnaround Coach, and other consultants.</p> <ul style="list-style-type: none"> • Development of Common Assessments Common Assessments do not currently exist at Temple High School. Through collaborative planning and other professional learning times, the Temple High School staff will begin to build, implement, and analyze common assessments. • TI Math Forward professional learning will be provided to the math department for the Power block math classes. This program provides 8 research based areas of focus: <ul style="list-style-type: none"> • Increased instructional time • Increased teacher content knowledge • Common planning time • Coaching and professional development • Using technology to motivate students • Curriculum integration • Tools to increase parental involvement • TI Math <ul style="list-style-type: none"> • Job-embedded onsite professional learning • Summer professional learning • Other Content area training <ul style="list-style-type: none"> • Math Concepts for Collaborative Teachers • GPS Math Training • GPS ELA Training • Common Core Standards • Reading Strategies • <i>Lexile scores</i> • <i>Shared Inquiry</i> • <i>Thinking Maps</i> <p>While some of the Professional Learning identified above will begin during the summer teacher academy, all of the identified professional learning will be continually supported and strengthened throughout the school year through work with the Math Turnaround Coach, the Instructional Technology Specialist, and consultants. The Professional Learning throughout the school year will be job-embedded during collaborative planning time and actual support in the classroom. Implementation of professional learning will be connected to classroom observations and monitored by the administrators, Leadership Team, and trainers as teachers use new strategies during instruction. Teachers identified as needing additional support with PL implementation will work individually with the Math Turnaround Coach, their department</p>	<p>collegial planning time during the school year. Collegial Planning (department planning), and Vertical Planning one time per nine weeks will be provided for all content areas.</p> <p>Yearlong (Years 2-3): Collaborative (Common) planning on a daily basis will continue for ELA and Math. Collegial Planning (department planning), and Vertical Planning one time per nine weeks will be provided for all content areas.</p> <p>Yearlong (Year 1): Professional learning on TI Math Forward for math department. Power block classes will use the TI Math Forward program and the Math Turnaround Coach will monitor and support implementation.</p> <p>Yearlong (Years 2-3): Math Turnaround Coach continues PL, monitoring and support of TI Math Forward program.</p> <p>Sustainability: There will be in-house trainers that will continue the TI Math Forward program and train any new teachers.</p> <p>Summer (Year 1): 5 days of Summer Professional Learning for all staff</p> <p>Yearlong (Year 1): Continue summer PL throughout the year and add other identified PL areas.</p> <p>Yearlong (Year 1): Monitor PL implementation and provide additional support on an as needed basis</p> <p>Summer (Years 2-3): 5 days of Summer Professional Learning for all staff</p> <p>Yearlong (Years 2-3): Continue summer PL throughout the year and add other identified PL areas.</p>
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chairs, consultants, and administrators.

Increase 21st Century Technology:

Temple High School recognizes the need to change the school culture by increasing student engagement and addressing student apathy. Increasing the available technology at Temple High School and incorporating technology into instruction will positively influence the culture and better prepare students for the world of higher-education and the workplace. *To foster meaningful learning, teachers must construct experiences that allow students to confront powerful ideas whole. They must create bridges between the very different experiences of individual learners and the common curriculum goals. They must use a variety of approaches to build on the conceptions, cultures, interests, motivations, and learning modes of their students. They must understand how their students think as well as what they know. (Darling- Hammond, 1993)*

Training for New Equipment and Software:

Once the new technology is in place, the instructional technology specialist will begin to work with teachers on technology training. The training will be provided in small groups or individually with the teacher during class time, during collaborative planning, and through other professional learning opportunities. The instructional technology specialist will monitor teacher use of technology and provide support and encouragement as needed.

- *Edusoft, Assess 2 Know, Learning Folio Express training*
- *Professional learning on integrating technology into instruction.*

Develop Vertical Approaches to Enhance Student Transition and Success:

Temple High School will be implementing and strengthening student transition elements for all students. Along with the Transition Counselor, student advisement strategies will ensure that all students have an adult who is working with the student throughout his/her high school career and working with the student on advisement for post-secondary options. Another area of transition support for students will be the Small Learning Communities and the differentiated learning opportunities in these communities. Professional learning on effective student advisement and differentiated strategies for the small learning communities will be provided.

Yearlong (Years 2-3): Monitor PL implementation and provide additional support on an as needed basis

Sustainability: Roles, responsibilities, and procedures for planning, implementing, and monitoring school improvement for the SLT will be solidified during the three years of the grant.

Yearlong (Year 1): Provide professional learning through collaborative planning on student advisement, strategies for small learning communities, and vertical planning

Yearlong (Years 2-3): Continue to use collaborative planning to address identified professional learning needs.

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Curriculum alignment will be another area of professional learning at Temple High School. The alignment process will begin with ELA and Math to ensure that students in the most critical content areas will benefit from an aligned transition across grades.

Collaborative planning will be used throughout the year as a time to develop curriculum documents, learn about instructional strategies, and strengthen student advisement.

- Student Advisement Strategies
- Small Learning Communities focused on Best Practices
- Collaborative Planning
- Vertical Planning

Improve Stakeholder Engagement and Relationships:

With the large percentage of free and reduced lunch students at Temple High School, it is essential that the faculty and staff have a good understanding of students from poverty and effective instructional strategies for working with at-risk students.

- Understanding Poverty
- Stakeholder Engagement Strategies
- Intervention/RTI Strategies

Embedded in several aspects of the staff development will be the elements and pedagogy associated with effective, rigorous standards-based instruction. Strategies for high-quality instruction and assessment best practices will be included during the Summer PL Academy, collaborative planning sessions, vertical planning, content specific training, and Advanced Placement/gifted training for all teachers. Available times for on-going professional learning, i.e., faculty meetings, department meetings, etc., will be safe-guarded and, if needed, restructured to maximize staff learning opportunities and establish school structures. The Math Turnaround Coach and Instructional Technology Specialist will work with teachers in their classrooms to support and monitor implementation.

In addition to the professional learning offered to enhance instruction and understand economically disadvantaged students, members of the School Leadership Team will receive additional training and opportunities for growth through:

Yearlong (Year 1): Framework for Understanding Poverty and RTI Professional Learning for all faculty.

Yearlong (Year 2): Paul Slocum *Boys In Crisis* for all faculty

Yearlong (Year 3): Book study – *Do You Know Enough About Me, to Teach Me?* by Stephen Peters and other possible book studies

Sustainability: All faculty members will have been trained in understanding poverty during the three years of the grant and the culture of understanding poverty and meeting the needs of all students will be established.

Semester 1 / Semester 2 (Year 1): School Administrative Team, School Leadership Team, and other staff members attend GLISI's Base Camp and Leadership Summit.

Semester 1 / Semester 2 (Year 2): Continue sending school staff to GLISI's Base Camp and Leadership Summit.

Semester 1 / Semester 2 (Year 3): All staff trained through GLISI's Base Camp and Leadership Summit.

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Develop Leadership Capacity:

- GLISI Base Camp and Leadership Summit Collaborative Planning
- DOE Leadership Initiatives
- Performance Coaching for Leaders
- Leadership Team Advance (retreat)
- Student Leadership Development

During the three years of Leadership Team Advance (retreat) and on-going leadership team training, the school administrative team, leadership team, and other staff members will study such topics as data analysis; root cause analysis; the use of quality tools; facilitation skills; best practices in curriculum, instruction, and assessment; and effective focus walks. The school leadership team will work with the Leadership and Data Analysis Consultant to develop short-term action plans for the school and for departments. These plans will reinforce the annual School Improvement Plan and allow for frequent monitoring of improvement initiatives (See A7). All of these skills will increase the leadership capacity of the staff, which, in turn, directly influences student achievement.

The professional learning for the other two strategic initiatives, **Small Learning Communities** and **Improve Student Success through the Use of Extended – Flexible Time Option**, are embedded in the other PL strategies, techniques, and monitoring identified in the four above strategic initiatives.

Support, monitoring, and evaluation for the implementation of all professional learning will be provided through the administration and school leadership team. These components for teacher development will be monitored by school administrators, members of the school leadership team, the Math Turnaround Coach, and district office administrators. Frequent classroom observations will be conducted to observe and share practices learned and implemented through the various professional learning opportunities. Strategic reviews will be conducted minimally each semester consisting of a formal review of lesson plans, classroom implementation and analysis of formative and summative data.

Darling-Hammond, L. (1993). *Reframing the school reform agenda: Developing capacity*. *Phi Delta Kappan*, Vol. 74.

Summer (Year 1): School Administrative Team to participate in GADOE Summer Leadership Academy.

Summer (Years 2-3): School Administrative Team commits to participate in GADOE Leadership sessions.

Summer (Years 1-3): Summer Leadership Advance (Retreat) for School Leadership Team and School Administrative Team.

Yearlong (Year 1): Leadership and Data Consultants work with School Leadership Team (SLT) on School Improvement Plan implementation and monitoring. Provides support for leadership practices.

Yearlong (Years 2-3): Leadership and Data Consultants continue to work with SLT on School Improvement Plan and leadership.

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<p>Marzano, R.J., Pickering, D., & Pollock, J. (2001). <i>Classroom instruction that works: Researched based strategies for increasing student achievement</i>. ASCD: Alexandria, VA.</p> <p>Standards for Staff Development National Staff Development Council. (2001). <i>NSDC standards for staff development</i>. Oxford, OH: Author.</p>	
<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: A reward system with financial incentives has been recommended (see A3) for implementation upon approval of the School Improvement Grant. Other strategies designed to recruit, place, and retain staff at Temple High School will be provided as well. Specifically, leadership training will be provided to develop teachers as leaders. This experience will not only assist faculty and staff in performing at higher levels, but it will also ensure them opportunities for promotion and career growth. Recognition opportunities will also be increased and initiated to celebrate the accomplishments and successes of the faculty, staff, students, school, and community.</p> <p>One element of stakeholder input from the faculty was in regard to flexible and extended time for planning and common planning in high impact areas, i.e., math, English, Freshman Academy, etc. The school schedule will be designed to include this suggestion from the staff in an effort to improve instructional effectiveness for the students. Current meeting schedules, i.e., department and faculty meetings, will be revisited and aligned to professional learning and the collaborative planning needs of the school.</p> <p>Flexible scheduling will be implemented for personnel in key positions such as the Community Engagement Coordinator who will work to engage all stakeholders, i.e., parents, community members, business partners, students, and staff. This position will require flexible hours since many of the parents are unable to participate during the school day due to work schedules. It is also the desire of Temple High School to open the school in the evenings and/or weekends to the community, and coordinated events will require the Community Engagement Coordinator be present for security purposes.</p> <p>Other key positions that will benefit from flexible scheduling are the Instructional Technology Specialist. The Instructional Technology Specialist may be employed with a contract that states he/she will not be under contract during May or December, thereby, allowing that person to be engaged in professional learning with the staff during the evenings and/or during summer</p>	<p>Timeline: End of the Year (Year 1): Student Attendance Goal \$500 (Rewards will be determined at end of school year based on data analysis)</p> <p>End of the Year (Year 2): Student Attendance Goal \$1000</p> <p>End of the Year (Year 3): Student Attendance Goal \$1200</p> <p>Sustainability: The financial rewards will be decreased or discontinued upon the completion of the grant. However, throughout the three years of the grant the culture at Temple High School will become one that is rewarded intrinsically by the successes of the students.</p> <p>Yearlong (Years 1-3): Recruit, place, and retain quality staff to increase instructional effectiveness</p> <p>Yearlong (Years 1-3): Plan and initiate celebration events</p> <p>Summer (Years 1-3): Temple High School Summer Leadership Advance (Retreat) for School Leadership Team and administrators.</p> <p>Sustainability: Continue summer leadership academies in-house in order to analyze data, develop the</p>

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<p>academies. The Instructional Technology Specialist benefits from flexible hours, allowing for evening hours so that work may be completed without interruptions during the school day.</p> <p>All flexible scheduling (for students and staff) will be monitored by the district office and the school leadership team. Minimally, one meeting per semester will be held to review the effectiveness of the flexible scheduling and to determine if changes need to be made for the upcoming semester.</p>	<p>SIP and plan for the upcoming school year.</p> <p>Monitoring: (Years 1-3): Conduct review meetings by October and February of each semester.</p>
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<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: All Carroll County Schools have been trained in Learning Focused Instructional Strategies, as well as having a district handbook that outlines expectations for standards-based instruction. As identified on the recent GAPSS visit, Temple High School is not consistently implementing rigorous standards-based instruction in all classrooms. Because the district has identified expectations for research-based instruction in all schools and provided guidance and professional learning, Temple High School will be expected to continue to follow the direction of the district and work toward greater, more consistent implementation and monitoring of instruction.</p>	<p>Timeline: Yearlong (Years 1-3): Review expectations for standards-based instruction and increase monitoring and feedback for all faculty members.</p> <p>Sustainability: No financial commitment is needed to continue setting expectations and monitoring for the implementation of standards-based instruction.</p>

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A review of the student achievement data clearly identifies a weakness in the area of math. The school improvement grant will support instructional improvement through the hiring of a Math Turnaround Coach who will work with math teachers on both content and pedagogy, as well as work with other content area teachers on standards-based instruction and pedagogy. The Temple High School GAPSS report identified a need for increased professional learning and effective collaborative planning. The Math Turnaround Coach will address this need by providing both job-embedded professional learning in all classrooms as well as through regular collaborative planning sessions. The Temple High School feeder school data also reflects poor academic achievement in math. Therefore, teachers from the feeder middle school will be invited to work with the Math Turnaround Coach and high school math teachers in specific content related professional learning opportunities and vertical team planning at Temple High School.

Additionally, the data indicates that the economically disadvantaged subgroup did not make Adequate Yearly Progress in English. A closer review of other test data suggests declining scores in the English portion of the ACT and the verbal portion of the SAT. Results of the Georgia High School Writing Test show slight improvement from previous years. The needs revealed from this review of data will be addressed through efforts to better understand poverty, while addressing areas of academic need. Increased collegial planning with job-embedded professional learning as well as emphasis on vertical teaming, shared inquiry, writing initiatives, and high interest reading materials will assist the department in reaching achievement goals with students.

Through the review of the data, the School Improvement Grant team identified a need to increase academic rigor, student engagement, and educational relationships. In addition to the in-school support for instruction, Temple High School will have one-third of the staff receive Advanced Placement or gifted endorsement training each year. A gifted consultant will be hired to provide training on-site for teachers to obtain a gifted endorsement. The instructional strategies learned through Advanced Placement and gifted training will improve student engagement, encourage higher-order thinking, and expand the use of differentiation strategies. Additionally, Advanced Placement and gifted endorsement certification will greatly increase the rigor in the classroom.

Additional classroom materials and resources are needed to enrich instructional experiences for students so that engagement will increase and thinking skills will expand. Members of the Temple High School Leadership Team considered and strategically sought out current research-based programs and resources that should be included in their instructional collections to increase the standard

Yearlong (Year 1): Hire Math Turnaround Coach to work with math staff on content and pedagogy and to support standards-based instruction in other content areas.

Yearlong (Years 2-3): Math Turnaround Coach continues to work with math staff on content and pedagogy and to support standards-based instruction in other content areas.

Sustainability: Math Turnaround Coach, if borrowed from GaDOE, will return to GaDOE, or remain within the school system as an instructional coach.

Yearlong (Year 1): Have 1/3 of staff Advanced Placement or Gifted endorsed. Hire gifted consultant/s to provide on-site training.

Yearlong (Year 2): Have another 1/3 of staff Advanced Placement or Gifted endorsed.

Yearlong (Year 3): Remaining staff is Advanced Placement or Gifted endorsed.

Sustainability: All staff will be Advanced Placement or gifted trained by the end of the grant. New staff will be trained through Title II money.

Yearlong (Year 1): Purchase additional technology for all classrooms.

Yearlong (Year 1): Hire Instructional Technology Specialist to support integration of technology into instruction.

Yearlong (Year 2): Continue professional learning and support of technology integration into instruction by using Instructional Technology Specialist.

Yearlong (Year 3): Instructional Technology Specialist will continue

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and quality of educational opportunities. Technology for the 21st century will be purchased and included in all classrooms at Temple High School in an effort to increase engagement and instructional rigor. Not only should Temple High School be preparing students for the 21st century, but student engagement greatly increases when technology is embedded as an instructional strategy.

Imagine a school in which the students – all of them – are so excited about school that they can hardly wait to get there. Imagine having little or no “discipline problems” because the students are so engaged in their studies that those problems disappear. Imagine having parents calling, sending notes, or coming up to the school to tell you about the dramatic changes they are witnessing in their children: newly found enthusiasm and excitement for school, a desire to work on projects, research and write after school and on weekends. Imagine your students making nearly exponential growth in their basic skills of reading, writing, speaking, listening, researching, scientific explorations, math, multimedia skills and more! It is possible. It has happened, and is happening, in schools across the country. I have seen this first-hand with my classes, and I have seen it at other schools with whom I have worked. And there is growing evidence of schools everywhere having the same results when they implement a 21st century curriculum. Schrum & Levin (2009).

Instructional Technology Specialist will be employed to work with teachers on embedding technology into curriculum and instruction. The 21st Century classrooms will include interactive whiteboards with projectors, document cameras (overhead projectors), audio equipment, student response systems, and in some cases, computers. This research-based approach to classroom instruction serves to streamline instruction while providing immediate feedback to students. It is very important to the Temple SIG team that the 21st Century technology be supported by someone who is an instructional specialist, is also skilled in technology, and understands how to integrate technology into instruction.

The implementation of CLASS Keys will also assist Temple High School in communicating the expectations for instruction. The Standards-based Instruction strand of the CLASS Keys clearly identifies the components, evidence, and level of implementation for instruction. By studying the CLASS Keys during year 1 of the grant, all faculty members will gain a greater understanding of the

to work with staff on integrating technology.

Sustainability: Instructional Technology Specialist used on contract basis, as needed.

Yearlong (Year 1): Study CLASS Keys and implement as pilot with a few teachers.

Yearlong (Years 2-3): Full Implementation of CLASS Keys

Sustainability: CLASS Keys will be fully implemented and part of the culture of Temple High School. Furthermore, Carroll County Schools is designing a plan for district-wide implementation of CLASS Keys.

Yearlong (Year 1): Begin “Small Learning Community” framework for Freshman Academy and Excel Academy. Hire a Transition Counselor. Hire one teacher and facilitator (para-professional) for Excel Academy. The foundation for the Senior Academy will be initiated.

Yearlong (Year 2): Continue to grow and strengthen “Small Learning Community” framework for Freshman Academy and Excel Academy. Launch Senior academy.

Yearlong (Year 3): Full implementation of “Small Learning Community” framework.

Sustainability: Transition Counselor, Excel Academy teacher and facilitator will be earned through increased student enrollment which will generate additional FTE funds for personnel.

Yearlong (Year 1): Provide Power

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standards and elements of the keys and will be better prepared for the use of the CLASS Keys for classroom evaluation.

A “Small Learning Community” framework will provide opportunities to meet the unique instructional needs of various groups of learners (i.e., freshmen, seniors, non-traditional). While the freshman academy at Temple High School was in place prior to the SIG, the plan to hire a Transition Counselor, who will work with the graduation coach to build six-year transition plans for all students, will be a positive addition to the Freshman Academy and all students at Temple High. The Transition Counselor position was highly recommended by parents who recognize that on-going advisement and guidance is critical to school success.

Additionally, the Transition Counselor will play a key role in building a positive learning environment in the Freshman Academy, thereby, changing the culture of Temple High School into one that highly values education. The Senior Academy “Small Learning Community” model will offer high school seniors advanced leadership development, service learning experiences in the community, as well as work-based learning or post-secondary classes (i.e., dual enrollment, Move on When Ready). Another “Small Learning Community” model will be the SLC Academy, a program designed to provide credit recovery and/or credit accrual opportunities. The Excel Academy will serve the non-traditional student in an environment that will facilitate a “move on when ready” philosophy for a small group of students. This academy is directed toward engaging students who will excel in an instructional model that provides a mentor-based approach to building relationships while increasing student performance.

Data analysis completed by the Temple SIG team also identified needs for upcoming 11th graders in the area of math and for students that fail sequential courses. The current 10th grade class of students, upcoming 11th graders, are not only the first GPS class in math since they were in 6th grade, but they have had long-term substitutes for math in 7th, 8th, and 9th grades. This situation has created a need for Extended Learning Time (ELT) in the form of Power Classes for Math 3. These Power Classes will serve students who do not qualify for Math 3 support but may still need additional instructional time in math. When a student fails a sequential course, i.e., Math I, Spanish I, etc., they are no longer on track for the next course or for graduation. By offering afterschool “mini-mesters” for these students who fail a sequence course, Temple High School will be able to address student needs, keep students on course for on-time graduation, and provide immediate remediation in the identified content area. Through the SLC Academy, Extended Learning time and/or OdysseyWare (on-line courses), credit recovery opportunities will be provided to students who have failed courses.

Classes (Extended Learning Time) in math for upcoming 11th graders.

Yearlong (Year 1): Begin mini-mester before or after school sequential courses for students who fail the course.

Yearlong (Years 2-3): Continue mini-mester before or after school sequential courses for students that fail the course.

Sustainability: The district will support the use of extended learning time through the use of instructors at the district’s night high school who can be assigned to Temple High School for after school hours.

Yearlong (Years 1-3): Establish opportunities for vertical planning. Determine what documents are needed to facilitate understanding of content and guide instruction. Outline a timeline for document development and utilization by departments.

Sustainability: Alignment documents will be developed and utilized by all teachers by the end of the grant.

Monitoring:

Years 1-3: Continuous monitoring of student data, SIP, BSC, initiatives in the Transformation Model. (see specifics below)

Year 1: Conduct Data Reviews prior to the new school year and again mid-year.

Year 1: Review SIP and BSC beginning in February. Finalize

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<p>Transportation or transportation assistance will be provided for students involved in ELT or mini-mester work.</p> <p>There is a recognized need to establish vertical planning for grades 9 -12. Times for these planning sessions will be built into the school calendar, and alignment documents will be developed and utilized to increase instructional alignment, transition, and student achievement.</p> <p>Schrum, L. & Levin, B. (2009). <i>Leading 21st century schools: Harnessing technology for engagement & achiever</i>. Corwin: Thousand Oaks, CA</p> <p>The Carroll County School System has an extensive monitoring process outlined in the district's <i>Performance Leadership Handbook</i>. This process requires the monitoring of the School Improvement Plan, Balanced Scorecard and performance objectives, initiatives, and targets. The monitoring process includes periodic strategic reviews. The consistent and continuous monitoring of student achievement and school initiatives will build a culture of high expectations focused on improving instruction by meeting the needs of individual students (See A7).</p>	<p>revised SIP and BSC for FY 12 in June, 2011.</p> <p>Year 1: Conduct strategic reviews after the first nine-week grading period and again after the third nine-week grading period.</p> <p>Years 2-3: Monitoring continues as noted for Year 1.</p>
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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.

Actions:

The use of student data at Temple High School will be enhanced, strengthened, and internalized during the course of the grant and beyond. *Edusoft Assessment Management System* is already available to the teachers at Temple High School, but teachers have not been fully trained on using the software to collect and analyze the data to determine student learning and to guide instruction. Professional learning will be provided to all teachers on the capability, use, and implementation of this program. In addition, professional learning will be provided on formative assessment practices. A leadership and data consultant will be used to assist in training teachers on effective strategies for utilizing formative, diagnostic, and summative data. The consultant will also work with the School Leadership Team on using and monitoring data for improvement and the school administrative team on grant implementation.

District benchmarks are available for the four core content areas; however, there is a need to expand and develop additional benchmarks in other courses as well as training on how to use benchmark data to differentiate learning and drive instruction. In addition to learning how best to use the benchmark data, the use of formative assessments and the development of common assessments will also increase student achievement. More emphasis will be placed on using *Lexile* scores beginning in the Freshman Academy and continuing throughout the student’s high school career. Teachers will use online, data-driven reports to help inform and differentiate instruction when a student is struggling and needs intervention. For example, upon identification of student weaknesses, plans will be developed to provide support to students during the school day or during flexible learning time. Tutors will be used to provide prescriptive instructional support for individual students who have demonstrated a need for additional instructional support. Through the Excel Academy, Extended Learning time and/or OdysseyWare (on-line courses), credit recovery opportunities will be provided to students who have failed courses.

Timeline:

Year 1: Professional learning provided on *Edusoft*, use of *Lexile* scores, data analysis, and common assessments. Hire consultants to provide training on the use of formative assessments and use of data for school improvement.

Year 2: Additional Professional Learning on *Edusoft* and benchmark data for staff on an “as needed” basis. Common assessments are built for three instructional units in all content areas. Continue professional learning provided on formative assessment and use of data.

Year 3: Common assessments developed in all courses. *Edusoft*, benchmarks, and common assessment data used by teachers to identify student learning needs. Continue professional learning provided on formative assessment and use of data.

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Learning Express Folio will be purchased for 9th – 11th graders as a method of assessing student writing and monitoring growth. This program offers students a chance to write to prompts similar to the Georgia High School Writing Assessment (GHSWT). The student prompts are hand-scored and returned to the school along with data on strengths and areas for improvement on individual students, classes, and the school.

The Response to Intervention (RTI) process is in an initial phase of implementation at Temple High School. While the district has provided professional learning on the RTI process, there is a greater need for additional on-site support. A Carroll County Special Education Facilitator will be housed at Temple High School during the 2010-2011 to serve schools in the Temple area. The additional in-house support from the LEA, combined with the assistance of outside Intervention consultants, will provide for greater RTI implementation.

Monitoring of the Data and Initiatives

The continuous use of student data will be monitored throughout each school year by district and school leaders as well as Temple High School staff. Temple High School will be expected to have their School Improvement Plan (SIP) and Balanced Scorecard (BSC) aligned to the district strategic goals and the individual school data as well as the initiatives related to the Transformation Model. A balanced scorecard is used as a strategic/operational management, measurement and communication tool. As part of the year-long monitoring, the BSC will include both leading and lagging indicators. Temple High School will review the data aligned to the leading indicators (common assessments, benchmarks, etc) periodically throughout the year. During the month of February, Temple High School will also review the process of the SIP and the BSC with the school administrative team, school leadership team, school staff, school councils, central office staff and students. Each group will be given the opportunity for input by conducting an inventory of all current performance objectives, initiatives and performance targets. The groups should determine the need to continue objectives, initiatives and targets; the need to remove objectives, initiatives and targets; and the need to add new objectives, initiatives and targets.

In addition to the SIP and BSC, Temple High School will conduct a minimum of two strategic reviews during each semester of the school year and prior to the GHSWT window. These reviews are designed for members of the leadership team to share progress toward identified SIP, Balanced Scorecard, and Transformation Model performance objectives, initiatives, and targets. The end-of-the-year review serves to identify what Temple High School will address in the SIP, including initiatives for the Transformation Model, during the coming school year.

Years 1-3: Contract with tutors in math and English to assist students in identified areas of weakness.

Sustainability: Common assessments and the implementation of data analysis for *Edusoft*, and benchmarks, will be fully ingrained in the Temple High School culture by the end of the grant.

Yearlong (Year 1): Purchase and implement *Learning Express Folio* for 9th, 10th, and 11th grade.

Yearlong (Years 2-3): Use *Learning Express Folio* for 9th and 10th grade.

Yearlong (Year 1): Provide professional learning and support to teachers on the RTI process. Hire intervention consultants as necessary.

Yearlong (Year 2): Continued professional learning and support for RTI implementation, data analysis, and interventions.

Year 3: Full implementation of RTI

Sustainability: RTI is in place and fully implemented by year 3, thus sustainability is in place.

Monitoring:

Years 1-3: Continuous monitoring of student data, SIP, BSC, and initiatives in the Transformation Model (see specifics below).

Year 1: Conduct Data Reviews prior to the new school year and again mid year.

Year 1: Review SIP and BSC beginning in February. Finalize revised SIP and BSC for FY12 in June, 2011.

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	<p>Year 1: Conduct strategic reviews after the first nine-week grading period and again after the third nine-week grading period. The final review will be conducted during post planning.</p> <p>Years 2-3: Monitoring continues as noted for Year 1.</p> <p>Sustainability: The monitoring process for data and initiatives is built into the district's <i>Performance Leadership Handbook</i> and will continue until revised by the superintendent.</p>
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A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).

Actions:

Temple High School will implement a flexible schedule that will offer extended learning time and flexible learning time. The school schedule will consist of seven periods for the students, allowing each student ample opportunity to take support courses, career pathway courses, and/or music courses. Due to low performance in the area of mathematics, “Power Classes” will be developed in the schedule for specific GPS mathematics courses to help students build strong conceptual understanding. “Power Classes” will utilize TI Math Forward for 100 minute classes that:

- Build a strong conceptual understanding of mathematics
- Promote student reasoning
- Use problem solving and collaborative learning strategies
- Integrate ongoing formative assessment, allowing immediate adjustments in instruction as necessary

The flexible learning time may be used for student learning and/or teacher professional learning to improve teacher effectiveness and build instructional strategies.

The seven-period schedule aligns to the high school schedule structure as determined by Carroll County Schools and maintaining that schedule across all high schools is essential for a district with a high transient rate. The seven-period schedule is also connected to the Technical Education Center, a career academy available to all high schools in the district. Students are transported during one of three blocks to the Technical Education Center to follow courses aligned to their career pathway. Career pathways are also offered at Temple High School in the areas of Agriculture, Business, and Education.

Timeline:

Yearlong (Year 1): Design a 7-period hybrid schedule to include Extended Learning Time (ELT) and Flexible Learning Time (FLT)

Yearlong (Year 1): Embed Power Class model for Math 3 students, especially those who are notated as “bubble students”

Yearlong (Year 1): Embed common planning/extended planning into the schedule for professional learning and extension of best practices

Yearlong (Year 1): Offer extended courses in mini-mester format to students who are unsuccessful in prerequisite course work.

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Additionally, Temple High School will design a schedule that will provide extended learning time before or after school to allow students to take additional courses or credit recovery courses (online or traditional). This is especially helpful to students who cannot advance in a course or curriculum without mastering the prerequisite skills. This time will be built into the schedule and may include before school, after school, and Saturday school sessions. Please refer to Appendix H to review a comparison of Temple High's Bell Schedule for FY 10 and FY 11. This comparison clearly indicates extended learning time for FY 11.

Extended learning and flexible learning opportunities will be offered to all students regardless of their ability level in the classroom. High performing students will be directed toward dual enrollment, leadership development, service learning, mentorship, and/or work-based learning. On-level and advanced level students will be encouraged to participate in activities that showcase their abilities and talents, i.e., science fair, governor's honors programs, academic team, etc. Efforts to support at-risk students and avoid failure will be built into extended learning and flexible learning time as well. Transportation will be provided for all extended learning opportunities outside of the regular school day including before and after school as well as Saturday school.

Through the professional conversations held with the School Improvement Grant Team, the School Leadership Team, and the faculty, teachers have expressed the need for more professional planning and collegial planning time. This need for additional planning time, directly linked to student learning, is required to achieve elements of the grant, implement best practices, and maintain standards based classrooms/teaching. In response to the need for improving student achievement in specific areas, common planning periods will be established for the math department, English department, and the Freshman Academy. All departments will have professional learning for initiatives of the grant as well as collegial planning for developing content area proficiencies.

Collaborative Planning/Vertical Planning will be conducted by Department chairs. An agenda will be planned and followed for each meeting. Minutes will be recorded and kept on file. The school administrators and district personnel will review meeting agendas and minutes and periodically attend collegial planning meetings as a method of monitoring collaborative planning meetings.

Yearlong (Years 2-3): Study pros and cons of schedule and adjust appropriately and as necessary to meet the needs of learners; if effective, continue Power Math Classes for juniors.

Sustainability: Research on the new schedule will be gathered and used to determine the schedule for years after the grant.

Yearlong (Year 1): Provide collaborative planning opportunities for all Temple High School ELA and Math staff on a monthly basis; other departments will meet minimally once a grading period.

Years 2-3: Provide collaborative planning opportunities for all Temple High School staff minimally once a grading period.

Sustainability: Schedule for collaborative planning will be maintained.

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LEA Application 2010**

**Attachment 2d
Transformation Model**

A9. Provide ongoing mechanisms for family and community engagement.	
<p>Actions: Temple High School has long been the hub of sports and community events in the town. However, there is a need to strengthen family and community engagement in the academic opportunities at Temple High School. The Temple High School School Improvement Grant Team has taken great care to ensure that parents and the community input was considered in the development of this grant. Parent and community meetings were held on two separate evenings to discuss the grant and seek feedback on the changes needed. Students were also asked to identify areas for improvement. While the school has always encouraged parents and the community to be involved in the Temple High School activities, there is a recognized need for a Community Engagement Coordinator. The Community Engagement Coordinator will serve as a liaison between parents, the community, students, and the school; as well as work a flex schedule to be able to open the building to students, parents, and the community for planned activities after school hours. Transportation or transportation assistance will be provided for students attending the after-school opportunities.</p> <p>Along with the hiring of a Community Engagement Coordinator, Temple High School will also increase communication pathways with parents and the community through the use of: newsletters, radio/public service announcements, text messaging, message boards/marquee, website/blogs, phone tree, and email. Parent engagement events will be conducted to increase parent involvement in reaching school goals for students. Additional business and community partnerships will be established with local businesses, neighborhoods/subdivisions, churches, civic organizations, and colleges and universities.</p> <p>In an effort to further increase family and community involvement in a way that directly links to student achievement, a goal of the school is to create an Academic Booster Organization. This should be parent and community driven, but the initial formation and development of the group may be guided by the Community Engagement Coordinator. Academic incentives such as honors/awards banquets and community-funded scholarships will be provided as a means of increasing student recognition and achievement. A recognition display (Hall of Fame) will be created as well to perpetually recognize outstanding accomplishments of the students. Eventually, at the conclusion of the grant, this initiative will be sustained through parent participation and community support. The emphasis to increase family and community involvement will</p>	<p>Timeline:</p> <p>Summer - Yearlong (Year 1): Hire Community Engagement Coordinator and offer planned after-school activities to students, parents, and the community.</p> <p>Yearlong (Year 1): Increase communication opportunities with parents, community members, and business partners. Increase campus security with visitor tracking system, security cameras, and additional security baskets in high visitation areas, i.e., band room and gym.</p> <p>Yearlong (Years 2-3): Continue to increase communication opportunities with parents, community members, and business partners</p> <p>Sustainability: Community Engagement Coordinator will be hired for each of the three years of the grant. It is assumed that all communication procedures, programs for community engagement, etc. are in place and this personnel position will no longer be needed.</p> <p>Summer - Yearlong (Year 1): Establish Academic Booster Organization; provide honor events (9-12) and scholarships to seniors.</p> <p>Yearlong (Years 2-3): Establish academic display of recognition (Hall of Fame); plan honor events (9-12) and scholarships to seniors.</p>

School Improvement Grant 1003 (g)

<p>be monitored throughout the year by district and school leaders. In addition, the family and community initiative will be evaluated through input from the use of surveys, parent meetings, school council, and other necessary stakeholders to determine the effectiveness of the initiative as well as make changes where necessary.</p>	<p>Sustainability: Academic Booster organization becomes parent and community driven in Year 3. The recognition display will be perpetual, continued and maintained by the school and Academic Booster Organization.</p> <p>Monitoring:</p> <p>Years 1-3: Conduct a review at the midpoint of each semester.</p>
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<p>A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</p>	
<p>Actions: Through the strategic planning that included multiple stakeholders, the LEA acknowledges the need to assist in addressing the areas of concern that have contributed to the deficits in student achievement and school performance. Therefore, the district is fully committed to providing Temple High School with as much operational flexibility as possible in a district with five high schools and a Technical Education Center. While there must be some consistency in a highly transient district in the scheduling and calendars across the high schools, Carroll County Schools recognizes a need for flexibility in staffing, calendars, time, and budgeting at Temple High School. A comprehensive approach to substantially improve student achievement includes dedicating staff, facilities, funding, services, and other resources in order to meet established goals. Flexibility has already been demonstrated by central office staff in the willingness to remove barriers that prevent operational flexibility for Temple High School.</p> <p>Operational flexibility will be provided through:</p> <ul style="list-style-type: none"> - “Small Learning Community” framework implementation - Additional before and after-school instructional time - Transportation/transportation assistance of students for before or after-school instruction and activities - Stipends will be offered for all professional learning opportunities offered beyond the school day. - Scheduling flexibility within the 7 period day - Use of OdysseyWare for credit recovery <p>Summer Academies for Students</p>	<p>Timeline:</p> <p>Yearlong (Year 1): “Small Learning Community” initiative begins.</p> <p>Yearlong (Years 2-3): Full implementation of “Small Learning Community”</p> <p>Yearlong (Years 1-3): Before and after school instruction and transportation</p> <p>Yearlong (Years 1-3): Professional Learning opportunities will be held after school, on Saturdays, and/or over the summer. Stipends will be offered.</p> <p>Yearlong (Year 3): Professional learning time embedded in school day, after school, and staff summer academy (with stipends).</p> <p>Sustainability: The intent of the grant is to build capacity; therefore, not all professional learning will continue on a broad scale plan. The teachers will use collaborative/collegial planning time to continue the work. Experts on staff will be used to train new people on staff. Additional Professional Learning needs will be available through the district</p>

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<ul style="list-style-type: none"> - Freshman Transition Academy - Math Academy - Advanced Placement Camp - Student Leadership Academy (9-12) - Acceleration/Remediation Academy (opportunity to increase skills of rising 9th graders) <p>The district office and school leaders will monitor the operational flexibility at the end of each grading period by meeting with the leadership team to gather input on the effectiveness of this initiative.</p>	<p>professional learning plan.</p> <p>Years 2-3: Implement Summer Academies for students with extended/flexible learning time.</p> <p>Sustainability: Summer Academies for students will be maintained as needed with help from the district office.</p> <p>Monitoring:</p> <p>Year 1-3: Conduct a review at the midpoint of each semester</p>
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<p>A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>	
<p>Actions:</p> <p>Carroll County School System is fully committed to providing on-going technical assistance and support to Temple High School during the implementation of the School Improvement Grant. This support was evident in the assistance provided to the Temple High School SIG team which included the following district office personnel: in-coming Superintendent, the Assistant Superintendent for Curriculum and Instruction, the Assistant Superintendent for Student Services, and the District’s Secondary Curriculum Director. The LEA will continue to provide support through both district personnel and external consultants who will help support and monitor the grant implementation through formal and informal visits to Temple High School as well as participating in various stakeholder meetings.</p> <p>The SEA will be used to assist Temple High School with professional learning and implementation support on CLASS Keys/Leader Keys, school improvement, GPS, and human resources. In addition, Temple High School will make arrangements with the Georgia Department of Education for the full time services of a GADOE math implementation specialist. The GADOE math implementation specialist, an expert in the area of GPS curriculum, will be used at Temple High School as the Math Turnaround Coach during the three years of the grant. A GaDOE math specialist has worked during this school year to support Temple High’s math teachers, and this established relationship with the team will ensure an excellent fit for the school.</p> <p>In addition to the LEA and SEA, the school district maintains a</p>	<p>Timeline:</p> <p>Yearlong (Year 1): District personnel on SIG team.</p> <p>Yearlong (Years 1-3): District personnel, RESA, and external consultants support and monitor the grant implementation.</p> <p>Yearlong (Year 1): Training and study of CLASS Keys/Leader Keys</p> <p>Yearlong (Years 2-3): Implementation of CLASS Keys</p> <p>Summer (Years 1-3): Coordinate with GaDOE for Math Implementation Specialist to serve as Temple High School Math Turnaround Coach.</p> <p>Sustainability: Math Turnaround Coach will be funded by increased allotment of teachers due to student growth during the three years of the grant. The district is intent upon keeping this position for both Temple High School and the system at the end of the grant period. If at</p>

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<p>positive relationship with West Georgia RESA and continues a contractual agreement for additional support and services with instruction, technology, and professional learning. Additional external partners will include outside consultants and the Georgia Leadership Institute for School Improvement (GLISI).</p>	<p>that time, funding is available, the district will cover the cost of this valuable position.</p> <p>Monitoring Year 1-3: Conduct a review at the midpoint of each semester</p>
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<p>B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality.</p>	
<p>Actions: Do not complete this section. This item does not apply to the Transformation Model.</p>	<p>Timeline: Not applicable</p>

<p>C. Align additional resources with the interventions.</p>	
<p>Actions: Other district resources available to Temple High School include: 12 for Life, CTAE technical education center, and the school graduation coach. The 12 for Life program is a joint partnership between Southwire Company and Carroll County Schools. This program allows students to attend Temple High for four hours and work in the 12 for Life facility for 4 hours. Students will continue to be recommended by the Temple High School graduation coach and enter the 12 for Life program. The Carroll County Technology Education Center is a centralized CTAE program for all high school students. Students enrolled in the CTAE pathways program are transported by bus to the center for classes. Alignment of schedules for the 12 for Life and CTAE students will continue to be a priority for Temple High School.</p> <p>Another resource provided by the LEA is the high school graduation coach. This position has been vital to Temple High School, as the graduation coach works with potential drop-outs, students who fail portions of the GHSGT, and other at-risk students. The support of the district for this position in each high school has been a critical resource for the students, teachers, and school.</p> <p>Professional learning on Learning Focused Schools was provided to all teachers in Carroll County during 2001-2008 by the district. This PL provided the basic instructional expectations for all schools. The District purchased resource books for schools and teachers that are still used for scaffolding, graphic organizers, and remediation strategies. Upon the completion of the LFS training, great effort was made by the district to help teachers see the connection between LFS strategies and standards-based classrooms through the development and distribution of a pamphlet that outlines standards-based classroom expectations. Learning Focused Strategies is a research-based instructional set of</p>	<p>Timeline:</p> <p>Years 1-3: Continue to align SIG with other resources available to the school.</p> <p>Monitoring:</p> <p>Years 1-3: Conduct a review at the midpoint of each semester</p>

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strategies that assists in planning, differentiation, scaffolding, and assessing students. It is aligned to the desire to increase academic rigor and is integrated into the system initiatives to improve instruction and student achievement.	
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Transformation Model

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.	
<p>Actions: Carroll County School System and the Temple High School administrative team are committed to enforcing the needed policies and procedures to support the implementation of the School Improvement Grant at Temple High School. Policies and procedures (e.g., student discipline, student and teacher attendance, expectations for instruction) will be reviewed and, if needed, revised. The School Leadership team, working with stakeholders, will begin to review, revise, and develop an improved set of practices and policies to be instrumental in school improvement.</p> <p>The recently appointed superintendent is committed to working with Temple High School to ensure full support in this effort. The district office will review human resources board policies and regulations to further support and align with grant initiatives.</p>	<p>Timeline:</p> <p>Year 1: Review, revise, and / or develop procedures and policies to support the initiatives outlined in the SIG and to address identified needs from stakeholders.</p> <p>Years 2-3: Consistently implement policies and procedures.</p>

E. Sustain the reform after the funding period ends.	
<p>Actions: The LEA and school administration are committed to sustainable school improvement at Temple High School. Sustainability will be a constant expectation throughout the three-year period of the grant. Many of the strategies, materials, and support mechanisms are designed in this application to build capacity. The processes established through this grant are intended to flow throughout the life of the grant and become funded through increased enrollment which will generate additional FTE earnings and positions, become funded through other system resources, or are intended to be completed, self-sustained mechanisms in the overall school improvement plan.</p> <p>The data analysis and needs assessment at Temple High School identified areas for improvement that will be addressed through professional learning. Effective professional learning leads to changes in behavior. While the focus on professional learning will not cease upon completion of the funding period of the School Improvement Grant, the changes in behavior associated with the grant will be embedded in the culture of Temple High School. In addition, many of the resources purchased by the grant will be single purchases and do not require additional funding.</p>	<p>Timeline:</p> <p>Years 1-3: Many initiatives of the grant are designed to provide support, develop capacity, and lead to independence.</p> <p>Sustainability (Year 4): Elements of the grant, i.e., personnel, contracted services, subscriptions for software/assessment tools, etc., will be sustained through Title IID – Technology, Title IIA – Teacher Effectiveness, or by increased student enrollment which generates additional FTE earnings for a position(s). School funds will be used as needed and available to continue subscriptions for effective assessment tools and growth model instruments that are not provided at the system level.</p>

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Technology and professional learning on incorporating the new technology into instruction will have full funding during Year 1 and will gradually receive less funding during the course of the grant as capacity is developed. New staff members will be able to be trained by those who have successfully completed the professional learning and are able to mentor the new staff members. This mentorship is expected of teachers who expect to attain “exemplary” levels with the use of CLASS Keys.

Sustainability of Professional Learning: New staff to Temple High School will receive training on the use of the school’s technology, CLASS Keys, best practices for standards based classrooms, poverty, and other profession learning aligned to this grant after the termination of grant funds. Professional learning will be provided in-house by trained staff and by the district.

School Improvement Grant 1003 (g)
LEA Application 2010

Attachment 2d
Transformation Model

LEA Name: Carroll County Schools

School Name: Temple 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: 91.6% of the All Students subgroup at Temple High School will pass the ELA portion of the GHSGT.
2011-2012 School Year: 95.3% of the All Students subgroup at Temple High School will pass the ELA portion of the GHSGT
2012-2013 School Year: 97.8% of the All Students subgroup at Temple High School will pass the ELA portion of the GHSGT
Mathematics
2010-2011 School Year: 66.4% of the All Students subgroup at Temple High School will pass the Math portion of the GHSGT
2011-2012 School Year: 75.6% of the All Students subgroup at Temple High School will pass the Math portion of the GHSGT
2012-2013 School Year: 84.1% of the All Students subgroup at Temple High School will pass the Math portion of the GHSGT
Graduation Rate
2010-2011 School Year: 85% of the All Students subgroup at Temple High School will graduate with a regular diploma.
2011-2012 School Year: 90% of the All Students subgroup at Temple High School will graduate with a regular diploma
2012-2013 School Year: 95% of the All Students subgroup at Temple High School will graduate with a regular diploma

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TEMPLE HIGH SCHOOL

School Improvement Grant – April 15, 2010

APPENDICES

School Improvement Grant 1003 (g)

Appendices

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School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
High School Profile

District Name: Carroll County

School Name: Temple High School

Grades: 09, 10, 11, 12

School Enrollment Total: 689

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

Enter data for all highlighted fields.

All data should be available.

SCHOOL DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP status	N	N	N	Pending			
AYP targets the school met	ELA, Math	ELA, SI	SI	ELA			
AYP targets the school missed	SI	Math	ELA, Math	Math, SI			
School improvement status	NI-1	NI-1	NI-2	NI-2			
Number of days within the school year	180	180	180	180			
Number of minutes within the school day	420	420	420	420			
Number of minutes within the school year	75,600	75,600	75,600	75,600			

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

Appendix A

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
 High School Profile

Enter data for all highlighted fields.

All data should be available.

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

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

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage of limited English proficient students who attain English language proficiency		9.1	60	NA			
Graduation rate (percentage)	70.1	79.8	79.1	78.9			
Dropout rate (percentage)	4.6	1.2	1.3	1.1			
Student absent over 15 days rate (percentage)	29.2	24.4	27.9	23.3			
Number of students completing advanced coursework (AP)	85	50	70	110			
Percentage of students completing advanced coursework (AP)	100%	94%	100%	90%			
Number of students completing advanced coursework (IB)	NA	NA	NA	NA			
Percentage of students completing advanced coursework (IB)	NA	NA	NA	NA			

Appendix A

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
 High School Profile

Enter data for all highlighted fields.

All data should be available.

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

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

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of students completing advanced coursework (early-college high schools)	NA	NA	NA	NA			
Percentage of students completing advanced coursework (early-college high schools)	NA	NA	NA	NA			
Number of students completing advanced coursework (dual enrollment classes)	NA	2	4	2			
Percentage of students completing advanced coursework (dual enrollment classes)	NA	100%	100%	100%			
College enrollment rate	29.8%	29.2%	29.9%	37.7%			
Number of discipline incidents coded as 900 as reported to state	4	1	9	12			
Number of truants	248	231	199	57			
Teacher attendance rate	47%	68%	62%	50%			

Appendix A

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
 High School Profile

All data should be available.

Data as of 3/31/10.

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

Distribution of Certified Staff by Performance Level as Designated on the LEA's Certified Staff Evaluation System							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of certified staff	40	44.5	44.5	39			
Number of teachers evaluated	40	44.5	44.5	39			
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory	N/A	100%	100%	100%			
Percentage rated Unsatisfactory	N/A	0%	0%	0%			
Percentage non-renewed	0%	0%	0%	5%			

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Grade 11 GHS GT English
Percent of Students Who Met or Exceeded

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	21	23	91.3	21	24	87.5	21	25	84	26	28	92.9									
Percentage White	102	109	93.6	86	96	89.6	70	74	94.6	87	96	90.6									
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	13	17	76.5																		
Percentage Economically Disadvantaged	51	57	89.5	52	58	89.7	37	47	78.7	68	75	90.7									

N - Numerator (Students who Met or Exceeded the standard)
 D - Denominator (FAY Students with test scores)
 % - Percentage (Meets Exceeds Rate in percent)
 *** - State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)

School Improvement Grant 1003(g)
LEA Application 2010

Grade 11 GHS GT English
Percent of Students Who Participated

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	27	27	100	25	26	96.2	25	25	100	26	26	100									
Percentage White	114	114	100	102	106	96.2	76	76	100	90	90	100									
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	18	18	100	9	12	75															
Percentage Economically Disadvantaged	65	66	98.5	63	68	92.6	48	48	100	67	67	100									

N - Numerator (Number of Students Participated in the test)
 D - Denominator (Number of Students Enrolled during test window)
 % - Percentage (Participation Rate in percent)

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

Grade 11 GHS GT Mathematics																					
Percent of Students Who Met or Exceeded																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	10	23	43.5	13	24	54.2	12	25	48	10	28	35.7									
Percentage White	76	109	69.7	62	98	63.3	48	74	64.9	63	96	65.6									
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	1	17	5.9																		
Percentage Economically Disadvantaged	33	57	57.9	33	59	55.9	22	47	46.8	43	75	57.3									

N - Numerator (Students who Met or Exceeded the standard)
 D - Denominator (FAY Students with test scores)
 % - Percentage (Meets Exceeds Rate in percent)

School Improvement Grant 1003(g)
LEA Application 2010

Grade 11 GHS GT Mathematics
Percent of Students Who Participated

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	27	27	100	25	26	96.2	25	25	100	26	26	100									
Percentage White	114	114	100	105	107	98.1	76	76	100	90	90	100									
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	18	18	100	9	12	75															
Percentage Economically Disadvantaged	65	66	98.5	65	68	95.6	48	48	100	67	67	100									

N - Numerator (Number of Students Participated in the test)
 D - Denominator (Number of Students Enrolled during test window)
 % - Percentage (Participation Rate in percent)

Appendix A

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
 High School Profile

Enter data for all highlighted fields.
 All data should be available.
 Based on Fall Semester data if available.
 Enter "NA" in any fields for which you do not have data.

Mathematics I: Algebra/Geometry/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course			92%	86.4%			
Percentage passed EOCT			NA	52.6%			

Mathematics II: Geometry/Algebra II/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course			NA	92.7%			
Percentage passed EOCT			NA	24.8%			

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

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
High School Profile

Enter data for all highlighted fields.

All data should be available.

Based on Fall Semester data if available.

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

English Language Arts: Ninth Grade Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	86%	84%	88%	86.2%			
Percentage passed EOCT	62%	63%	71%	79.7%			

English Language Arts: American Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	69%	81%	88%	86.8%			
Percentage passed EOCT	66%	66%	77%	77.4%			

Temple High School GAPSS
October 2009

The visiting team would like to thank Temple High School for the kindness and tremendous hospitality shown to us during our visit. We appreciate the opportunity to share in your school improvement process.

Summary Comments

Curriculum: The team noted that a common framework for curriculum has been developed. However, the team saw minimal evidence of rigor and student understanding being utilized or a mechanism for monitoring consistent implementation across all classrooms to ensure that all stake-holders know what students are expected to know and be able to do. We encourage Temple High School to see curriculum documents as a document to be used and revised.

Assessment: There was evidence that diagnostic, formative, and summative assessments are used at Temple High School. In addition, the team noted a continuous improvement process has been started at Temple High School. We would encourage Temple High School to develop a systematic process to ensure assessments are used to adjust instruction to improve achievement as related to GPS standards for all students in all classrooms.

Instruction: The team felt that the faculty and administration had worked together to develop an instructional plan by using the extra time during 5th period to remediate students. A student involved in the process stated that he felt that without this intervention he would not have passed the writing test.

Many classes are still teacher-centered, whole group type classes with little engagement of students. This leads to a lack of higher-order processing by students. A majority of instruction appeared to be factual-recall learning that is textbook and worksheet driven. Standards and EQ's were posted in a many classrooms, but only the teacher is using the language of the standards in many instances. A few teachers were noted using some type of differentiated instruction or flexible grouping, but there appears to be a lack of understanding about how this can work in a high school classroom. Most students seem to believe that the teacher is responsible for all aspects of the instructional process. The team also noted an absence of effective co-teaching in classrooms. The visiting team encourages Temple High School you develop a systematic process for monitoring instruction and ensuring clear and high expectations for all learners.

Planning and Organization: The school buildings and grounds were well-maintained. Even though we noticed many students with snacks and drinks, we did not see trash in the halls, walkways and classrooms which led the team to believe the students, faculty and staff take pride in the school. The team heard evidence that rules and regulations are either not known or supported by all faculty and staff. Finally, we would encourage Temple High School to minimize interruptions during instructional time. A continued movement towards the leadership team having an exclusive focus on school improvement issues is encouraged.

Student, Family, and Community Involvement: The team noted that parents feel welcomed at Temple High School. Parents also indicate that the school actively seeks to include parents in

support organizations. The visiting team noted a functional working team between the school counselor, school social worker, school counselor and community organizations that is determined to meet student needs.

Professional Learning: The team noted that resources had been allocated for teachers to plan collaboratively within their departments. We also realize that an opportunity for many PL initiatives has not been available with the changes to all aspects of the leadership process and anticipate many of these issues will be self-correcting with time. We would encourage Temple High School to develop a process for monitoring the impact PL has on student learning and use PL to address concerns in curriculum, assessment, and instruction. The team recognized collaborative planning, portfolio reviews, horizontal and vertical teaming, and analysis of data as various PL work.

Leadership: It was obvious to the visiting team that the change in the leadership team was seen as a positive change by all stakeholders. Teachers feel the administrators are supportive and see the principal as the instructional leader of the school. Parents noted that the visibility of administrators is obviously improved and mentioned that they now see administrators at school functions that were not previously attended. In addition, the principal has a desire and has begun to implement a process to increase the use of distributed leadership as appropriate. The school leadership team is representative of the faculty.

School Culture: The students at Temple High School were wonderful and had a sense of belonging. In addition, the faculty spoke of the positive shift in culture. The team noted various recognitions of achievement and celebrations of students and staff. The visiting team believes that the solid foundation of culture and leadership will enable Temple High School to continue to make the changes necessary to move the school quickly in a positive direction. A desire for unique "Temple Traditions" was mentioned in an interview as a way of fostering continued growth in this area.

Temple High - GAPSS Summary Focus
October 2009

The visiting team noted several strengths at Temple High School:

- A culture of trust among all stakeholders
- A belief by the faculty that the administrative team is strong, focused and committed
- The remediation process during the extended block to address student needs
- The willingness to go through this process indicates a desire to continue moving forward!

The visiting team felt that there were 6 areas that Temple High School could focus upon:

1. Develop a systematic process for monitoring curriculum implementation and instruction
2. Assessments should align to standards and be used to adjust instruction.
3. Implement a process to ensure maximum value is gained from co-teaching
4. Develop a method of monitoring professional learning so that the impact of PL on student learning is monitored.
5. Develop methods of school policy and classroom procedures so that instructional time is maximized, instruction occurs bell to bell and an instructional framework to balance instruction is used to positively impact student engagement and learning.
6. Develop rules and guidelines that all staff will support so that students “hear” one message.

Commendations

- The school has begun the use of predictor tests in writing and the development of mini lessons based on an analysis of the test results. A-2.1
- The bubble students have been identified and deficits used to establish tutorial classes. A-2.1
- All core content area teachers are “Highly Qualified”.
- Resources for collaborative planning days have been provided
- Interventions are in place to address at-risk students. PO-3.1
- The school schedule ensures time daily for common planning in the Freshman Academy. PO-3.2
- A productive learning environment has been implemented and maintained by the school staff and administrators that have produced:
 - A safe and orderly environment
 - Skillful building management of organization, operations and resources
 - An attractive environment conducive for teaching and learning PO-04.1
- A risk-free environment exists in which all students can learn. PO-4.1
- The facility is well-maintained and clean. PO-4.3
- Parents are encouraged and feel welcomed by administration, faculty and staff. SFC-1.4
- The school’s graduation coach is effectively working with families and students to ensure success for graduation. SFC-2.1

- The school's counseling staff works to identify student needs and connect students and their families with community resources. SFC 3.1, SFC-3.2
- The school has established an active partnership with West Georgia Technical College. SFC-3.2
- Faculty interviews and surveys indicate that the principal inspires students and faculty. L-1.2
- The administrative team is actively visible, involved and supportive of faculty and students. L-1.2
- The principal is perceived as the school's instructional leader and lead learner. L 1
- The administrative team consistently implements a school-wide discipline plan. L-3
- The principal has acted effectively as a positive agent to improve the overall culture at Temple High School. L 2.1
- The Principal and Assistant Principal demonstrate an approachable, caring demeanor to students, faculty and staff. SC-1.4
- Teachers provide a supportive, risk-free classroom environment and demonstrate warmth and respect. SC-1.4
- The counselors and graduation coach work collaboratively to provide resources that are easily accessible to students. SC-1.4
- A risk-free environment in which all students can learn is the norm. SC-2.1

Recommendations

- Implement and monitor a systematic process for unit design to ensure consensus on: (IR pg 5, PA 1)
 - what students should know, understand, and be able to do to master GPS/QCC and Advanced Placement standards C-1.1
 - common performance tasks and assessments for GPS/QCC and Advanced Placement courses C-1.1
 - higher order thinking and problem solving for all students C-1.3
 - horizontal and vertical alignment. C-1.2
- Implement and monitor a common, consensus-driven instructional framework to structure standards-based bell-to-bell instruction. I- 1.1 (IR pg. 61, PA 2)
- Communicate the learning goals to all students using the language of the standards. I-1.3 (IR pg 65, PA 1, 3)
- Determine and implement or refine the structures necessary to differentiate instruction in order to meet the academic needs of students and develop strategies to more effectively apply and monitor these best practices as well as match instruction to the learner. I 2-2, I-2.3, I-2.4, I-2.5 (IR pg 69 PA 1, pg 71 PA 3; pg 72, PA 1, 2; pg 74 PA 1, 2)
- Strategies include:
 - Pre-assessments and formative assessments
 - Management tools for recording needs and mastery
 - Flexible grouping configuration
 - Feedback through commentary on student work that is matched to standards

- Higher-Order questioning techniques
- Increase rigor and expectations of students through expanding the use of self-monitoring and self-evaluation tools. Examples include: I-3.2, I-3.3 (IR pg. 80 PA 1, pg. 82 PA 1)
 - Rubrics / scoring guides
 - Evaluation Checklists
 - Benchmark work
 - Teacher commentary
- Teachers should expand the use of formative, benchmark and summative assessments to continually revise instructional practices. Both administrators and teachers should monitor student progress and provide feedback (refer to DOE web site for GPS Training on Assessment Day 3). A-1, A-2, A 1-4 (IR pg 35 PA 5 (not data room); pg 36 PA 1, 2; pg 40, PA 1)
- Design GPS instructional units and common assessments, which are consistent, balanced, and authentic. A-1.3(IR pg. 39 PA 1 (exemplars) and PA 2)
- Enable students to self-assess by providing benchmark work, student built rubrics, goal setting opportunities. A-2.4 (pg. 47 PA 2)
- Focus collaborative teacher team work on GPS, standards based instruction, and student learning to: PL-1 (IR pg. 123, PA 1; pg 125 PA 4; pg. 126 PA 6; pg 134, PA 2)
 - develop a deeper understanding of what students are expected to know, understand, and be able to do, and the rigor needed by grade level
 - focus on essential content and higher order-thinking skills as evidenced by student work
 - prioritize student learning needs based on data
 - develop scoring and teacher/student rubrics.
- Provide job embedded professional learning through lesson modeling and instructional coaching to all teachers on a more regular basis. PL-2
- As part of the School Improvement planning process, develop a school-based, long-range professional development plan to: PL-2 (IR pg. 146, PA 2)
 - Continue growth in knowledge and understanding of GPS for each content area
 - Implement standards-based classrooms
 - Use data to monitor student progress and modify instructional practices.
 - Effectively implement the various co-teaching models
 - Implement the protocols and practices needed to achieve collaborative planning.
- Develop systematic procedures for evaluating both the implementation and the impact of professional learning activities. Examples include: PL-2.2 2-3(IR pg. 141 PA 2, pg. 149 PA 2; pg. 152 PA 5)
 - Classroom observation and follow-up
 - Awareness walks
 - Collaborative meetings to discuss implementation issues
 - Analysis of student work and other achievement indicators
 - Monitoring its impact on student learning
 - Applying research strategies in the classroom
- Provide professional learning training on: PL-3.2, PL- 3.3
 - Depth and meaning of GPS
 - Unit development

- Standards-based education
 - Flexible grouping
 - Collaborative teacher meetings
 - Effectively implement the various co-teaching models
- Formalize a school-wide parent volunteer program. SFC-1.3
- Establish a systematic process to:
 - Guide collaborative planning that centers on rigorous student work for all students PO-2, PO-3
 - Ensure the collaborative planning time is focused on student learning, not organizational issues PO-2
 - Use problem-solving, decision-making protocol to ensure stakeholder input PO-2
 - Consistently monitor and evaluate the effectiveness of the interventions that are presently in place
- Ensure that the school improvement plan is: PO 2-2; (IR pg. 102, PA 1)
 - A living document that guides the day to day operations of the school
 - Monitored and evaluated by school leaders on an on-going basis
 - Research-based and data driven
 - Supported by a continuous 45/60 day planning process
- Monitor tardies
- Minimize interruptions of intercom
- Assure bell to bell instruction
- Monitor use of instructional time to ensure maximum time on task. PO-4.2
- Use an Instructional framework for teaching
- Increase administrative involvement in Professional Learning to build understanding, support, and monitor implementation of research based best practices. L -1.3(IR pg. 190, PA 4)
- Establish a comprehensive process for leading, monitoring and evaluating: (IR pg. 192, PA 3, 4)
- Effectiveness of collaborative teacher teams
- Implementation of the curriculum (GPS)
- Impact of professional learning on student learning
- Implementation of research based standards-based classroom structures and instructional practices
- Analysis and utilization of assessment data to drive instructional decisions
- Monitoring the implementation of research-based practices with an emphasis on differentiation and higher order thinking skills
- Providing regular coaching and supervision for curriculum, assessment, and instruction
- Rigor (high expectations) L-1-4

Minutes of Temple High School Faculty Meeting: School Improvement Grant

March 17, 2010

3:45 p.m.

Temple High School cafeteria

Present at meeting: Entire Temple High School staff (lunchroom, custodians, teachers, office support, etc), Supt. Scott Cowart, central office administrators and technical support staff.

Welcome & Introduction – Karen Suddeth, Principal

- Introduced Superintendent Cowart, central office administrators & technical support.
- Thanked faculty and staff for attending. Introduced exciting new opportunity that will “catapult Temple High School to the next level” and make Temple High “a flagship school.”

Kathy Rogers, Asst. Supt., Curriculum & Instruction (GADOE PowerPoint—SIG basics)

- GADOE grant, federal funds
 - Two grant categories: Race to the Top (RT3) and School Improvement (SI) grants. Grant available to Temple High School is SI grant
 - Grant targeted for low achieving schools in Georgia
 - Awards to 36 eligible schools in 22 systems.
 - Award total is \$123 million/range is \$50,000 to \$2 million per year for six years for eligible schools Awards based on GHSGT test scores/schools achieving in lowest 5%.
- GADOE scoring selection criteria
 - requires greatest need and strong commitment at selected high schools.
 - categorized persistently low achieving schools in Three Tiers: I=Title, II=Nontitle, III=Title but not in lower 5%
 - Grant awards guaranteed in Tiers I & II.
- Temple Eligibility Data
 - Temple High School meets grad rate at 76.3%. Overall achievement is 71.8% with data based on ELA and math/all students’ category.
 - Attendance data for Temple High School shows attendance is problem; 28% of students absent 15 or more days.
- Grant award dependent on Extreme Makeover of school.
 - Four models described: turnaround, restart, closure, transformation. Transformation model selected for Temple High School.
- Transformation model. All components listed on handout required.
 - Principal stays because she has been in place for only one year. (Note: Staff applause)
 - Evaluation system – CLASS Keys and Leader Keys. Reward system for all staff.
 - Success measures for transformation model based on student growth.
 - Must implement strategies to recruit, hire, and retain best staff.
 - Must select appropriate/best/most effective instructional model to implement. Leadership team will assess best instructional model for Temple High School.
 - Job embedded professional learning and support key to success of model.
 - Constant monitoring of instructional components and student data.
 - Options for instructional models include increased learning time, longer instructional day, opportunities to increase student involvement; active parent involvement and bring in community services. Governance system will allow for flex in school calendar, etc.

Responsibilities of Leadership Staff and Administration

- Write a plan to improve
- Develop budget aligned to plan
- Define measurable goals for student growth. State requires 5-10% growth over next three years.

Mrs. Rogers noted this SIG grant as an opportunity to turn school around/Temple High School in NI-2; raise student achievement without state involvement.

Responsibilities of Staff:

- Higher expectations
- Responsible for meeting goals yearly
 - Continuation of grant dependent on progress/student gains
- Evaluations for teachers and principals
 - Must show/contain various data sets that show student growth
 - Embedded professional learning
 - Principal/teacher involvement in design
 - Rewards for successful staff (monetary, professional learning, etc.)
 - Ineffective staff removed

Responsibilities of District Team:

- Support and help through process, applications
- Provide school and community support
- Monitor progress
- Hold school accountable.

Responsibilities of CCBOE

- Commit to raising student achievement
- Full commitment to and recognition that model brings changes to Temple High School.
- (approved work session 03/15/10)

Timeline

- March 5 – News of grant
- March 15 – Board approval
- March 17 – April 2 – School Planning
- April 13 – Draft due in District Office
- April 14 – Submit pp to board office
 - Temple High School Leadership/GLISI grant writing team will work over spring break to complete final draft).
- April 15 – Application deadline
- June notification of grant award.

Post Award (June 2010)

- Implementation will begin this summer with a Summer Institute
- Stipends for staff attending Summer Institute

Temple High School SIG Committee Meeting

3-23-2010

12:00 – 5:00

Welcome/ Introductions – Karen Suddeth

Where Are We in the Process? - Kathy Rogers

Purpose of Committee and this Meeting – Scott Cowart

SI Grant Overview

Group Norms

Brainstorming Ideas

Grant Application Components / Transformational Model

Current Reality (Needs Assessment)

Root Cause Analysis

Beginning to “Dream” (Suite of Solutions)

Next Steps

Temple High SIG Meeting Notes 3-23-2010

Prioritized Needs Assessment List with Research Teams:

1. Technology
2. Rigor / Expectations – teachers and students
3. Test Data to drive instruction
4. Differentiation
5. Increase instructional time
6. Rules / Regulations
7. Transition from Middle to High School
8. PL to impact student learning
9. Remediation
10. Attendance
11. Parent / Community Involvement
12. Students invested in school / Students feeling people care

Needs Assessment List Aligned with GADOE School Keys:

Curriculum:

1. Rigor / Expectations (5)
2. Better use of technology (5)
3. Co-teaching strategies (4)
4. Transition Plans for 8th grade (3)
5. Using assessment to drive instruction (3)
6. Remediation (2)
7. Resources (1)
8. Engaging Curriculum (Effective) (1)

Assessment:

1. Need technology to facilitate data analysis (Edusoft, Clickers) (4)
2. Test Data should drive instruction (3)
3. Increase achievement (2)
4. Benchmarks in all courses

Instruction:

1. Effective instruction (5)
2. Engage all students in the learning process by less use of handouts and textbooks and more hands-on activities (4)
3. Effective co-teaching (3)
4. More creative and challenging techniques with the use of technology (3)
5. Maximize instructional time (1)

6. Minimize interruptions (prohibit disruptions) (1)
7. Increase rigor and relevance (1)
8. Differentiation (1)
9. Prioritize instruction and align to meet GPS standards (1)

Planning and Organization:

1. Rules / regulations standardized and understood (3)
2. Remediation (time for) (2)
3. Review CRCT math scores (2)
4. Research extended day / afterschool / summer opportunities (1)
5. Resources (1)
6. More effective team collaborative (1)
7. A/B Block / evaluate current scheduling (1)
8. Protecting class time – fewer disruptions (1)
9. Review student success in Math Support vs. Math I
10. Revisit GAPSS recommendations

Student, Family, Community:

1. Improve student attendance (incentives for attendance) (3)
2. Rules and regulations / expectations developed, known, accepted by school and learning community and reinforced by community (3)
3. After school / extended day learning opportunities (with transportation provided) (2)
4. Linking school and community (1)
5. Students see themselves as invested in by the school, teachers, community (people care) (1)
6. Address emotional needs (1)
7. Embrace Temple High School tradition (1)
8. More parent involvement in school activities (including academic related) (1)
9. Reduce apathy / increase motivation

Professional Learning:

1. PL to impact how we teach (culture, poverty, etc.) (5)
2. Technology (4)
3. Co-teaching / team collaborative (3)
4. Differentiation (3)
5. Portfolio assessments (3)
6. Academic rigor / content (2)
7. Data analysis (2)
8. Formative assessment (2)
9. Emotional needs (1)
10. Acceleration (1)

Leadership:

1. High expectations for behavior and learning (6)
2. Expectations for technology and resources (5)
3. Effective transition from middle to high school (4)
4. Increase instructional time (3)
5. Attendance (2)
6. All aspects of PL (2)
7. Change schedules (1)
8. Staff support
9. Remove non-performing teachers
10. Hire more teachers to reduce class size

School Culture:

1. Parent and Community motivated to get involved (3)
2. Students need to see themselves as invested in by the school, teachers, community (people care about them) (3)
3. Universal adopted expectations (2)
4. Building traditions (2)
5. Improve student attendance (2)
6. PL on how to work with impoverished kids (2)
7. Effective transition from Middle School to High School (2)
8. Student centered instruction (1)
9. Students talking about learning in general
10. Student “buy-in” – peer tutoring

Root Cause Analysis:

3-26-2010

EQ - What are the reasons for low student achievement at Temple High School?**Results: (Hot Spots) (Identified those not already on prioritized list)**

- Lack of standards-based instruction
- Lack of rigorous curriculum
- Lack of depth of content knowledge
- Lack of student and teacher motivation
- Varied teacher attitudes
- Lack of student engagement in learning (activities)
- Low school pride / morale
- No common norms for teachers
- Inconsistent use of data
- Limited varied assessments
- Lack of common planning
- Little student goal planning
- Lack of stable leadership
- Limited implementation of 9th grade academy
- Limited understanding of student poverty
- Lack of understanding of credit recovery model
- Lack of understanding of post-high school requirements and options
- Evidence of grade inflation

Full Results from Root Cause Analysis:**Grouped by commonality:**

- Poor attendance
- Attendance (students and teachers)
- Attendance (teachers and students)
- Attendance (teacher and student)
- Not teaching standards effectively
- Lack of content knowledge / depth (teachers)
- Rigorous curriculum
- Lack of standards-based instruction
- More rigorous curriculum (teachers and students)
- More rigor
- Using Formative / summative assessments
- Continuous assessment
- Varied assessments
- Consistent use of data

- Lack of motivation (student, parent, community)
- School pride
- Student engagement
- Student goal setting / planning/ advisement
- More engaging activities
- Low school pride / morale

- Schedule issues (students and teachers)
- Not enough instructional time
- Need for increased instructional time
- Common planning / more planning time
- Collaborative planning (need more)

- Consistency of rules and expectations
- Common established norms (teachers and students)
- Rules enforced

- Parent / community involvement
- Parent community involvement

- Need stable leadership
- Leadership consistency

Others

- Credit recovery (understanding it)
- Lack of understanding of post high school requirements
- More technology / resources
- 9th grade academy ??
- Poverty
- Teacher attitudes (students / parents)
- 8th-9th transition
- Grade inflation

RESEARCH GROUPS**3-26-2010**

Original Needs

Additional Needs – Based on Root Cause Analysis

Group 1: Brandon, Ali, Judy, Dagnah

- ▶ Test Data to drive instruction (Wynne, Kinney)
- ▶ Differentiation (Edwards, Besser)
- ▶ Increase instructional time (Rogers, Thompson, Ayers)

Engaging activities

Varied Assessment

Lack of SBI

Lack of depth of content / knowledge

Attitudes of teachers (and parents / students)

Grade inflation

Group 2: Debbie, Ed, Heather, Karen, Lori, Tim

- ▶ Rules / Regulations (Suddeth, Gribben)
- ▶ Rigor / Expectations -teachers and students (Suddeth, Gribben)
- ▶ Transition from Middle to High School (Willard, Magwood)

Student goal planning

9th grade Academy

Common norms for teachers

Rigorous curriculum

Credit Recovery

Lack of understanding of Post-HS Requirements

Group 3: Louise, Lisa, Donna, Christie, Melissa

- ▶ Students invested in school / students feeling people care (Tyler, Williams)
- ▶ Attendance (C. Johnson, D. Johnson, Langley)
- ▶ Parent / Community Involvement (Cooper, Waldrop)

Stable leadership

Motivation of students; motivation of teachers

Low school pride / morale

Group 4: Cindy, Phillip, Tammy, Jared

- ▶ Remediation (Silva, Horn)
- ▶ PL to impact student learning (Price, Saxon)
- ▶ Technology (Price)

Consistent use of data

Common planning

Professional learning

Possible Suites of Solutions

Group 1:

- Student engagement:
 - Determine level student is on and design appropriate activities (differentiation)
- Varied assessments:
 - Develop common assessments
 - Benchmarks
 - Use of universal probes for continuous assessment
 - Use of clicker for instant feedback
 - *Edusoft* for each department
- Standards-based instruction:
 - Training for SBC and monitor
 - Training for use of best practices
 - Peer observations
 - Hire curriculum specialist
- Instructional coach / facilitator:
 - Provides support for curriculum mapping
 - Training for CLASS Keys
 - Training for tech use
- Parent Involvement:
 - Hire parent liaison
- Attitudes – teachers:
 - Incentives for teachers
 - ...comp time
 - ...money
 - ...recognition
 - ...compensated for extended time
- Students:
 - Lock-ins
 - Recognition
 - Improve recognition and student of the month

Group 2:

- School within a school
- Summer Academies (with transportation)
 - Freshman Seminar
 - Remediation
 - Enrichment
 - Teacher academics
- RTI Coordinator

- Turnaround / Curriculum Specialist
- Gifted /Advanced Placement training
- Professional Learning Communities

Group 3:

- Establish parent group
- Six year Plan – Advisement
 - High school and two years beyond (post-secondary/ workforce)
- Incentives for attendance
- Support Person (parent contact / attendance)
- Multiple methods of parent contact
 - Newsletters
 - Text messaging
 - Website
 - Phone tree
 - Email
 - Ingles
- School Open to Community after hours
 - Continuing education
 - After-school programs
 - Internet access

Group 4:

- Classroom / job-embedded professional learning (with stipend)
- Data consultant (all data – leadership team, department, classroom)
- Teacher collaborative work space
- Technology Support Personnel
 - Instructional Classified Technology Specialist
 - Technical support
- Enhanced technology

Temple High School **Student Focus Committee Meeting Notes**

March 30, 2010 and April 1, 2010

Alternate Consequences for Tardies

Alternate Consequences for Absences (Students and Teachers)

- Truancy Officer

Student Motivation

- Character Education

Student Interest Inventory

Sex Education Classes

Bell to Bell Work

Alternative or Flexible Schedule

- Band
- School Activities
- Athletics
- Club Schedule
- Study Hall

Student Incentives for Good Behavior, Attendance, and Grades

- Hall of Fame
- Tiger Currency
- Improve Senior Courtyard (more trashcans)
- More Senior Privileges
 - Free Sweet Tea

Improved Technology

- Motivate Students and Teachers
- Engage the Students

Hire an Additional Counselor

Notify Students of Services Provided

Raise Awareness for Staff

Student Focus Group Notes, continued

Cultural Diversity Program/Activities

Be Consistent with Dress Code

One Voice

Expand Lunchroom

Improve Communication

Younger Teachers

Transition from Middle School to High School

- Allow 8th graders to tour during school hours

Make School More Fun

Teachers Who Care

Build Relationships

More Cram Sessions for Graduation Test

Allow Mrs. Cooper to Teach Juniors Also

Consistent Leadership

Continue Student Focus Meetings



TEMPLE HIGH SCHOOL

School Improvement Grant – Parent Comments 1

March 25, 2010

CURRICULUM

- New math resources for Math 1, 2, & 3
- My son says they need newer textbooks. Also, it would be nice if we could have a set of textbooks to keep at home.

ASSESSMENT

- So much focus is on written testing in all areas. Provide an avenue of testing similar to assessment centers. Written testing combined with practical assessments such as presentation and scenario based issues. (GAT)
- Pro ball players to come hang out only with students with certain academic goals
- Grading by standards – Not A, B, C, F
- Deadline (concrete) for assignments “No late papers”
- I recently heard students who exceeded on their graduation test had their names put in a drawing for a big screen, xbox, etc. (technology) to be given away! A different system and high school does this.
- Grade inflation – “No tolerance”

INSTRUCTION

- More volunteers during testing and important study sessions
- A more challenging curriculum
- Must provide ways for parents to be able to assist children with instruction. Children need help at home and parents are ill-equipped to help. Resources made available to parents who want to help their children (GAT)
- Explain/teach students the importance of building an impressive college resume
- Hold all support staff accountable
- Will students be removed from Temple High School that are constantly disrupting and hindering the learning of other students?
- More math teachers – smaller class size for math classes
- Math – instructors need to be knowledgeable with course
- Students need more time in class – possibly less subjects per day

- Athletics take students from class – reduce # of days students can miss.
- More technology in math classes – like the math labs that the city school system got a grant to set up

PLANNING & ORGANIZATION

- Block Scheduling – 4 classes a semester; 90 minute classes; 1 hour for instruction; ½ hour for students to do assignments (that way they have teacher help); will graduate with more credits.
- Students need some set break time during a full day
- Block Scheduling
- Does research show that block scheduling improves achievement?
- Check out policy needs to get strict

STUDENT, FAMILY, & COMMUNITY INVOLVEMENT

- Weekly or monthly meeting with parents and/or community about important things going on at Temple High School.
- Find some “venue” for a central posting of Temple News
- Community Interaction BLOG!
- Have service oriented clubs provide childcare for parents with young children so they can attend meetings
- Bring back the PTO in the high school
- (Community Involvement) Expand the School Council concept. Establish either sub-committees or addition committees in focus areas to assist the school in each area.
- Incentive for returning paper notice
- The school’s website really needs updating. It is hard to navigate and find the information you need.
- Social network communication – Facebook, Twitter, etc.
- Get pro ball players to come “hang out” with students with good attendance.
- Student volunteer program
- Email updates to parents
- Somehow let parents know of opportunities to volunteer – possibly an email list, newsletter, or update the website
- Find ways to increase community support/involvement/pride in Temple High School activities – clubs, contests, events
- Formation of PTO group
- Parent call list
- Making parents accountable for the minor students who are not in school
- Mass texting; mass email (list serve?)
- Schedule parent meetings at 6:30 or later for working parents
- Communicate – Celebrate success to parents & community!
- Facebook
- Start community “BRIDGE” website!
- Summer activities to keep the students busy & aggressive when it comes to learning, but make it FUN!!!

PROFESSIONAL LEARNING

- Monthly planning to map out next month and review data from previous month
- New Math 1 notebook; Math 1 Accelerated notebook; Math 1 Support notebook (the one that was shown at the RESA meeting)
- Less time for teachers taken out of class. Training has to be done without taking instruction time away.

LEADERSHIP

- Attendance Awards! Actually something the students would want!
- More student recognition and praise for accomplishments
- Mentors/peer groups that target incoming freshmen, as they are often overwhelmed.

SCHOOL CULTURE

- Break down the communication barrier between students, teachers, and parents.
- Stricter dress code
- Not to focus on sports, but the “spirit” of Temple High School has to change and increase in order for a change to occur. Students must be focused on the fact that Temple is a great place. (GLT)
- School culture seems to focus on the trouble makers. Too much focus on saving a child who should be disciplined and removed instead of so much time dedicated to one at the expense of many. (GLT)
- Dress code that promotes professionalism and a culture of learning! (GLT)
- School spirit – students wear school colors/t-shirts every Friday.
- Would love to see a multicultural diversity class at Temple High School.
- More student participation “to gain school spirit”



TEMPLE HIGH SCHOOL

School Improvement Grant – Parent Comments 2

April 1, 2010

CURRICULUM

- Updated computers and software: Windows Platforms; Mac Platforms; Design Software (Adobe CS4 Suites)
- Architecture Design Programming software
- Improve class offerings, i.e., offer French, Latin, etc. – Varied Electives
- Add art/cultural/fine arts classes
- Need to change as far as the ones who want to learn versus the ones who are there just to play
- Curriculum for a high education for those who want to learn – some teachers don't want to explain the math to the students
- Put some of the fields of professional jobs into the curriculum to get students ready for the real world
- Opportunities for higher performing classes offered (AP/Honors)
- Students would benefit from a more global curriculum that includes more foreign languages, study abroad programs and international perspectives
- More scheduling opportunities for electives – criminal justice; anthropology; photography; art; foreign languages; art history
- Temple High School scholarships
- Math should be understandable to the students as to where they are not lost once they get home with homework

ASSESSMENT

- Find other ways to assess students' knowledge. Maybe allow some tests to be verbal. Some students don't test well, but they know the material
- More short-term testing instead of waiting until EOCTs.
- RTI – Does that happen at high school level?

INSTRUCTION

- Rigor of instruction is not preparing our kids for college – vertical planning with college courses?
- Using technology to have students reply their answers by cell phones and text messages – hold discussions by cell phones
- Please make the classroom activities more interactive! (projects; communicate, etc.)
- Bonus for teachers who are over-achievers for the students. This will weed out the teachers who are not here for the students.
- Keep math support classes for at risk students
- With math courses, if teachers would take the time to explain the topic such as calculus. Students learn at different rates.

- Teachers should be monitored more often. They need to get off the computer games and teach their class instead of leaving it up to a book, i.e., World History teacher.
- Implement ELA support classes for at risk students
- Podcasts for students, especially athletes who miss class for away games. (Do this especially for AP/Honors classes.)
- Have the teacher enforce the instruction as well as the rules in the school. Every time I have come to the school, a child was cussing right at the entrance of the school.
- Allow teachers more creativity in the way they present concepts and teach classes. More class resources are needed.
- Smart boards for all math classes
- Tutoring time during classes like p.e., music, etc. that students may go to 2-3 days per week
- More “Lock-in” type experiences!! My daughter understood and retained so much more when she participated in this type of class
- Offer one night every nine weeks for the parents and teachers so that they can get together to learn what our child is learning

PLANNING & ORGANIZATION

- Could we lengthen the school day to get more class time and allow students a small amount of structured free time to de-stress, do homework, etc.? Longer lunch, small break, something to relieve the stress?
- Inform juniors and seniors about furthering their education after high school
- No child should have a cell phone while they are in school so that they can focus on school work.
- Incoming 9th grade students need counseling in curriculum or class choices. This counseling should include parents.
- Plan meeting when there is not a track meet or game going on. Parents want to be here but can't be in both places. Organize a team to put out the information to get parents to come. Have a sign in sheet too.
- Cell phones should not be allowed at school. If there is an emergency, they should be able to call from the school phone. Cell phones are a big distraction.

STUDENT, FAMILY, & COMMUNITY INVOLVEMENT

- Pregnancy prevention – students do not take this seriously
- Pregnancy prevention: encouragement programs; maybe get some help from community activists groups for this; career possibilities for those teen moms.
- Encourage parental involvement and empowerment
- Tutoring for parents to tutor their children
- Parent school for a day? Bring your parent to school for a day?
- Make parents more accountable for student absences
- Social networking is a great way to get everyone involved. Facebook Fanpages, or Twitter groups
- Put more information out for the community so they know when there is something happening in the school that is important. Try to get families involved.
- More open houses to promote community/parent involvement
- Family talent show

- Lots of engaging, fun, interactive and consistent parent education to increase parental involvement and student participation
- Math/Science night to involve parents
- Parent volunteers
- Seniors should take freshman buddies
- Student/Family game and/or learning night
- Teachers should contact or be in touch with all parents once a month
- Add a soccer team

PROFESSIONAL LEARNING

- Teachers need to be current on the latest teaching skills
- Mentor classes for regular substitutes
- Give young teachers a mentor teacher
- Co-teaching or co-advising in certain programs such as Ag or music. Ag is important to my kids as well as music and band!
- Give teachers classes or seminars in dealing with difficult students or difficult personalities or behavioral issues with students

LEADERSHIP

- Please show more of the Tiger Pride rather than being strict and having that will keep students focused
- The resource officer should be more visible not hidden in an office. No student should wander the halls or run errands for teachers.
- Class observations on regular basis or minimum times per year
- Rewards are welcome for the teachers but have some goals for them. Be sure they do not have favorites and that they are teaching all children of all color.
- Some staff is a problem!
- Visit classrooms and make sure teachers are teaching
- Teachers and parents should communicate on how their child is doing whether the child is achieving or needing improvement

SCHOOL CULTURE

- Return to old school – no student should be outside walking, sitting, or horse playing during school hours. The outside should be free of students.
- Students driving should have driving privileges revoked if their attendance is not what it should be. Follow-up when a driving privilege is revoked, and enforce the consequences.
- I think there should be an end of the year Olympics or something to develop Tiger Pride.

- Raise teacher morale—incentives; give teachers more power in the classroom to be able to maintain order in a classroom
- Raise student morale—Since our school is one of the oldest in the state, you could tie the “mini celebrations” throughout the year; moral issues; telling truth; strong character; achievement of grades; increase motivation, etc.
- Address negative issues such as bullying, racial tensions, teen pregnancy, etc.
- Achievement should earn privileges such as driving to school – maybe a free parking spot for certain GPA or achievement
- The high school needs an organization to include all parents, not just “Band Boosters” or “Athletic Boosters”
- Behavior? Character Education?
- Teach all cultures – don’t leave out any
- More clubs and organizations
- Student work programs on campus – some pay for some jobs. It doesn’t have to be janitorial. What about tutoring, teacher assistants, something!
- Dress code needs to go to uniforms (khaki pants and polo shirts)
- Will the new teacher evaluation system include an evaluation of their attitudes toward students? My child consistently complains about rudeness and condescending tones from teachers toward students
- Funds for music programs, bringing more school pride.
- Bonus for teachers who are over-achievers for the students. This will weed out the teachers who are not here for the students
- Give teachers rewards
- Bonuses for teachers – whatever form they take – it’s a wonderful idea!!!
- Music and art programs need to be encouraged. Clubs, groups?

School Improvement Plan

School System Name: Carroll County Schools

School Name: Temple High School

School Years: 2010-2013

District Strategic Goal – Improve Student Achievement

Measurable Goals: Increase % of students passing the GHSGT the areas of Math and ELA

Performance Measures & Current Year Targets:

GHSGT (Math): Baseline 08-09 – 57.7%

Baseline 09-10- %

Goal 2010-11 - 66.4%

Goal 2011-12 - 75.6%

Goal 2012-13 - 84.1%

GHSGT (ELA): Baseline 08-09 – 89.4%

Baseline 09-10 – %

Goal 2010-11- 91%

Goal 2011-12 –95.3 %

Goal 2012-13 –97.8 %

Graduation rate: Baseline 08-09 – 79.1%

Baseline 09-10 – %

Goal 2010-11 – 85%

Goal 2011-12 – 90%

Goal 2012-13 – 95%

Student Attendance: Baseline 08-09 27.9 % (>15 days)

Baseline 09-10

Baseline 10-11 20%

Baseline 11-12 15%

Baseline 12-13 10%

Teacher Attendance: Baseline 08-09 62% (SL / PL >6 days)

Baseline 09-10

Baseline 10-11 30%

Baseline 11-12 20%

Baseline 12-13 10%

Strategies / Action Steps Year 1	Strategies / Action Steps Year 2	Strategies / Action Steps Year 3
Developing and increasing teacher and school leader effectiveness		
Increase number of Advanced Placement/gifted trained teachers - 35% of all certified staff will receive Advanced Placement/gifted training/shared inquiry, with stipend, in a content area to increase classroom effectiveness/strategies for rigor	Increase number of Advanced Placement/gifted trained teachers/shared inquiry - 35% of all certified staff will receive Advanced Placement/gifted training, with stipend, in a content area to increase classroom effectiveness/strategies for rigor	Increase number of Advanced Placement/gifted trained teachers/shared inquiry - Remaining 30% of all certified staff will receive Advanced Placement/gifted training, with stipend, in a content area to increase classroom effectiveness/strategies for rigor
Teacher PL Academy - One week professional learning academy, with stipend, for all classroom personnel during Summer, 2010 to increase effectiveness of classroom instruction and use of technology	Teacher PL Academy - One week professional learning academy, with stipend, for all classroom personnel during Summer, 2011 to enrich effectiveness of classroom instruction and use of	Teacher PL Academy - One week professional learning academy, with stipend, for all classroom personnel during Summer, 2012 to enrich effectiveness of classroom instruction and use of technology

	technology	
<p>Implement CLASS Keys</p> <ul style="list-style-type: none"> - Provide on-going training on components and implementation of Class Keys using non-instructional time 	<p>Implement CLASS Keys</p> <ul style="list-style-type: none"> - Continue on-going training on components of Class Keys using non-instructional time 	<p>Implement CLASS Keys</p> <ul style="list-style-type: none"> - Continue on-going training on components of Class Keys using non-instructional time
<p>Teacher collaborative planning:</p> <ul style="list-style-type: none"> - Designate a classroom, equipped with appropriate technology, for collaborative planning, central storage of teacher resources, data display, and teacher training. - Develop a schedule that provides regular opportunities for teacher collaborative planning and training (If instructional time is used for this planning, substitutes will be provided.) - Develop study group to investigate effectiveness of current transition from 8th grade to high school, and investigate strategies to address any determined needs. - Develop a schedule to provide opportunities for content specific vertical planning that includes grades 6-12 and provides substitutes for all participants. - Use of consultants in cases where additional specific content knowledge support is needed. 	<hr/>	<hr/>
	<ul style="list-style-type: none"> - Develop and implement a plan for 8th Grade to High School transition based on research proven strategies – Freshman Transition Seminar 	<ul style="list-style-type: none"> - Continue implementation of the 8th Grade to High School Transition Plan – Freshman Transition Seminar
	<hr/>	<hr/>
	<hr/>	<hr/>
<p>Transition Counselor – -Employ transition counselor to work with graduation coach on 6 year transition plans, freshman and senior academic, and middle school transitions, etc. Assisting students by providing individual counseling on programs/schedules that result in school success, on-time high school graduation, and productive citizenship.</p>	<hr/>	<hr/>

<p>Increase personnel instructional effectiveness</p> <ul style="list-style-type: none"> - Ensure that all newly hired personnel are highly effective, data-driven, and student focused. - Ensure that all newly hired personnel are paired with a successful, highly effective staff member as a mentor. - Assign all personnel based on content knowledge, experience, record of academic success, and areas of critical impact. - Provide job-embedded professional learning on standards-based instruction, strategies, assessment effective instructional strategies, student engagement, intervention strategies, TI Math Forward, shared inquiry, differentiation, etc. - Study and begin pilot with CLASS Keys - Implement Leader Keys for Principal and Assistant Principal 	<p>Implement CLASS and Leader Keys</p>	<p>Implement CLASS and Leader Keys</p>
<p>Provide on-going leadership training to administration, faculty, and students</p> <ul style="list-style-type: none"> - School administrative team will attend the Georgia DOE Summer Leadership Academy during the summer of 2010. - Administrative and Leadership Teams will attend School Leadership Advance (retreat) prior to the beginning of each school year. - Send at least one-third of the faculty through GLISI Base Camp and Summit. - Develop and implement plan for a Summer Leadership Advance for a select group of students. (STIPEND) - Develop and implement a plan to provide student leadership and service learning opportunities. 	<ul style="list-style-type: none"> - Continue implementation of Summer Leadership Advance for a select group of students. - Continue implementation of student leadership and service learning opportunities. 	
<p>Increase use and effectiveness of instructional technology in the classroom</p> <ul style="list-style-type: none"> - Hire or contract with an Instructional Technology 	<ul style="list-style-type: none"> - Continue to support technology in the classroom 	<ul style="list-style-type: none"> - Continue to support technology in the

<p>Specialist to support technology use in the classroom (full).</p> <ul style="list-style-type: none"> - Provide regular, on-going training for all classroom personnel on utilizing technology effectively to support curriculum implementation, classroom instruction, and student achievement. - Increased capacity for using <i>Edusoft</i> (training/hardware) 	<p>through the work of an Instructional Technology Specialist (minimum 50%).</p>	<p>classroom through the work of an Instructional Technology Specialist as needed.</p>
<p>Comprehensive Instructional Reform Strategies</p>		
<p>Establish “Small Learning Community” Framework</p> <ul style="list-style-type: none"> - Develop a Senior Academy (Explore service leadership, senior leadership program, work-based learning, community service projects, and student leadership for senior academy) - Build and Launch Excel Academy - Focus increases motivation - Provide opportunities for non-traditional learners - Enhance Freshman Academy 	<p>Implement “Small Learning Community” Framework</p> <ul style="list-style-type: none"> - Continue to develop /strengthen Senior Academy, Freshman Academy, and Excel Academy 	<p>Continue “Small Learning Community” Framework</p> <ul style="list-style-type: none"> - Senior Academy , Freshman Academy, and Excel Academy are fully implemented and successful
<p>Employ <u>Math Turnaround Coach</u> to work with math teachers on content and pedagogy and support other teachers on the implementation of standards-based instruction.</p> <ul style="list-style-type: none"> - Develop standards-based instruction - Develop strategies for student achievement (6-12) - Develop common assessments - Monitor implementation of the above 	<p>Employ <u>Math Turnaround Coach</u> to work with math teachers on content and pedagogy and support other teachers on the implementation of standards-based instruction.</p> <ul style="list-style-type: none"> - Implement standards-based instruction with effective strategies for student achievement - Continue to develop common assessments - Monitor implementation of the above 	<p>Employ <u>Math Turnaround Coach</u> to work with math teachers on content and pedagogy and support other teachers on the implementation of standards-based instruction.</p> <ul style="list-style-type: none"> - Implement standards-based instruction with effective strategies for student achievement - Implement common assessments in all core classes and use data for identifying student needs. - Monitor implementation
<p>Contract with consultants for Leadership and Data Analysis and Intervention Strategies/RTI</p> <ul style="list-style-type: none"> - Establish procedures and protocol for annual 	<p>Contract with consultants for Leadership and Data Analysis and Intervention Strategies /RTI</p> <ul style="list-style-type: none"> - Extend procedures and protocol for annual 	<p>Contract with consultants for Leadership and Data Analysis and Intervention Strategies /RTI</p> <ul style="list-style-type: none"> - Extend procedures and protocol for annual

<p>implementation</p> <ul style="list-style-type: none"> - Provide on-going job-embedded professional learning on leadership, analyzing data, interventions for at-risk students and RTI implementation - Monitor implementation of interventions and RTI - Support staff in utilization of data 	<p>implementation</p> <ul style="list-style-type: none"> - Continue professional learning, monitoring and support of RTI implementation and data analysis. 	<p>implementation</p> <ul style="list-style-type: none"> - Continue professional learning, monitoring and support of RTI implementation and data analysis.
<p>Increase student engagement through rigor, relevance and relationships:</p> <ul style="list-style-type: none"> - Establish clear expectations for instruction and student engagement - Monitor classrooms for student engagement and rigorous instruction - Provide Professional Learning on how to engage students (i.e., AP, Poverty Training, Pat Quinn/RTI, Gifted, Classroom Management, etc.) - Increase the use of hands-on activities and varied types of instruction to address all learning modalities - Establish a teacher mentoring program for at-risk students - Consider options of requiring 1 extra-curricular activity or club to increase student engagement and ownership in the school. - Plan an Outdoor Engagement Project; expand Senior Courtyard to promote school pride and ownership - Provide Field Trips (cultural events, workplace visits tied to skill being taught) 	<p>Increase student engagement:</p> <ul style="list-style-type: none"> - Monitor classrooms for student engagement, rigorous instruction, and student engagement - Increase the use of hands-on activities and varied types of instruction to address all learning modalities - Continue to expand and strengthen the teacher mentoring program and the extra-curricular student engagement component. - Involve students in developing the Outdoor Engagement Project for instruction - Engage students in Senior Courtyard projects to promote school pride and ownership 	<p>Increase student engagement:</p> <ul style="list-style-type: none"> - Monitor classrooms for student engagement, rigorous instruction, and student engagement - Increase the use of hands-on activities and varied types of instruction to address all learning modalities - Involve students in the use of the Outdoor Engagement Project for instruction - Engage students in Senior Courtyard projects to promote school pride and ownership

<p>Begin 6-year advisement plan for all students: -- Begin in 8th grade and continue for first year post high school (post-secondary planning)</p> <ul style="list-style-type: none"> - Ensure each student has mastered pre-requisite knowledge and skills needed to be successful in the next level of learning - Transitional Counselor will work with 8th graders on a 6-year plan for high school and post-secondary. 	<p>Continue 6-year advisement plan for all students: --</p> <ul style="list-style-type: none"> - Continue establishing 8th grade transitional plans and monitor/revise 9th grade transitional plans. Ensure each student has mastered pre-requisite knowledge and skills needed to be successful in the next level of learning 	<p>Continue 6-year advisement plan for all students: --</p> <ul style="list-style-type: none"> - Continue 8th grade transitional plans and monitor/revise 9th and 10th grade plans. Ensure each student has mastered pre-requisite knowledge and skills needed to be successful in the next level of learning
<p>Create consistent attendance application of policies for both teachers and students.</p> <ul style="list-style-type: none"> - Provide attendance incentives - Revisit/revise attendance policy - Encourage Intrinsic Motivation 	<p>Apply consistent attendance policies for both teachers and students.</p> <ul style="list-style-type: none"> - Provide attendance incentives - Encourage Intrinsic Motivation (proficient) 	<p>Apply consistent attendance policies for both teachers and students.</p> <ul style="list-style-type: none"> - Provide attendance incentives - Encourage Intrinsic Motivation (exemplary)
<p>Increase use of assessments and data to guide instruction</p> <ul style="list-style-type: none"> - Pre-assessment - Formative assessments - Summative assessments - Increase the use of <i>Edusoft</i> and add <i>Assess 2 Know</i> (part of <i>Edusoft</i> package) - Build common assessments - Increase the use of benchmark data - Purchase and use <i>Learning Folio Express</i> and <i>Turn It In</i> for all 9th, 10th, and 11th grade students to increase writing skills with prompts and feedback 	<p>_____→</p> <p>_____→</p>	<p>_____→</p> <p>_____→</p>
<p>Standards-based instruction for all students in all classrooms:</p> <ul style="list-style-type: none"> - Review expectations with all teachers - Provide professional learning on SBI, as needed. - Monitor for implementation 	<p>_____→</p>	<p>_____→</p>
<p>Increasing learning time and creating community oriented schools</p>		

<p>Open school after hours</p> <ul style="list-style-type: none"> - Hire Community Engagement Coordinator with flex schedule that will manage after-hours building opportunities. - Provide structured / planned activities for parents, community, and students - Transportation for students attending after school opportunities - Revisit policies, procedures, liability issues on safety 	<p>Open school after hours</p> <ul style="list-style-type: none"> - Recruit community volunteers to assist attendance/community liaison with after-hours building opportunities, communications, etc. - Expand structured / planned activities to include Saturday events for parents, community, and students - Transportation for students attending after school opportunities after school and on Saturdays - Revisit policies, procedures, liability issues 	<p>Open school after hours</p> <ul style="list-style-type: none"> - Build and strengthen corp of community volunteers to assist attendance/community liaison with after-hours building opportunities, communications, etc. - Continue expansion of structured /planned after school activities and Saturday events for parents, community, and students - Transportation for students attending after school opportunities after school and on Saturdays - Transition funding of attendance/community liaison to community sources/partnerships - Revisit policies, procedures, liability issues
<p>Increase parent contacts / communication by:</p> <ul style="list-style-type: none"> ○ On-site activities for parents ○ Newsletters, ○ Radio/public service announcements ○ Text messaging ○ Message boards/marquee ○ Website/blogs ○ Phone tree ○ Email 	<p>Integrate increased parent contact methods into school culture:</p> <ul style="list-style-type: none"> ○ On-site activities for parents ○ Newsletters ○ Radio/public service announcements ○ Text messaging ○ Message boards/marquee ○ Website/blogs ○ Phone tree ○ Email 	<p>Maintain parent contact methods as school norm :</p> <ul style="list-style-type: none"> ○ On-site activities for parents ○ Newsletters ○ Radio/public service announcements ○ Text messaging ○ Message boards/marquee ○ Website/blogs ○ Phone tree ○ Email
<p>Increase engagement with community based organizations</p> <ul style="list-style-type: none"> ○ Local business partners (Ingles, McDonald’s, etc.) ○ Neighborhoods, subdivisions ○ Churches, clubs, support organizations ○ Colleges and universities 		

<ul style="list-style-type: none"> ○ Hospitals, public safety 		
<p>Review and codify expectations for teacher and student attendance</p> <ul style="list-style-type: none"> - Board policy (GBRB: Professional Personnel Time Schedules; JB: Student Attendance/Student Attendance Protocol, etc. - System and School Handbooks: School rules, protocol, procedures for attendance, late arrivals, early checkouts, etc. - Classroom rules, expectations, procedures, and consequences 	<p>Monitor expectations for teacher and student attendance</p> <ul style="list-style-type: none"> - System and School Handbooks: School rules, protocol, procedures for attendance, late arrivals, early checkouts, etc. - Consistent classroom rules, expectations, procedures, and consequences 	<p>Monitor expectations for teacher and student attendance</p> <ul style="list-style-type: none"> - System and School Handbooks: School rules, protocol, procedures for attendance, late arrivals, early checkouts, etc. - Consistent classroom rules, expectations, procedures, and consequences
<p>Increase student incentives for satisfactory behavior, attendance, and grades</p> <ul style="list-style-type: none"> - Hall of Fame - Tiger Currency/rewards tokens - Prizes/drawings - Incentives for Seniors (improved Senior Courtyard, free sweet tea, special recognitions) 		
<p>Employee and student incentives for satisfactory attendance</p> <ul style="list-style-type: none"> ○ Attendance bonus/reward ○ Prizes/drawings ○ Recognition of achievement (announcements, newsletters, etc.) ○ Release time (early release from teacher work days, post planning, etc) 		
<p>Increased learning time</p> <ul style="list-style-type: none"> ○ Use of extended learning time/flexible scheduling 	<p>Modify and continue to increase learning time</p> <ul style="list-style-type: none"> ○ Continued use of extended learning time/flexible scheduling 	<p>Modify and continue to increase learning time</p> <ul style="list-style-type: none"> ○ Continued use of extended learning time/flexible scheduling

<ul style="list-style-type: none"> ○ Protection of instructional time ○ Provide extended learning time before and after school with transportation. ○ Offer mini-mesters afterschool for students that fail a sequence course. 	<ul style="list-style-type: none"> ○ Protection of instructional time 	<ul style="list-style-type: none"> ○ Protection of instructional time
<p>Provide Operational Flexibility and Sustained Support</p>		
<p>Begin Multi Purpose Summer Academy</p> <ul style="list-style-type: none"> - Math Program <ul style="list-style-type: none"> ● 9th -11th graders (Math 11th grade) ● Math I and II support , remediation and recovery - Incoming Freshman Programs <ul style="list-style-type: none"> ● Remediate failures ● Upcoming 9th graders - Study skills and Preparation Program <ul style="list-style-type: none"> ● Intro to HS, clubs, extracurricular, etc - Leadership Development Program <ul style="list-style-type: none"> ● Leadership development initiative - Strong parent component 	<p>Continue Multi Purpose Summer Academy for Math, Study skills and Preparation Program, Leadership Development Program, Leadership development initiative, and Strong parent component</p> <p>Add acceleration model for high achieving math students*</p> <p>Technology Exploration for Students</p> <ul style="list-style-type: none"> ● Enhancing student technology skills* 	<p>Continue Multi Purpose Summer Academy for Math, Study skills and Preparation Program, Leadership Development Program, Leadership development initiative, Strong parent component, and acceleration for high achieving math students</p> <p>Add Career Exploration Program</p> <ul style="list-style-type: none"> ● Shadowing community members
<p>Seek opportunities for scheduling flexibility</p> <ul style="list-style-type: none"> - Offer Power Classes (ELT) for Math 3 students - Develop a 7-period flexible schedule - Begin 9th graders 2 days early/last day of school same as others 	<p>Continue Scheduling Flexibility Opportunities – Revise as Needed</p>	<p>Continue Scheduling Flexibility Opportunities – Revise as Needed</p>
<p>Use of creative scheduling time for:</p> <ul style="list-style-type: none"> - Remediation / Acceleration - Clubs / Service learning / Competitions - Work-based learning - Dual Enrollment - Extended / Flexible Learning Time - Implement formal reading program (training in-house reading specialist) - Decrease duties of core course teachers to allow more time for student remediation contact. 	<p>_____→</p> <p>_____→</p>	<p>_____→</p> <p>_____→</p>

<p>(emerging)</p> <ul style="list-style-type: none">- Continue and enhance:<ul style="list-style-type: none">....12 for Life....College 411....AFJROTC		
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SIG JOB DESCRIPTION
 TEMPLE HIGH SCHOOL
 COMMUNITY ENGAGEMENT
 COORDINATOR

TITLE: Community Engagement Coordinator

REPORTS TO: Principal

JOB LOCATION: Temple High School

JOB OBJECTIVES:

Serve as a dynamic community relations liaison by providing a variety of communications support, involving developing correspondence, presentations, formatting publications, proofreading documents, and coordinating a variety of special events, projects, and meetings. The Community Engagement Coordinator will work to establish a positive learning culture, emphasizing academic achievement and school successes. Must be extremely organized, flexible, and have the initiative to work independently on short- and long-term projects.

ESSENTIAL JOB FUNCTIONS:

1. Prepare news releases, publications, presentations and other written documents including, but not limited to, newsletters, calendars, correspondence, certificates and business cards using computer software such as Microsoft word, excel, Microsoft publisher, power point, Adobe InDesign and Photoshop
2. Operate a variety of office machines including, but not limited to, computers, copiers, printers, and FAX machines. Input and format computer data for department or school needs using word processing, desktop publishing, and graphics capabilities
3. Assist in the development, organization, and production of special projects (i.e., collaborate on project timeline, planning, design, modification, printing, mailing, and evaluation)
4. Create and maintain data bases of particular information including, but not limited to, School Council members, key communicators, community volunteers, mailing lists, phone trees, etc.
5. Schedule monthly parent meetings and/or activities
6. Facilitate continuing education opportunities including, but not limited to, GED courses, on-line college courses, job search and retraining
7. Perform other tasks and assume other responsibilities as may be assigned

JOB STANDARDS (Minimum qualifications needed to perform essential job functions):

1. Minimum of a high school diploma, with successful job experience, preferably at an administrative or supervisory level
2. Knowledge and experience using word processing, desktop publishing, and presentation software
3. Knowledge and use of office procedures and practices
4. Excellent verbal and written communication skills
5. Professional telephone etiquette and ability to handle difficult phone calls
6. Ability to follow oral and written instructions
7. Ability to assist with the coordination of complex projects
8. Ability to maintain confidentiality and to work with discretion

- 9. Excellent organizational skills
- 10. Ability to work in a fast-paced environment with multiple projects and deadlines
- 11. Ability to effectively work and communicate with students, parents, and school personnel from diverse cultures or backgrounds in English, Spanish, or other languages related to the job
- 12. The ability to work harmoniously with others

Temple High School believes that every individual makes a significant contribution to our success. That contribution should not be limited to assigned responsibilities. Therefore, this position description is designed to define primary duties, qualifications and job scope but should not limit the incumbent nor the organization to the work identified. It is our expectation that every employee will offer his/her services wherever and whenever necessary to ensure the success of the school’s goals.

SALARY:

Classified salary scale with credit for years of experience per CCBOE policies and procedures.

NAME OF EVALUATION INSTRUMENT FOR THIS JOB DESCRIPTION:

GTRDI-Georgia Teacher Duties and Responsibilities Instrument

CLASSIFIED -Annual Evaluation

CLASS Keys



<p>SIG JOB DESCRIPTION</p> <p>TEMPLE HIGH SCHOOL</p> <p>INSTRUCTIONAL TECHNOLOGY SPECIALIST</p>

TITLE: Instructional Technology Specialist

REPORTS TO: Principal

JOB LOCATION: Temple High School

JOB OBJECTIVES:

The Instructional Technology Specialist will support staff members and students in the integration of technology and curriculum and provide instructional technology leadership at Temple High School. The focus of this position is pedagogical, supporting teachers as they seek to incorporate technology in the instructional process while increasing academic rigor.

ESSENTIAL JOB FUNCTIONS:

1. Serves as a communications liaison with staff members regarding policies, goals, programs, and initiatives; promotes student and staff technology standards as related to instructional programs.
2. Attends various meetings for the purpose of communication and/or gathering information.
3. Collaborates with IT department, school personnel, and vendors for the purpose of meeting end-user needs with the best possible solutions according to district standards and actively works to build healthy business partnerships.
4. Coordinates and/or teaches technology-related building level staff development sessions; creates a wide variety of professional development resources designed to meet the unique professional development needs of teachers; work collaboratively with the Office of Curriculum and Instruction to align professional strategies to meet key instructional programmatic objectives.
5. Develops instructional ideas, suggestions, and programs that will help teachers integrate technology in a meaningful way. Serves as a liaison with school administration on preparing instructional materials and resources to support quality instruction, assessment, and technology integration to promote student academic growth and success.
6. Encourages and assists staff members in applying for in-district and out-of-district grant and training programs for the purpose of developing and providing access to student learning and leadership opportunities as well as resources that promote student academic growth and success.
7. Facilitates alignment and implementation of student and staff technology standards with school practices and curriculum; creates resources to assure the attainment of the competencies and coordinates the assessment strategies to measure attainment of goals.
8. Keeps abreast of district standards as related to school-selected software applications in order to assist teachers and students in using software effectively. Keeps abreast of instructional and technology processes and programs in order to communicate and assist teachers in using appropriate instructional tools.
9. Participates in school technology meetings; assists with hardware and software purchasing decisions related to instructional uses of technology; facilitates the development of best practices in technology-related procedures (along with the technical support specialist).
10. Provides model teaching (student instruction with classroom teacher present); co-teaches lessons with classroom teachers; supports classroom teacher while s/he teaches a technology-enhanced

lesson; coaches classroom teachers; assists classroom teachers in planning technology-enhanced lessons and projects.

11. Researches resources and methods (e.g. journals, literature, vendor information, software updates, etc.) for the purpose of evaluating and maintaining current working knowledge of new and emerging technologies as well as district/state/federal rules, regulations, and policies.
12. Supports student technology leadership efforts offered at the school, actively encouraging, supporting and participating in student-led instructional projects for the purpose of developing and providing access to student learning and leadership opportunities.
13. Assists other personnel as may be required in the completion of their work activities. Daily attendance and punctuality are required for the purpose of ensuring the goals and objectives of the work unit.
14. Performs related duties consistent with the scope and intent of the position as assigned for the purpose of architecting, delivering and maintaining a reliable and stable technology infrastructure appropriate to support the core instructional mission of the school.
15. Serves as an information resource for the IT department to the school, business, and the community for the purpose of actively working to build healthy partnerships throughout the district.
16. Serves on committees and/or attends meeting as needed for the purpose of actively working to build healthy partnerships.
17. Perform other tasks and assume other responsibilities as may be assigned

JOB STANDARDS (Minimum qualifications needed to perform essential job functions):

1. Effective communication skills both written and verbal.
2. Good interpersonal skills and ability to work with others.
3. Valid Georgia professional certification
4. Completion of (or enrollment in) a Master’s degree in a related area or experience in a leadership role with teachers.
5. Minimum of 3 years successful classroom teaching experience.

EQUIPMENT: (Machines, devices, tools, etc., used in the job performance):

Copier, VCR/DVD, Projector, Television, Computer, Interactive Whiteboard, Student Response System, and subject-specific technologies (i.e. science probes, calculators.)

Critical Skills/Expertise (Needed for this job specifically):

1. Uses exemplary instructional and motivational techniques.
2. Is respected by staff members.
3. Acts as a team-player.
4. Has experience designing/providing professional learning.
5. Has skills and willingness to serve as a teacher model.
6. Possesses facilitation and coaching skills.
7. Has had successful experiences leading peers and subordinates.
8. Is committed to standards-based education.
9. Understands and integrates technology into the curriculum

SALARY:

Teacher salary in accordance with approved salary schedule.

NAME OF EVALUATION INSTRUMENT FOR THIS JOB DESCRIPTION:

GTRDI-Georgia Teacher Duties & Responsibilities Instrument

GTOI-Georgia Teacher Evaluation Program Annual Evaluation

CLASS Keys



SIG JOB DESCRIPTION

TEMPLE HIGH SCHOOL

MATH TURNAROUND COACH

TITLE: Math Turnaround Coach

REPORTS TO: Principal

JOB LOCATION: Temple High School

JOB OBJECTIVES:

Under the direction of the school principal, the Math Turnaround Coach will implement exemplary professional practices while promoting the implementation of the GPS mathematics curriculum in a standards-based classroom model. Job embedded professional learning in the area of mathematics, standards-based instruction, and effective assessment practices will be ongoing through effective planning by the Math Turnaround Coach. Additionally, the coach will assist in developing vertical alignment of mathematics curriculum and coordinating instructional and assessment practices.

ESSENTIAL JOB FUNCTIONS:

1. Acts in a partnership with school personnel to improve student achievement.
2. Coordinates and establishes procedures to monitor and support the on-going implementation of standards-based curriculum instruction and assessment in classrooms within the school.
3. Assists in establishment of model classrooms to demonstrate alignment between curriculum standards, effective instructional practices, and assessment.
4. Develops and provides job-embedded professional learning for staff members at the school level as determined by needs assessment and data analysis.
5. Serves in classrooms as a peer coach, modeling effective instructional practices/techniques for teachers and other staff members.
6. Develops, conducts, and/or participates in professional learning activities inside and outside the school district and provides appropriate classroom follow-up to support implementation of knowledge/skills gained through various professional learning activities.
7. Assists in evaluation, acquisition and organization of instructional materials/equipment, including technology, to assure alignment with curriculum, standards and goals and provides training for staff members in the effective use of these materials and equipment.
8. Obtains and uses data to plan and provide appropriate instructional support to differentiate instruction to meet the needs of individual students.
9. Serves as a leader in seeking, maintaining and using current professional information to improve student achievement and teacher performance.
10. Attends all system-level mathematics curriculum meetings.
11. Assists teachers with classroom organizational skills (management, placement, and groupings).
12. Works with grade level teams and other school committees to initiate or complete assigned tasks.
13. Assists teachers in preparing for and conducting parent conferences, as appropriate.
14. Works with school staff members to plan/activities/services to meet identified needs of individual students.

15. Assists teachers in interpreting and using state, county, local test results, and other data to improve student achievement.
16. Gathers, organizes and provides data related to the school instructional program.
17. Assist teachers with effective unit planning and implementation.
18. Assists with other instructional tasks determined by the school principal.
19. Perform other tasks and assume other responsibilities as may be assigned.

JOB STANDARDS (Minimum qualifications needed to perform essential job functions):

1. Effective communication skills both written and verbal.
2. Good interpersonal skills and ability to work with others.
3. Valid Georgia professional certification
4. Completion of (or enrollment in) a Master’s degree in a related area or experience in a leadership role with teachers.
5. Minimum of 3 years successful classroom teaching experience.

Equipment (Machines, devices, tools, etc., used in the job performance):

Copier, VCR/DVD, Overhead Transparency, Projector, Tape Recorder, Television, Computer

Critical Skills/Expertise:

1. Uses exemplary instructional and motivational techniques.
2. Is respected by staff members.
3. Acts as a team-player.
4. Has experience designing/providing professional learning.
5. Has skills and willingness to serve as a teacher model.
6. Possesses facilitation and coaching skills.
7. Has had successful experiences leading peers and subordinates.
8. Is committed to standards-based education.
9. Understands and integrates technology into the curriculum

SALARY:

Teacher salary in accordance with approved salary and supplement schedule.

NAME OF EVALUATION INSTRUMENT FOR THIS JOB DESCRIPTION:

GTRDI-Georgia Teacher Duties & Responsibilities Instrument

GTOI-Georgia Teacher Evaluation Program Annual Evaluation

CLASS Keys



SIG JOB DESCRIPTION

TEMPLE HIGH SCHOOL

TRANSITION COUNSELOR

TITLE: Transition Counselor

REPORTS TO: Principal

JOB LOCATION: Temple High School

JOB OBJECTIVES:

The Transition Counselor will engage in a planning process for a transition from middle to high school and from high school to post-secondary options with a focus on high achievement and success. The Transition Counselor provides positive, high energy assistance to rising ninth graders and other high school students, individually and in groups, regarding secondary courses, schedules, attendance, post-secondary plans, and career choices. This position related to assistance with academics, activities, and plans involves working with students, school faculty and staff, parents/guardians, and community members to transform the culture of Temple High School to that of a high achieving, academically competitive learning environment.

ESSENTIAL JOB FUNCTIONS:

In addition to the essential job objectives outlined above, the Transition Counselor will perform the following job functions:

Generally, the high school Transition Counselor shall work to create a smooth transition into and out of high school by performing responsibilities such as the following:

1. Collaborate with feeder middle school(s) to develop 6 year transition plans for rising ninth grade students.
2. Meet with students throughout their high school career to monitor and revise their 6 year transition plan.
3. Identify high school students who will benefit from “Small Learning Community” models (Freshman Academy, Excel Academy, and Senior Academy) and work with school staff to transition students into the appropriate model.
4. Establish community service project opportunities for Senior Academy.
5. Conduct an analysis that focuses on data for individual students and subgroups such as:
 - State Standardized Tests: CRCT, GHSGT, and EOCT
 - National Standardized Tests: SAT and ACT
 - Local Records: attendance records, behavior records, records of teacher conferences, records of parent conferences, records of student conferences, SST meeting minutes, grade retention records, and records of credits earned
6. Coordinate a transition program for 9th graders to successfully adapt to rigor of high school
7. Connect rising ninth grade students and their parents with programs such as Communities in Schools, Georgia College 411, as well as area Technical Colleges
8. Develop an internal and external mentoring program with teachers, business partners, and individual students

9. Track the progress of individual and subpopulations of students as they progress through high school.
10. Collaborate with the Graduation Coach to provide training to high school teachers on support measures that work with youth identified as at risk of not graduating and the youth’s parents/guardians
11. Work with faculty and administrators to adapt curriculum and instruction to meet the needs of identified students
12. Train high school teachers on the components of an effective “teachers as advisors” program
13. Conduct quarterly vertical team meetings among 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 academic program and graduation initiative
15. Conduct and analyze on-going formative and summative evaluation data of program effectiveness
16. Promotes positive school culture of academic success and plans activities designed to promote academic excellence
17. Perform other tasks and assume other responsibilities as may be assigned

JOB STANDARDS (Minimum qualifications needed to perform essential job functions):

1. Possess a counseling or service certificate offered by the Georgia Professional Standards Commission
2. At least three years successful experience in working with students
3. Ability to communicate effectively with youth and adults
4. Ability to analyze, develop, implement, and track plans and strategies
5. Knowledge of and the ability to analyze data, including that available from the Georgia Department of Education, the Governor’s Office of Student Achievement, and from other sources
6. An understanding of the multiplicity of social services available in the community to support students and families
7. Knowledge of alternative education opportunities, e.g. Small Learning Communities, Credit Recovery (internal and external), Georgia Virtual High School, ExPreSS, etc.
8. Maintain good job attendance
9. Submit to a required background check upon initial hire

SALARY:

NAME OF EVALUATION INSTRUMENT FOR THIS JOB DESCRIPTION:

GSCEP: Georgia School Counselors Evaluation Program

GTDRI: Georgia Teacher Duties and Responsibilities Instrument

CLASS Keys



<p>SIG JOB DESCRIPTION</p> <p>TEMPLE HIGH SCHOOL</p> <p>SMALL LEARNING COMMUNITY</p> <p>INSTRUCTOR</p>
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TITLE: Small Learning Community Instructor

REPORTS TO: Principal

JOB LOCATION: Temple High School

JOB OBJECTIVES:

The Small Learning Community Instructor will engage in a planning process for developing the Small Learning Community (SLC) program. The instructor will teach students, manage and maintain the classroom, and monitor assigned students. The SLC Instructor will work with “at risk” students to ensure successful completion of course work and credits toward graduation. The SLC Instructor will focus on improving student achievement, attendance, and engagement. The Small Learning Community Instructor provides positive, high energy assistance to high school students, individually and in groups, regarding secondary courses, schedules, attendance, post-secondary plans, and career choices. Test data, attendance information, and graduation rate will be tracked for detailed analysis and evaluation of the Small Learning Community initiative.

ESSENTIAL JOB FUNCTIONS:

In addition to the essential job objectives outlined above, the Small Learning Community Instructor will perform the following job functions:

Generally, the high school Small Learning Community Instructor shall work to instruct students in a supportive environment by performing responsibilities such as the following:

1. Provide instruction for non-traditional students in a supportive environment
2. Maintain lesson/unit plans aligned to Georgia Performance Standards
3. Assess and encourage student progress
4. Use formative and summative assessments to drive instruction
5. Manage the learning environment and maintain appropriate classroom/student behavior
6. Maintain confidentiality of students and student records
7. Work cooperatively with school administrators, special support personnel, colleagues, and parents
8. Meet with SLC students to monitor and track their progress.
9. Identify high school students who will benefit from the Small Learning Community model and work with school staff to transition students into the program.
10. Conduct an analysis that focuses on data for individual students and subgroups such as:
 - o State Standardized Tests: CRCT, GHSGT, and EOCT
 - o National Standardized Tests: SAT and ACT
 - o Local Records: attendance records, behavior records, records of teacher conferences, records of parent conferences, records of student conferences, RTI meeting minutes, grade retention records, and records of credits earned

11. Coordinate a transition program for students to successfully adapt to rigor of high school so that if they choose, they may transition back to the traditional high school environment.
12. Connect students and their parents with programs such as Communities in Schools, Georgia College 411, as well as area Technical Colleges
13. Connect students and their families with community programs and resources as needed.
14. Assist in developing and promoting an internal and external mentoring program with teachers, business partners, and individual students
15. Track the progress of individual and subpopulations of students as they progress through high school in the Small Learning Community program
16. Collaborate with the Graduation Coach to work with youth identified as at risk of not graduating and the youth’s parents/guardians
17. Work with faculty and administrators to adapt curriculum and instruction to meet the needs of identified students
18. Develop partnerships with community organizations to support the goals of the Small Learning Community program and graduation initiative
19. Conduct and analyze on-going formative and summative evaluation data of program effectiveness
20. Promote positive school culture of academic success and plan activities for the Small Learning Community designed to promote academic excellence
21. Perform other tasks and assume other responsibilities as may be assigned

JOB STANDARDS (Minimum qualifications needed to perform essential job functions):

1. Possess a valid Georgia teaching certificate offered by the Georgia Professional Standards Commission in the assigned content area(s) as needed
2. At least three years successful experience in working with students
3. Ability to communicate effectively with youth and adults
4. Ability to analyze, develop, implement, and track plans and strategies
5. Knowledge of and the ability to analyze data, including that available from the Georgia Department of Education, the Governor’s Office of Student Achievement, and from other sources
6. An understanding of the multiplicity of social services available in the community to support students and families
7. Knowledge of alternative education opportunities, e.g. Small Learning Communities, Credit Recovery (internal and external), Georgia Virtual High School, ExPreSS, etc.
8. Maintain good job attendance
9. Submit to a required background check upon initial hire

SALARY:

NAME OF EVALUATION INSTRUMENT FOR THIS JOB DESCRIPTION:

GTEP: Georgia Teacher Evaluation Program

GTDRI: Georgia Teacher Duties and Responsibilities Instrument

CLASS Keys



<p style="text-align: center;">SIG JOB DESCRIPTION</p> <p style="text-align: center;">TEMPLE HIGH SCHOOL</p> <p style="text-align: center;">SMALL LEARNING COMMUNITY FACILITATOR</p>
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TITLE: Small Learning Community Facilitator

REPORTS TO: Principal

JOB LOCATION: Temple High School

JOB OBJECTIVES:

The Small Learning Community Facilitator will engage in a planning process with the Small Learning Community (SLC) Instructor for developing the SLC program. The facilitator will assist the ISC teacher in matters essential to the efficient and effective operation of the classroom. The SLC Facilitator will assist with the instructional program, help with classroom management, and provide student support. The SLC Facilitator will work with “at risk” students to ensure successful completion of course work and credits toward graduation. The SLC Facilitator will focus on assisting the SLC Instructor in improving student achievement, attendance, and engagement. The Small Learning Community Facilitator provides positive, high energy assistance to high school students, individually and in groups, in an effort to ensure student success.

ESSENTIAL JOB FUNCTIONS:

In addition to the essential job objectives outlined above, the Small Learning Community Facilitator will perform the following job functions:

Generally, the high school Small Learning Community Facilitator shall work to support the SLC instructor and students in a supportive environment by performing responsibilities such as the following:

1. Provide instructional support for non-traditional students in an alternative environment
2. Assist in preparation of lesson/unit plans aligned to Georgia Performance Standards
3. Assess and encourage student progress
4. Assist the ISC Instructor in developing and maintaining a positive classroom environment conducive to academic learning
5. Assist the ISC Instructor in using a variety of instructional techniques and motivational strategies to keep students engaged
6. Use formative and summative assessments to drive instruction
7. Manage the learning environment and maintain appropriate classroom/student behavior
8. Assist the ISC Instructor in maintaining complete and accurate records
9. Maintain confidentiality of students and student records
10. Work cooperatively with school administrators, special support personnel, colleagues, and parents
11. Meet with SLC students to monitor and track their progress.
12. Support students during their transition to the SLC and their transition back to the traditional high school environment should they choose to do so
13. Assist in connecting students and their parents with programs such as Communities in Schools, Georgia College 411, as well as area Technical Colleges

- 14. Assist in connecting students and their families with community programs and resources as needed.
- 15. Assist in developing and promoting an internal and external mentoring program with teachers, business partners, and individual students
- 16. Promote positive school culture of academic success and assist in planning activities for the Small Learning Community designed to promote academic excellence
- 17. Participate in and attend faculty meetings and other necessary events
- 18. Perform other tasks and assume other responsibilities as may be assigned

JOB STANDARDS (Minimum qualifications needed to perform essential job functions):

- 1. Possess a high school diploma and hold a valid teaching assistant license issued by a designated agency of the State Board of Education
- 2. At least three years successful experience in working with students
- 3. Ability to communicate effectively with youth and adults
- 4. An understanding of the multiplicity of social services available in the community to support students and families
- 5. Knowledge of alternative education opportunities, e.g. Small Learning Communities, Credit Recovery (internal and external), Georgia Virtual High School, ExPreSS, etc.
- 6. Maintain good job attendance
- 7. Submit to a required background check upon initial hire

SALARY:

NAME OF EVALUATION INSTRUMENT FOR THIS JOB DESCRIPTION:

Classified Personnel Evaluation Instrument

CLASS Keys

APPENDIX F

Temple High School/Carroll County Schools

School Improvement Grant – Proposed Professional Learning Calendar

2010		2011	
July 20-23:	DOE Summer Leadership Academy	Dec. 9:	Collegial Planning – Core Content/English
July 26-30:	THS Teacher Academy (Data Analysis, Collegial Planning, Standards-Based Instruction & Assessment, Instructional Technology, Leadership Development)	Jan. 3:	Vertical Teams, Leadership Development, Data Analysis, Standards-Based Instruction & Assessment, RTI, Poverty Workshops
August 3-6:	Preplanning/Teacher Webpage Design	Jan. 3-4:	Advanced Placement Workshops
August 9:	First Day of School	Jan. 6-7:	Gifted Inservice – The Able Learner
August 18:	Collegial Planning – Core Content/Math	Jan. 10-12:	GLISI Cohort 31 – Base Camp
August 27:	Writing Folio Inservice for English Teachers	Jan. 11:	Advanced Placement Psychology – Online Event
Sept. 3-4:	Gifted Inservice – The Able Learner	Jan. 14:	Collegial Planning – Core Content/Math
Sept. 13-15:	GLISI Cohort 29 – Base Camp	Feb. 7-9:	GLISI Cohort 32 – Base Camp
Sept. 16:	Collegial Planning – Core Content/Social Studies	Feb. 10:	Collegial Planning – Core Content/Science
Sept. 23:	Collegial Planning – Core Content/Science	Feb. 15:	Collegial Planning – Core Content/Social Studies
Oct. 4-6:	GLISI Cohort 30 – Base Camp	Feb. 28-Mar. 3:	GLISI Cohort 31 – Leadership Summit
October 7:	Collegial Planning – Core Content/English	March 4:	Collegial Planning – Core Content/English
Oct. 7-8:	Vertical Teams, Leadership Development, Data Analysis, Standards-Based Instruction & Assessment, RTI, Poverty Workshops	March 10:	Vertical Teams, Leadership Development, Data Analysis, Standards-Based Instruction & Assessment, RTI, Poverty Workshops
Oct. 13:	Collegial Planning – Core Content/Math	March 14-16:	GLISI Cohort 32 – Leadership Summit
Oct. 18-20:	GLISI Cohort 29 – Leadership Summit	April 19:	Collegial Planning – Core Content/Math
Nov. 8-10:	GLISI Cohort 30 – Leadership Summit	April 20:	Collegial Planning – Core Content/Science
Nov. 17:	Collegial Planning – Core Content/Social Studies	April 21:	Collegial Planning – Core Content/Social Studies
Dec. 8:	Collegial Planning – Core Content/Science	April 22:	Collegial Planning – Core Content/English
		May 23-25:	Post Planning: Data Analysis, Instructional Technology

Additional job-embedded professional learning will be integrated through common planning time that has been worked into the master schedule for all core content areas and the Freshman Academy.

APPENDIX G

School Improvement Grant 1003 (g)		
LEA Application 2010		
LEA Name: Carroll County Schools		
School Serv Temple High School		
Intervention Model:	Transformation Model	Tier Level: Tier II
Fiscal Year 1: July 1, through June 30, 2011		
Fiscal Year 2: July 1, through June 30, 2012		
Fiscal Year 3: July 1, through June 30 2013		
Note: This budget reflects each of the three years of the SIG.		

Object Class	Grant Section	Item Description	Year 1 (FY 2011)	Year 2 (FY 2012)	Year 3 (FY 2013)
			Cost	Cost	Cost
100 Services (Salaries)	A9	Community Engagement Coach (190 days) (salary)	\$44,970.00	\$44,970.00	\$44,970.00
	A6	Instructional Technology Specialist (190 days) (salary)	\$60,000.00	\$60,000.00	\$60,000.00
	A6	Math Turnaround Coach (GaDOE Specialist) (220 days) (salary)	\$74,000.00	\$74,000.00	\$74,000.00
	A6	Small Learning Community Facilitator (190 days) (salary)	\$21,000.00	\$21,000.00	\$21,000.00
	A6	Small Learning Community Teacher (190 days) (salary)	\$50,000.00	\$50,000.00	\$50,000.00
	A6	Transition Counselor (200 days) (salary)	\$54,270.00	\$54,270.00	\$54,270.00
	A4	GaDOE Leadership Training Stipends (\$200 x 4 days) (x10)(beyond contract)	\$8,000.00	\$8,000.00	\$8,000.00
	A3, A5	Academic Achievement Goals Reward (\$500, \$1000, \$1200) (x70)	\$35,000.00	\$70,000.00	\$84,000.00
	A3, A5	Attendance Goal Reward (\$500, \$1000, \$1200) (x70)	\$35,000.00	\$70,000.00	\$84,000.00
	A3, A5	Graduation Rate Reward (\$500, \$1000, \$1200) (x70)	\$35,000.00	\$70,000.00	\$84,000.00
	A10	Extended Learning Time (Summer/Before/After School Remediation, etc. Staff)	\$10,000.00	\$10,000.00	\$10,000.00
	A4	Professional Learning Stipends (off-contract hours/days)	\$15,000.00	\$15,000.00	\$15,000.00
	A4	Substitutes (100 days @ \$75/day) - multiple subs	\$7,500.00	\$7,500.00	\$7,500.00
	A10	Summer AP Camp Teacher (x2)		\$3,000.00	\$3,000.00
	A10	Summer Freshman Transition Seminar Teacher (x2)		\$3,000.00	\$3,000.00
	A10	Summer Leadership Advance (Retreat) Stipends (x20) (off contract hours/days)		\$6,000.00	\$6,000.00
	A10	Summer Math Academy Teacher (x2)		\$3,000.00	\$3,000.00
	A10	Summer Senior Technology Seminar Teacher (x2)		\$3,000.00	\$3,000.00
	A10	Summer Student Leadership Academy Teacher (x2)		\$3,000.00	\$3,000.00
	A4, B, C	Summer Teacher Academy Stipends (40 @ \$150 p/day) (off contract hours/days)	\$30,000.00	\$30,000.00	\$30,000.00
	A6	Transportation personnel (480 hours)	\$12,000.00	\$12,000.00	\$12,000.00
Object Total:			\$491,740.00	\$617,740.00	\$659,740.00

APPENDIX G

200 Benefits	A9	Community Engagement Coach (benefits)	\$15,930.00	\$15,930.00	\$15,930.00	
	A6	Instructional Technology Specialist (benefits)	\$21,254.00	\$21,254.00	\$21,254.00	
	A6	Math Turnaround Coach (benefits)	\$27,000.00	\$27,000.00	\$27,000.00	
	A6	Small Learning Community Facilitator (benefits)	\$7,500.00	\$7,500.00	\$7,500.00	
	A6	Small Learning Community Teacher (benefits)	\$12,783.00	\$12,783.00	\$12,783.00	
	A6	Transition Counselor (benefits)	\$19,230.00	\$19,230.00	\$19,230.00	
	A4	GaDOE Leadership Training Stipends (Benefits) (x10)	\$612.00	\$612.00	\$612.00	
	A3, A5	Academic Achievement Goals Reward (Benefits) (x70) (\$500, \$1000, \$1200)	\$2,678.00	\$5,355.00	\$6,426.00	
	A3, A5	Attendance Goal Reward (Benefits) (x70)(\$500, \$1000, \$1200)	\$2,678.00	\$5,355.00	\$6,426.00	
	A3, A5	Graduation Rate Reward (Benefits) (x70) (\$500, \$1000, \$1200)	\$2,678.00	\$5,355.00	\$6,426.00	
	A10	Extended Learning Time (benefits)	\$3,550.00	\$3,550.00	\$3,550.00	
	A4	Professional Learning Stipends (off-contract hours/days - Benefits)	\$1,148.00	\$1,148.00	\$1,148.00	
	A4	Substitute Benefits (100 days) (7.65 %) - multiple subs	\$575.00	\$575.00	\$575.00	
	A10	Summer AP Camp Teacher (x2) (Benefits)		\$230.00	\$230.00	
	A10	Summer Freshman Transition Seminar Teacher (x2) (Benefits)		\$230.00	\$230.00	
	A10	Summer Leadership Advance (Retreat) Stipend Benefits (x20 tchrs)		\$459.00	\$459.00	
	A10	Summer Math Academy Teacher (x2)		\$459.00	\$459.00	
	A10	Summer Senior Technology Seminar Teacher (x2)		\$230.00	\$230.00	
	A10	Summer Student Leadership Academy Teacher (x2)		\$230.00	\$230.00	
	A4, B, C	Summer Teacher Academy Stipends (Benefits x40)	\$2,295.00	\$2,295.00	\$2,295.00	
	A6	Transportation Personnel Benefits (7.65%) (480 hours)	\$920.00	\$920.00	\$920.00	
			Object Total:	\$120,831.00	\$130,700.00	\$133,913.00

APPENDIX G

300 Professional & Technical Services					
	A2	Assess 2 Know (Edusoft Assessment Tool to support test development & student growth information)	\$5,000.00	\$1,500.00	\$1,500.00
	A7	Consultants - Math and English Remediation and Enrichment	\$6,000.00	\$6,000.00	\$6,000.00
	A4, A7	Data & Leadership Consultant(s) (\$700/day) (60/45/30 days)	\$42,000.00	\$31,500.00	\$21,000.00
	A6, A7, A10	Dedicated Odysseyware Seats (x10) (x20) (x20)	\$9,000.00	\$18,000.00	\$18,000.00
	A2	Edusoft NRT Growth Model (expand modules for student/teacher data)		\$8,000.00	\$6,000.00
	A4	GaDOE Leadership Training (registration) (x10)		\$17,500.00	
	A4, A6	Gifted Consultant(s) to increase rigor and differentiation strategies (\$700/day)	\$7,000.00	\$3,500.00	\$2,100.00
	A4	GLISI Base Camp/Leadership Summit (x16 per year) (6 days per tchr/admin)	\$35,200.00	\$35,200.00	\$35,200.00
	A7	Intervention Consultant(s), i.e., Poverty, RTI, etc. (\$700/day)	\$7,000.00	\$5,000.00	\$3,500.00
	A4	Leadership Team Advance (Administrative Team Retreat)		\$2,000.00	\$2,000.00
	A2, A7	Learning Express Folio (Writing Assessment Prompts & Scoring Service)	\$13,700.00	\$11,000.00	\$9,500.00
	A4	Math - TI Math Forward Program (9 people, up to 31 days)	\$60,000.00		
	A4	Math - TI Summer Workshop (x9 persons)		\$2,930.00	\$2,930.00
	A4	Shared Inquiry Consultant and Staff Training		\$5,000.00	
	A4	Thinking Maps (GaDOE Consultant)	\$1,500.00	\$1,500.00	\$1,500.00
		Object Total:	\$186,400.00	\$148,630.00	\$109,230.00
500 Other Services					
	A4	GaDOE Leadership Training (travel) (x10)	\$300.00	\$300.00	\$300.00
	A4	GLISI Basecamp/Leadership Summit (travel) (x16)	\$1,600.00	\$1,600.00	\$1,600.00
	A9	Postage	\$1,500.00	\$1,500.00	\$1,500.00
		Object Total:	\$3,400.00	\$3,400.00	\$3,400.00
600 Supplies					
	A6, B(1c)	Books & Materials (to better support GPS core academic subjects)	\$19,000.00	\$4,000.00	\$15,000.00
	A9	Books and Audiovisual materials to support Parent and Community Engagement	\$5,000.00	\$3,000.00	\$3,000.00
	A3, A5, A9	Academic Awards	\$3,000.00	\$3,000.00	\$3,000.00
	A6, B(1c)	Small Learning Community Classroom Computers (x5) (x5) (x5)	\$6,400.00	\$6,400.00	\$6,400.00
	A6, B(1c)	Digital Cameras (x5) (x2) (x2)	\$1,000.00	\$400.00	\$400.00
	A6, B(1c)	Document Cameras (project live demonstrations and record audio and video of physical objects) (x10) (x10) (x16)	\$4,000.00	\$4,000.00	\$6,400.00
	A7	Document Scanner (for use with Edusoft assessment program)	\$500.00		
	A6, B(1c)	Broadcast Tuner (allow classroom projectors to display televised content) (x20) (x10)(x6)	\$7,000.00	\$3,500.00	\$2,100.00
	A6, B(1c)	Flip Digital Video Camera (x5) (x2) (x2)	\$1,000.00	\$400.00	\$400.00
	A6, B(1c)	Interactive Whiteboard with Projector & Audio (x20) (x10) (x6)	\$83,000.00	\$41,500.00	\$24,900.00
	A6, B(1c)	Wireless Digitizer Tablet (to support interactive whiteboards) (x20) (x10) (x6)	\$6,000.00	\$3,000.00	\$1,800.00
	A6, B(1c)	Laptop Computer with docking station (x20) (x10) (x6)	\$31,600.00	\$15,800.00	\$9,480.00
B(1c)	Projector Bulb Replacement (x20) (x50)		\$2,860.00	\$7,150.00	

APPENDIX G

	B(1c)	Replacement Interactive Board Pens/Tips		\$600.00	\$617.00
	B(1c)	Math - Calculator Batteries	\$1,000.00	\$500.00	\$500.00
	B(1c)	Math - Storage Case for TI Nspire (x6)	\$650.00		
	A6, B(1c)	Math - TI 30XS Multiview Calculators (10 kits of 10)	\$1,333.00		
	A6, B(1c)	Math - TI 30XS Multiview Supplemental Calculators (1 kit of 10)		\$140.00	\$140.00
	A6, B(1c)	Math - TI 30XS Smartview Emulator Software (x6)	\$480.00		
	A6, B(1c)	Math - TI 89 Titanium Graphing Calculators (x32)	\$4,500.00		
	A6, B(1c)	Math - TI 89 Titanium Supplemental Graphing Calculators (x4)		\$560.00	\$560.00
	A6, B(1c)	Math - TI Navigator 30 user	\$4,000.00		
	A6, B(1c)	Math - TI Navigator 6 user	\$3,600.00		
	A6, B(1c)	Math - TI Nspire class 30 (x6)	\$26,820.00		
	A6, B(1c)	Math - TI Nspire 10 pc	\$1,490.00		
	A6, B(1c)	Math - TI Nspire Supplemental Calculators (x2)		\$384.00	\$384.00
	A6, B(1c)	Math - TI Nspire Teacher Touchpad (x5)	\$1,170.00		
	A6	Math Manipulatives	\$2,000.00		
	A6	Walch Math I Student Workbook (x150) - non-consumable	\$2,600.00		
	A9	Parenting Night Supplies	\$1,000.00	\$1,000.00	\$2,000.00
	A4	Professional Learning Materials & Texts	\$2,000.00	\$2,000.00	\$3,000.00
	B(1c)	Teacher and Student Jump Drives	\$2,000.00	\$2,000.00	\$2,000.00
		Object Total:	\$222,143.00	\$95,044.00	\$89,231.00
700					
Property Capitalized Equipment	A9	Recognition Display (Acknowledge Student & Stakeholder Achievements)	\$7,500.00	\$5,500.00	\$5,500.00
		Object Total:	\$7,500.00	\$5,500.00	\$5,500.00
800					
Other Objects	A10	Transportation for extended learning (after school or non-scheduled instructional days) (\$2 per mile @ 11,000 miles - 3 buses)	\$22,000.00	\$22,000.00	\$22,000.00
		Object Total:	\$22,000.00	\$22,000.00	\$22,000.00
900					
Other Uses					
		Object Total:	\$0.00	\$0.00	\$0.00
		Total:	\$1,054,014.00	\$1,023,014.00	\$1,023,014.00
					TOTAL:
					\$3,100,042.00

APPENDIX H



Temple High School - Schedule SY2010 (previous school year)

Time		Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:21		1 st (51 min)				
9:25-10:16		2 nd (51 min)				
10:20-11:11		3 rd (51 min)				
11:15-12:06		4 th (51 min)				
12:10-1:40		5 th (51 min)				
-12:08-	Lunch 1	22 min				
-12:31-	Lunch 2	22 min				
-12:54-1:16	Lunch 3	22 min				
-1:17-1:40	Lunch 4	23 min				
1:44-2:35		6 th (51 min)				
2:39-3:30		7 th (51 min)				

APPENDIX H



Temple High School – Schedule SY2011

Time		Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:25		1 st (55 min)		1 st (55 min)		1 st (55 min)
9:29-10:24		2 nd (55 min)		2 nd (55 min)		2 nd (55 min)
10:28-11:23		3 rd (55 min)		3 rd (55 min)		3 rd (55 min)
11:27-12:48		4 th (60 min)		4 th (60 min)		4 th (60 min)
-11:23-	Lunch 1	20 min		20 min		20 min
-11:44-	Lunch 2	20 min		20 min		20 min
-12:05-	Lunch 3	20 min		20 min		20 min
-12:26-	Lunch 4	20 min		20 min		20 min
12:52-1:47		5 th (55 min)		5 th (55 min)		5 th (55 min)
1:51-2:46		6 th (55 min)	↓	6 th (55 min)	↓	6 th (55 min)
2:50-3:45		7 th (55 min)		7 th (55 min)		7 th (55 min)

Time	Lunch	Tuesday
8:30-10:00		1 st (90 min)
10:04-11:34		3 rd (90 min)
11:38-1:37		5 th (90 min)
-11:34-	Lunch 1	25 min
-12:00-	Lunch 2	25 min
-12:26-	Lunch 3	25 min
-12:52-1:17	Lunch 4	25 min
1:41-2:11		ELT (30 min)
2:15-3:45		7 th (90 min)

Time	Lunch	Thursday
7:30-9:00		Job Embedded
8:30-9:01		FLT (31 min)
9:05-10:45		2 nd (100 min)
10:49-11:34		ELT (45 min)
11:38-1:37		4 th (90 min)
-11:34-11:59	Lunch 1	25 min
-12:00-12:25	Lunch 2	25 min
-12:26-12:51	Lunch 3	25 min
-12:52-1:17	Lunch 4	25 min
1:41-2:11		ELT (30 min)
2:15-3:45		6 th (90 min)

ELT – Extended Learning Time

FLT – Flexible Learning Time