

Georgia Department of Education
School Improvement Grant 1003(g)

Part II: LEA Application FY 2013-Cohort 4

William H. Spencer High School

LEA Name: Muscogee County School District School Name: William H. Spencer High School	LEA Mailing Address: 2960 Macon Road Columbus, GA 31906
<p>LEA Contact and Coordinator (person responsible) for the School Improvement Grant:</p> <p>Name: Kim Jones</p> <p>Position and Office: Title I Director/ Title I Department</p> <p>Contact's Mailing Address:</p> <p>Telephone:</p> <p>Fax:</p> <p>Email Address:</p>	
Board Chairman (Print Name): Robert P. Varner	Telephone:
Signature of Board Chairman:	Date:
Superintendent (Printed Name): David F. Lewis	Telephone:
Signature of Superintendent: X_____	Date:
<p>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.</p>	

LEA Name: Muscogee County School District

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

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

SCHOOL NAME	NCES ID #	PRIORITY	INTERVENTION			
			turnaround	restart	closure	transformation
William H. Spencer High School	130387 001418	x				x

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

Funding Priority and Schools to be Served

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

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

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

Funding: Successful LEA applicants are awarded a minimum of \$50,000 and up to \$2,000,000 annually per school for the term of the grant. The Georgia Department of Education reserves the right to fund applications at a lesser amount if the grant application does not fully justify the budget expenditures.

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

Reporting and Evaluation Requirements

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

Fiscal Accountability

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

Program Accountability

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

Fiscal and Program Reporting Requirements

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

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

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

System

- Teacher attendance rate
4. The school is implementing the selected reform model with fidelity.
 5. The school is utilizing formative and summative assessments to provide continuous feedback to stakeholders and to identify those practices that are most promising in raising student achievement.

Application Instructions and Application Review

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

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

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

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

Application Review

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

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

LEA Capacity

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

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The LEA must demonstrate a rigorous recruiting, screening, and selection process that includes the following:

- A process for identification of potential providers;
 - A protocol for analysis of the connection between the provider's experience and the district and each school's comprehensive needs assessment;
 - A description of the provider's responsibilities and alignment with each school's needs, as well as the LEA and provider's shared accountability for the full and effective implementation of the intervention model and student achievement in the selected school
- ix. How will the LEA gather and share effective practices from the schools receiving SIG funds with other schools within the LEA?
- x. If the LEA has chosen not to apply for SIG 1003(g) funding for all of its eligible Priority Schools, the LEA must include a narrative discussing why the LEA does not have the capacity to serve all of its eligible schools with SIG 1003(g) funding and support.

For Spencer Data- see Appendix A.

The Transformation model was chosen for Spencer due to the large number of teachers that retired last year and are planning to retire this year. Additionally, the school district has changed the high school schedule to a seven (7) block schedule for the upcoming school year and will not require the number of teachers currently at Spencer. There will at least 10 teachers that are either on the displaced list or that will be non-renewed. The SIG eligible schools have been allowed to choose the teachers that they want to move out of the building based on their needs. The current principal has a large number of teachers on Professional Growth Plans which allows documentation for teacher removal, if needed. Because excess positions are being eliminated, there is a large amount of turnover in the LEA and the school; the grant team knew there would be significant turnover in the building without resorting to replacing 50% of the staff. The current principal was in place prior to July 1, 2011 and will be replaced.

ii.

The Muscogee County School District (MCSD) has the capacity to support and respond to SIG schools. The district has been involved in two prior SIG cohorts and has supported three SIG schools for the last four years. The SIG journey was a process in 2010 for the district office and many lessons were learned. The implementation of Cohort 2 was begun utilizing the experiences and was found to be a much smoother and faster transition than Cohort 1. With the Cohort 2 grant period coming to an end, the district has continued to use the lessons of Cohort 1 as preparations are made to close the Cohort 2 grant. Kendrick High School's program definitely reaped the rewards of a more seasoned district team. In those same years, the district implemented another significant grant, Race to the Top (RT3) and has

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used both experiences and additional resources to provide support to all of the SIG and Priority schools in our district.

The SIG and RT3 experiences have also been a significant growth and learning opportunity for the MCSD school board and its members. Through the first SIG cohorts, the board had to begin to allow for additional flexibility for the schools and recognize that fair and equal are not synonymous terms. However, the benefits and achievement gains that the schools gleaned convinced, and further committed, all stakeholders of the urgency needed in school turnaround efforts for failing schools. The district is particularly committed to the improvement efforts needed at the elementary level, most especially for the feeder schools to our Priority high schools. Over the last three years, SIG and RT3 schools have begun to meet regularly with their feeder schools to give dual feedback, visit each other's campuses, and discuss learning issues and concerns. This type of communication was previously unheard of in MCSD; feeder school interaction has been nurtured at all levels.

In the last two years school years, MCSD has instituted several district level systemic changes that are yielding positive results. The Division of Teaching and Learning (DTL) began working in a much more collaborative and purposeful fashion beginning in the fall of 2012, as a separate entity, and as a division within a district. DTL directors' meetings, led by the Chief Academic Officer, were opened to representatives from the Division of Student Services, which encompasses the Program for Exceptional Students and Guidance, the Division of Human Resources, the Division of Information Services (technology) and the Division of Finance, along with the various department directors in the DTL (Elementary Ed, Secondary Ed, Professional Learning, CTAE, Title I, Arts and Humanities, RT3, and SIG). These bi-monthly meetings have continued over the last two years and have proved invaluable in strengthening communication between and among DTL departments and other divisions in the MCSD. Another positive result of this collaboration has been a greater understanding of SIG initiatives and requirements for all divisions. The Georgia Department of Education (GaDOE) Specialist for RT3 began attending these meetings on a monthly basis in 2013-2014 which served to strengthen communication between MCSD and the GaDOE. With all district level departments represented in bi-monthly meetings, issues specific to schools can be addressed and proactive solutions have been more easily reached. This meeting has served as a district level "leadership team."

The Chief Academic Officer built a District Design Team of twenty (20) members that included teachers, academic coaches, principals, and directors from all the representative areas of MCSD in November of 2012. Team members worked to review all programs used across the district for fidelity and effectiveness. Using school based feedback and various forms of data for each initiative, the team was able to remove fifteen (15) programs/initiatives from the district agenda and streamline all reform efforts into five overarching areas of focus: data driven decision making, curriculum mapping, progress monitoring, differentiated instruction and instructional software. The common goal of all district led initiatives was to improve student achievement and to support schools in those efforts. A process was put into place for reviewing new programs at the district level and the team presented the findings, results and plans to the MCSD School Board, school principals and academic coaches in January 2013. The MCSD motto became "Good is the enemy of great."

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Between January 2013 and August 2013, the DTL and various other MCSD divisions planned training to support the renewed focus of the district. The DTL directors and instructional specialists were certified as data trainers by the Leadership and Learning Center in April and principals and academic coaches were trained at the MCSD Summer Teacher and Leader Academy in June. This data team training included the following steps: collect and analyze data, determine root causes and prioritize needs, develop SMART goals, formulate strategies, determine results indicators, monitor implementation, and gather artifacts and evidence. Out of that training a new School Improvement Plan format was adopted by the MCSD in order to align school data and school improvement goals with action plans, Response to Intervention (RTI) plans, professional learning plans, parent engagement plans and the funding sources that propel those plans. This allowed schools to align their improvement efforts to three or four overarching themes for the school year, thereby increasing the practicality of results.

During summer 2013, district math and ELA CCGPS curriculum maps were revised and district benchmark assessments were developed by district instructional specialists, academic coaches and teams of teachers. The elementary math maps and assessments were developed by a team of academic coaches that worked with an outside consultant who provided professional learning around selecting test items and tasks that are aligned to the curriculum maps, the CCGPS Progression Document, and to the rigor of the standards. The district purchased an item bank from the Silicon Valley Math Initiative (SVMI) and the team used released items from NAEP, Engage New York, PARCC, and Smarter Balance to build the assessments and maps. The first nine weeks of elementary math maps and the quarterly assessments are currently under the review of Phil Daro who was a co-writer for CCSS math. The elementary ELA maps and assessments were developed by a team of district instructional specialists and academic coaches and benchmark assessments were built from the Classworks item bank. The Secondary (6-12) maps and assessments were developed by the Secondary Education Instructional Specialists and teams of teachers that worked during the summer of 2013. Teachers used various CCSS resources for developing maps such as the Literacy Design Collaborative, the Math Design Collaborative, and the Gates Foundation. CUAs were developed using released test items from various CCSS resources (listed above) and Classworks.

In summer 2013, the DTL developed and distributed data team manuals in preparation for the implementation of data teams in the fall. All schools were assigned a district instructional specialist to support data teams in using the district assessment results to drive the RTI process of each school. The DTL and the Program for Exceptional students worked collaboratively with GaDOE to produce a district RTI manual. In August 2013, district-wide RTI training was held in conjunction with data certification training for academic coaches and content specific literacy training for all middle and high school co-teaching teams. All of this training has been monitored by DTL instructional specialists through weekly participation in school data team meetings throughout the 2013-2014 school year and “all in day” visits by teams of DTL directors. A district Professional Learning specialist was also assigned to monitor and report results for all co-teaching teams that were trained.

The Chief Academic Officer has held monthly meetings for academic coaches during the 2013-2014 school year in order to review progress with data teams, review district benchmark results, and offer a venue for problem solving and training. Academic Coaches have also been trained on Formative

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Instructional Practices (FIP) and completed the modules provided by the GaDOE. These meetings were scheduled separately for elementary, middle and high school coaches in order to focus on relevant needs for teachers and students at each level; there are plans for a vertical alignment meeting with all coaches before the 2013-2014 school year is over. Teams of coaches will meet, across grade levels and by feeder patterns, to discuss improving teaching and learning across the district.

During the 2013-2014 school year, the instructional specialists in the Elementary and Secondary Education Departments gathered, analyzed, and reported common benchmark results submitted by school data teams. The specialists, along with the MCSD Department of Research and Accountability worked collaboratively during the year to calculate the p-values of the district CUAs. During summer 2014, the CUA results will be compared to the spring test results to determine if the district CUAs were reliable predictors of student performance on the CRCT and EOCTs in each content area. Revisions will utilize the data gathered throughout the year, along with CRCT and EOCT results, domain data, and teacher feedback to inform the editing of test items and the assessments. The goal of the summer revisions will be to ensure that CUAs are closely aligned to the rigor of the standards and are valid indicators of standards mastery. The LEA is currently looking to purchase an item bank to facilitate the refinement of district CUAs.

The DTL worked in the spring and summer of 2013 to tier all the MCDS schools by the level of intervention needed to support improved student achievement in each building. Schools were moved “up the tiers” based on student test data, the competencies of the building administrators, and the accountability status of the school. All Priority, Alert, Focus and RT3 schools were placed in Tier IV to allow them the highest amount of support from each department in the district. In the fall of 2013, the DTL met with principals at each tier level and reviewed the support structures for their schools. Since that time, the directors of Elementary Education and Secondary Education have held quarterly meetings for Tier III and Tier IV schools to allow principals the time to discuss issues pertinent to their schools, share ideas for improvement, and report results. The feedback from principals has been positive and plans are in place to continue these efforts using the new 2014-2015 organizational structure.

Support for all Priority, Focus, Alert, and RT3 schools has included all of the efforts afforded the other schools plus an enhanced structure specific to their needs. The RT3 and SIG Administrators meet monthly with SIG and RT3 schools to monitor progress and non-negotiables and to increase communication between the schools and the LEA. The grant administrators attend all GaDOE quarterly monitorings for each school with additional DTL directors and instructional specialists attending, as available. The Kendrick SIG administrator is housed at Kendrick High School and supports the school daily on all SIG initiatives including instruction, Leadership Team function and Indistar. RT3 funds provide a district science coach that has worked with teachers and coaches at each of the schools in an effort to improve science instruction.

Each school has a Title I instructional specialist and/or the RT3 science coach assigned to the school to attend all Leadership Team meetings, to monitor and support Indistar, and to provide instructional support to the academic coaches and administrators, as needed. The assigned specialist also works with the Title I director and RT3 administrator to monitor accountability status non-negotiables,

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School Improvement Plans, parenting programs, Title I/RT3 paid employees, and Increased Learning Time/Flexible Learning Programs. The DTL directors and instructional specialists also participate in group focus walks organized by the Elementary and Secondary Education Departments. The Professional Learning department provides a district mentor for teachers in years one to three of service and/or teachers in need of additional assistance. The school administrators, the RT3 administrator, the SIG administrator, and the Title I director work cooperatively to resolve issues, as they occur, and facilitate communication with Elementary and Secondary Education, Research and Accountability, CTAE, Human Resources, Finance, Student Support Services, The Program for Exceptional Students and the Division of Information Services.

In the last two years, the acting MCSD superintendents, board members and the Division of Human Resources have demonstrated a strong commitment to turn around leader competencies and school improvement in all schools. Between June 2012 and April 2014, eight principals have been asked to take assistant principal positions or return to the classroom; half of those principals were at accountability status schools. The majority of assistant principals at the elementary and middle school levels have been moved to different locations in an effort to expand their experience, initiate improved performance, or provide a different mentor. MCSD is committed to the education of children.

For the 2014-2015 school year, the MCSD will be reorganizing to provide even more specific and direct services to schools. The district will be divided into three area specific regions: west, central, and east. Each region will have a Region Chief that will be responsible for direct supervision of each school's improvement efforts within that area. Title I schools will share teams of content specific academic coaches in order to stretch a proposed reduction in Title I funding. Title II A specialists will work with schools based on school needs and will continue the district mentoring program for new teachers. At the central office level, elementary and secondary instructional specialists will be replaced with K-12 content specialists to include: math, science, social studies, literacy, world languages, and acceleration. These specialists will be responsible for working with content area coaches and schools to improve curriculum, write and administer district assessments, progress monitor school data, and support region chiefs and school administrators.

The LEA SIG team is comprised of members from all areas of MCSD. The grant team is chaired by the LEA grant director and includes: the Assistant Superintendent, the Chief Academic Officer, a Human Resources director, the SPED director, the Title I director, the Professional Learning director, a representative from the Division of Information Services, the Elementary Education director, the Secondary Education director, the RT3 administrator, the CTAE director, a Finance director, and a representative from School Nutrition. This team meets regularly to review proposed grants and review school progress. The Title I director is the SIG contact person. There will be two Title I program specialists at the district level for accountability that will be responsible for monitoring and supporting accountability status schools on non-negotiables, Indistar, Flexible Learning Programs, Increased Learning Time. A district Title I parenting program specialist to support the parenting engagement portion of the grants. Additionally, the schools will have a region based Title I program specialist available to each of them. (a SIG support chart is included at the end of this section)

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As stated earlier, SIG funds, if awarded, will be used to hire a school based SIG administrator for each building to support implementation of the grant and sustain school improvement efforts in the building. These administrators will each work closely with the academic coaches and school principals on instructional leadership responsibilities including: implementation of SIG initiatives, compliance with SIG non-negotiables, coordination of professional learning, supervision of external providers, implementation of TKES, utilization Indistar, and communication between the school and the LEA. The SIG administrator will also be responsible for overseeing the budget (including PR and payroll submission, and inventory control) and writing amendments for the grant. This position will report to the SIG principal and the Title I director.

The SIG administrator will be responsible for organizing weekly monitoring of ILT. The monitoring team will include the building administrators and the SIG and Title I content coaches. This focus walk will specifically monitor ILT for quality factors to include: utilization of research based instruction, differentiation, rigor, student engagement, teacher feedback and evidence of student led progress monitoring. A quarterly monitoring of ILT will be organized by the Title I department and will evaluate the same areas. The monitoring team will consist of the building principal, the SIG administrator, the SIG and Title I content coaches, the Title I director, the region Title I program specialist, and the Title I accountability specialists. Additionally, a student feedback survey will be conducted each semester and test data will be analyzed to correlate student achievement data to ILT course placements.

The individual competencies needed for the school based SIG administrator positions are demonstrated instructional leadership abilities, strong organizational and written/verbal communication skills, proven collaboration proficiencies, extensive data analysis experience, successful experience with Title I and/or SIG fiscal management, knowledge of the MCS D budgeting process; SIG and Indistar experience are preferable.

SIG is currently housed within the Title I department as all purchases and payrolls go through the Title I director. The Title I director will act as the district SIG coordinator and will monitor budgets and spending, conduct monthly LEA meetings, collaborate with Finance, initiate board items, and act as the liaison to the GaDOE. The SIG funded grant administrators and the Title I director will attend LEA monitoring meetings, GaDOE quarterly monitorings and grant committee meetings on SIG to report progress and issues.

iii.

Meetings with stakeholders were held at each school in March and April 2014 to gather input and relay information. Digital and/or paper surveys were distributed to faculty and staff, parents, community members, alumni associations, and students at each school. The results of the surveys were tabulated in order to inform the writing of the grant team. The Title I director and/or school principals met with the Local School Councils to discuss the grant applications and answer questions and concerns.

The superintendent met with school board members prior to application and the Chief Academic Officer reviewed SIG requirements and the application process with the school board at the April

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2014 board work session. The Chief Academic Officer reviewed the grant components with the superintendent and board chairman in preparation for grant submission.

iv.

The LEA is going to recruit and select SIG school staff with utmost diligence. Each grant has recruitment and retention incentives to attract and keep the most qualified applicants and staff. Recruitment bonuses are listed in the advertisements and applicants are informed of rewards at the interview. Bonuses are awarded in two disbursements; one in December and one in May.

The Human Resources Division of MCSD works diligently to recruit the most highly qualified applicants for the SIG schools. HR has a recruiting staff that travels during the year to job fairs and college campuses in an effort to recruit teachers for hard-to-fill positions. They also hold an annual job fair in the spring where teacher candidates can meet school administrators and distribute resumes. HR continues their support by providing professional learning and executive coaching to new administrators and are readily available to administrators as needed.

HR recognizes the importance of allowing SIG schools to hire early and has allowed SIG/Priority schools to interview first so they could offer jobs as soon as positions could be offered. The MCSD is fortunate to have a Human Resources Chief that is very committed to schools and children. It is not unusual for the Chief of Human Resources to contact a SIG principal upon receiving a promising application for hard to fill positions (for example, a Hi-Q Special Education teacher). HR makes it a practice each spring to contact the Title I director if school staff members apply for an in-district transfer to determine if the applicant has completed the three years of service that they are asked to commit when hired in a SIG school. The MCSD Human Resources Division is to be commended for their efforts on behalf of SIG schools in the last four years.

SIG principal positions were advertised separately in 2014 to ensure that candidates realize the additional responsibility and accountability required of SIG principals. Principal candidates will be selected using the Turnaround Leaders competencies checklist and a panel interview process. The panel will be comprised of various members of the grant committee. The superintendent and the committee understand the importance of placing the right leader in schools that need the most interventions.

MCSD also has a new teacher and leader induction program that is exemplary. Teachers new to the district are assigned a district mentor for the first three years with the district and a TSS endorsed mentor at the school level. Teachers and principals can call on these mentors when they need resources or reinforcement in the early years of service with the district. SIG schools have the added bonus of offering job-embedded professional learning that can prove invaluable to new teachers. Teachers in SIG schools have opportunities for training on cutting edge, best practice strategies that other teachers will not receive in their schools. They also have opportunities to attend national conferences and gather ideas from teachers and trainers from all over the United States. In the most successful SIG schools, the district has found that the teachers choose to stay at the end of the grant period because they are invested in the success of the grant and in their students.

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The MCSD leader mentoring program provides an executive coach to new principals in the district. This coach works with the new principal to discuss issues, problem solve and provide encouragement along the way. The role of principal can often be a solitary one, but this program provides an informed resource that can be called to provide input or simply give operating procedures and guidance. The SIG principal is also fortunate in the professional learning opportunities that can potentially be provided with SIG funds. Many principals benefit from leadership coaching that can be provided through external providers. Many times these providers are former principals that can lend another “set of eyes” to a principal and can mentor and coach principals on resolving issues in the school. The advantage to a consultant is that they can devote windows of time to be in the schools and work on-site with principals to build their leadership skills or simply give them the benefit of their experiences as a leader. A new mentoring opportunity available to principals in this cohort is the availability of the Region Chief assigned to each of them.

v.

MCSD will use a variety of measures to monitor progress toward goals in SIG schools. For one, the site based SIG administrator will monitor the district benchmark assessments results and work with academic coaches to ensure that teachers are differentiating instruction and scaffolding instruction and interventions to support student success. The principal and other school administrators will collaborate with each other and the academic coaches on focus walks and TKES observations. The LEA has found that when teams discuss teacher observations around specific TAPs from multiple perspectives, the practice seems to “standardize” feedback in the building. This strategy also results in a more even TKES rating distribution and improved instructional practices in the building.

The Title I director will hold monthly LEA monitoring meetings with SIG principals and site-based SIG administrators to monitor SIG implementation, Indistar usage, and school progress. This practice was started with Cohort 1 and 2 schools and allows the schools to share ideas with each other and give feedback to district support staff. This meeting provides a structured time to communicate and confirm that everyone is on the “same page” about upcoming events and deadlines. In 2013-2014, the meeting format was changed to teleconferencing which allowed the principals to remain in their buildings. Informal stakeholder feedback has indicated that this change was, overall, a positive one for principals and the current SIG and RT3 administrators find it more conducive for scheduling.

At the district level, the Title I department will have accountability specialists assigned to the SIG schools in order to monitor Indistar and attend Leadership Team meetings. These program specialists will track school data for attendance, discipline, course pass rates, parent contacts, RTI referrals and interventions, and classroom observation data. The program specialists will work with the grant administrators, the Title I director, the DTL, school administrators and academic coaches to find proactive solutions when needed.

The Region Chief will also monitor the school data, attend monitorings and Leadership Team meetings and assist with school improvement efforts. The team of specialists from the Program for Exceptional Students, the Special Ed director, the Professional Learning director and the curriculum directors will also be available resources to the school and the grant team supporting the school. The

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Region Chief, the principal, the school grant administrator and the Title I director will work in collaboration to incorporate all SIG initiatives and monitor their implementation. The grant administrator will deliver onsite monitoring of the external partners and report results to the principal and the Leadership Team at the bi-weekly meetings.

vi.

Each reform effort in the grant has a capacity building feature that is explained in the body of the application, however, the overarching goal of the instructional improvements and professional learning is to build teacher leaders in each school that will be able to sustain the work after the grant period. Academic Coaches will train department chairs/grade level content specific leads to run data teams that utilize formative and summative assessment data to inform planning and delivery of instruction. Each grant is to identify and train several competent teacher leaders in all areas, including technology integration, to continue the work when the grant period has ended. Ideally, there will be Title I funds to sustain one on-site academic coach per content area at the high school level and at least one site based academic coach at the elementary level.

However, if Title I funds are not available to sustain that level of support, the schools will share content specific academic coaches with a cluster of schools within their region by combining Title allocations and department/grade level content specific teacher leaders, who were trained by the coaches during the grant period, will lead the established professional learning communities when the SIG funding period has ended. These teacher leaders can mentor and grow newly hired staff and facilitate on-site professional learning to sustain the improvements afforded by the grants. The shared Title I coaches will monitor instruction, provide feedback to the teacher leads, and offer additional professional learning in the buildings. District level personnel for curriculum, professional learning, and Title I will be available to provide instructional support, as well.

Any purchased technology equipment will be covered under the Virtucom contracts with the MCS D which provide for a “refresh” of equipment every five years. The Technology Specialists will work closely with the media specialists in each building throughout the grant periods to prepare them to assume the inventory responsibilities when the grants are over; the district Title I technician will monitor SIG inventory for the grant period. Title I will acquire the technology inventory at the end grant funding and the Title I technician will continue to monitor the technology equipment in each building, along with the district internal auditors. The media specialist and at least one other building representative will be chosen in each school to work closely with the Technology Specialist to receive additional technology training and provide additional peer assistance to teachers that need it. Additionally, the schools will have region academic coaches and a region Technology Integration Specialist available to them during and after the grant period.

The continuation of PBIS in each school will reside with the members of the school leadership teams and the assistant principals in charge of discipline. Each school’s leadership team will monitor discipline data during and members will decide who will assume the responsibility for monitoring PBIS and discipline data when the grant is over. The MCS D is working in collaboration with Georgia Appleseed and GaDOE to pilot PBIS in the district beginning in 2014-2015. The plan of the LEA’s PBIS team is to have thirty (30) schools with operational PBIS programs by 2016-2017. The three

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SIG schools will have the support afforded by the district PBIS team and the Cohort 1 PBIS schools during and after SIG.

Post SIG, the Family Services Coordinators for each school will be sustained and/or shared using Title I funds; if funds are not available, a parenting liaison will be selected in each school. School attendance procedures and reinforcers will be routine after three years and will be continued and extended by school attendance clerks, FSCs, teachers, guidance counselors and social workers. The schools will continue to engage families by regularly communicating student progress to parents in multiple ways, providing training and support to families, and encouraging family participation in school events by maintaining a welcoming environment. The district Program for Exceptional Students and Title I department have LEA parenting liaisons that offer free training, support, and resources to parents and help schools to build and extend their parenting programs.

Additionally, each school currently has strong connections to the community through active Partners in Education, Local School Councils, and Alumni Associations and the support of local businesses and schools such as Columbus Technical College and Columbus State University which will all provide resources for the schools during and after the grant. A large part of the work during the grant period will be to extend those partnerships within the community and build new ones to ensure that programs begun during the grants, such as after school programs, academic field trips, and dual enrollment, remain in place when federal funds are depleted.

As a district, the principal pool for turn-around leaders will be strengthened by having three SIG administrators ready to tackle low achieving schools and replicate this work in other MCSD schools when the grant period is over. The building SIG administrators will implement a fiscally significant grant, fully participate in the instructional and operational aspects of school administration, build use, documentation and budgeting skills while they are, simultaneously, mentored by a transformational leader and receive external partner leadership training. This environment is a Utopia setting to grow leadership skills and to nurture future principals capable of transforming schools.

MCSD will be participating in the RT3 extension option. Jordan, Spencer, Eddy and Baker will no longer be considered "RT3/LAS schools," and the RT3 administrator will no longer work directly with those schools. However, the availability of this funding and the RT3 administrator for another year will prove invaluable to the LEA and SIG. The RT3 administrator and science coach will remain in the central office to administer SLOs and monitor TKES/LKES implementation. During the 2014-2015 school year, the gradual release of SLOs and TKES/LKES to the DTL and Human Resources will begin and the RT3 administrator will continue the training of various departments in preparation for the end of the grant period in December 2015. Refinement of SLOs and TKES/LKES will continue to be an on-going process for administrators and teachers. The DTL curriculum specialists and directors will work collectively with the Region Chiefs and other departments to continue the efforts begun with RT3 when funding is expended.

The RT3 administrator will also continue to be a resource to the SIG administrators and the Title I accountability specialists. The current RT3 administrator has experience with LEA monitoring protocols for SIG/RT3 schools and can provide support to SIG Cohort 4 for continuing and improving

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this process. In addition, the MCS D has three administrators, including the Title I director, with district level SIG experience and five administrators, including one of the region chiefs, with building level SIG experience; these individuals will be resources for the LEA and SIG principals, administrators and staff. The district also has multiple administrators and academic coaches with Indistar experience who are able to assist the Cohort 4 schools with Indistar usage and documentation as needed.

vii.

The LEA will work diligently to remove barriers to the work of SIG in each school. The district has shown a pattern of working with schools and the GaDOE to remove barriers for principals. District superintendents have moved quickly in many cases to hire quickly for positions, make administrative moves, alter policies for SIG schools when needed and has demonstrated a deep commitment to the improvement of schools. The grants have strong removal policies in them that Human Resources and the superintendent have agreed to enforce. The superintendent has a strong connection with the school board and works diligently to maintain relationships and gain their support through constant two-way communication. The board members are made aware of changes before they happen and have expressed repeatedly their confidence in the superintendent's leadership and vision.

viii.

The LEA currently has a vendor selection process in place. As mentioned earlier, a district focus has become data driven decision making. Schools that want to use vendors must submit a proposal to the DTL funding source and the Elementary and/or Secondary Education departments. The proposal asks the school to align their data, goals, and needs with their School Improvement Plan (or School Improvement Grant) and to list potential vendors, their services, their costs, the services and resources included in the costs, and an analysis of the strengths and weaknesses of each vendor in meeting the identified needs of the school. In the SIG schools, the building SIG administrator will be responsible for reviewing and preparing the information on vendors and the school Leadership Team will determine the vendor that the school would like to use.

Within the proposal, each vendor must provide a written explanation of the services they offer to meet the identified needs of the school, a description of previous work done to address similar needs in comparable schools or districts and provide data from those districts to support their services. The vendors must also provide reference information to validate the vendor's services and data. Vendors that have a previous service history with the district do not need to provide references or data. In the SIG schools, the building SIG administrator will be responsible for reviewing and preparing the information on vendors and the school Leadership Team will determine the vendor that the school would like to use. In the district reorganization plan, the Region Chief and the funding source director will review and authorize the final selection of the school.

MCS D has always written contracts for providers that list the services the provider will deliver. The district learned with SIG that holding vendors to their promises was critical to results. This is another example of "lessons learned." With the cohort 2 school, the district demanded and received more of the promised services from the major external partner through instituting various protocols such as sign in sheets, staff surveys, and quarterly meetings to discuss the work of the external partners. Both

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cohorts in years two and three branched out to additional vendors that offered services tailored to each school's specific needs. The area of growth for MCSD is the inclusion of school obligations in contracts. SIG contracts will include a shared accountability section for implementation that the school principal will sign and be held accountable for. Contracts will also include student achievement goals for the areas of concentration.

ix.

This is another area where experience with SIG has helped the LEA to grow; MCSD is a better district because of SIG. SIG has been an "eye opener" for some of the "high achieving" schools in our district. When SIG schools are outranking schools that are considered the "better" schools... principals take notice. When "low achieving schools" are five percentage points from "the best schools,".... SIG is changing lives in Muscogee County. Non-SIG principals are calling the SIG principals to ask what they are doing and they are visiting the schools to see instruction.

MCSD has and will continue to allow SIG schools the opportunity to share strategies that are working in their schools. The LEA monthly meetings are already a place where the principals share ideas with one another. SIG principals will continue to extend their experiences to other schools through region meetings and trainings. SIG principals and staff will provide professional development to non-SIG principals and feeder schools. The academic coaches, both the school based ones and the ones that are shared among Title I schools, will participate in SIG trainings and redeliver professional learning to non-SIG schools and share strategies at district led academic coach meetings. Feeder school staffs will be allowed to attend professional learning sessions at SIG schools and the DTL directors and/or program specialists will attend trainings and redeliver to schools with the same needs. If the district can have the opportunity to extend the work, it can use the experience to continue to train other schools in the strategies that are working in SIG schools

The work done with SIG funds in MCSD has been significant and has created the desire to carry the work further. SIG has gratefully caused adults to be uncomfortable. SIG has forced schools and the district to examine what is important. SIG has changed the district forever, and, most poignantly, at the district level. It is the schools that have achieved the least that hammered the LEA with the most impactful lessons. It is unacceptable to not be about changing the lives of children no matter the cost to adults and the status quo. It is unacceptable to allow elementary and middle schools to languish and expect all of the heavy lifting to come from the high schools. SIG has changed our expectations of students and of each other. The successes in the SIG schools have forced other schools to quit making excuses.

The litmus test of change, however, is sustainability. MCSD implores the committee to consider several factors. The district has demonstrated overall success in SIG schools through CCRPI scores, graduation rates, and test scores. The LEA and the schools have demonstrated a commitment to change and a pattern of compliance over the last four years between RT3 and SIG. It is much harder to sustain change than to begin it; MCSD students deserve continued hope of change in our lowest achieving schools. It is imperative that the work continue and that it extend to the lowest achieving elementary schools. Sixty three percent of students that do not graduate are sentenced to prison and students from poverty that cannot read on grade level by third grade are destined to never finish high school.

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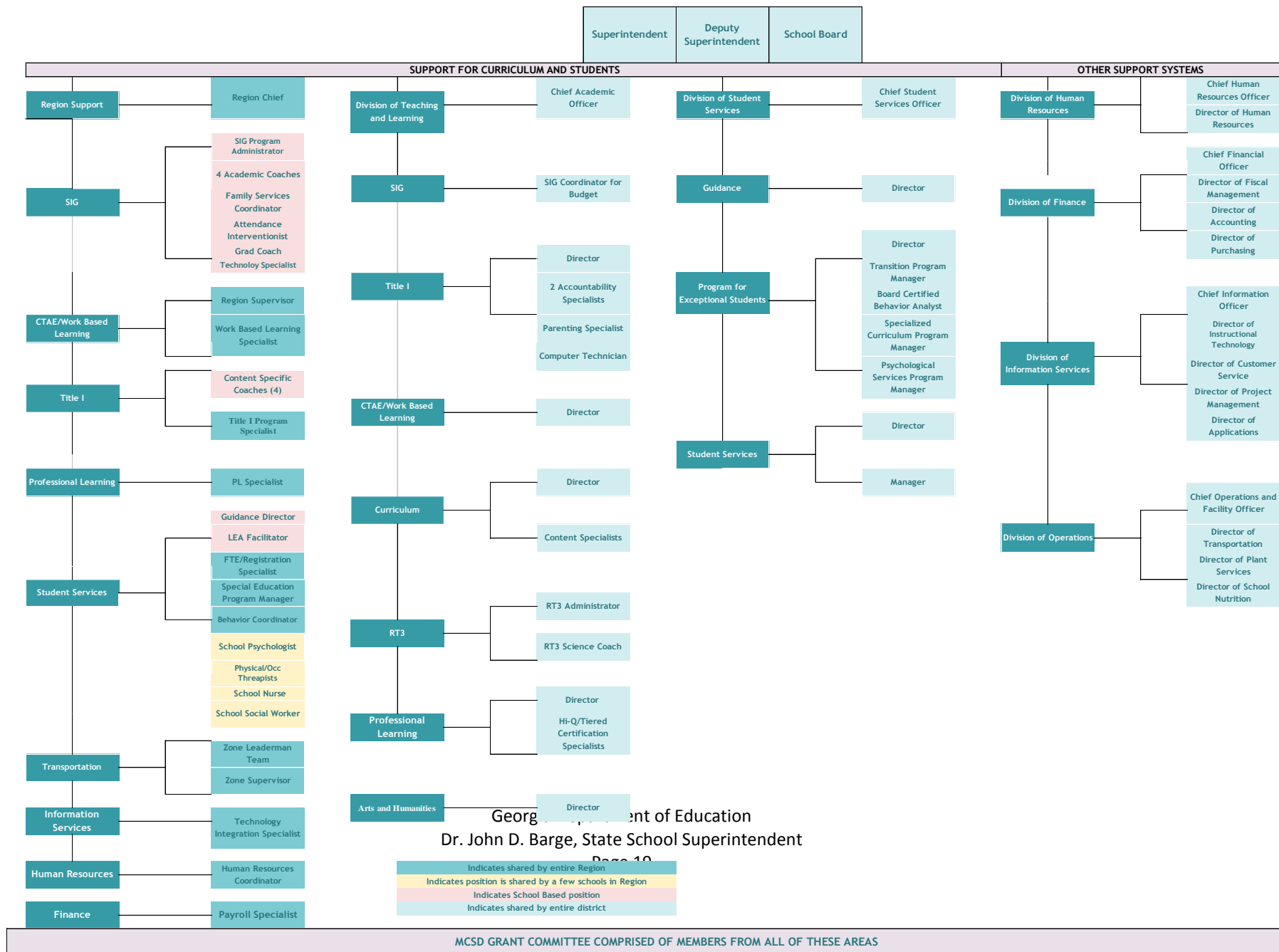
MCSD is a county that experiences large pockets of poverty; thirty-nine (39) of our fifty-four (54) schools qualify for 100% free and reduced lunches under the Community Eligibility Provision (CEP). There is generational wealth in Columbus, but that only seems to make the areas of severe, generational poverty more hopeless. The locations of the accountability status schools in MCSD only seems to widen the poverty gap between the “haves” and the “have nots” in Columbus. Education is the great, and only, equalizer; it is the singular chance many students have to break the cycle of poverty in their lives.

x.

The LEA has chosen to apply for all eligible schools except Cusseta Road Elementary School. The district is not applying for Cusseta Road because the school is closing at the end of the school year. Muscogee Elementary School is also closing and a new elementary school, Dorothy Heights Elementary, will open for 2014-2015 to replace both schools.

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SUPPORT FOR SIG SCHOOLS



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

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

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

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

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

The LEA must assure that it will—

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

Georgia Specific Assurances

The LEA must assure that it will—

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

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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. NOT APPLICABLE FOR PRIORITY SCHOOLS

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

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

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LEA Name: Muscogee County School District
School: William H. Spencer High School

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

A1. Replace the principal and grant the newly hired principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.

Comprehensive School Reform: Common Issues and Lessons Learned for Improving Low-Performing Schools, (Duttweiler, 2003) reported results of a study done by the National Dropout Prevention Center (NDPC) which determined lack of leadership skills of the building administrator as a key impediment to school achievement and graduation rates. In Visible Learning, John Hattie's (2009) meta-analysis of research data on student achievement found school leaders to be classified into two categories: transformational leaders and instructional leaders. Transformational leaders were defined as leaders that motivate and inspire teachers to focus on commitment and moral purpose, while instructional leaders were defined as focusing on disruption free environments, clear achievement targets, and rigorous goals. In the work analyzed by Hattie, instructional leaders were found to be the most effective in improving achievement.

The current principal was hired prior to July 1, 2011 and will be replaced as is required by SIG Cohort 4 guidelines. The Muscogee County School District Superintendent, Chief Academic Officer, Assistant Superintendent and Director of Elementary Education will meet and interview prospective candidates and make a recommendation to the Board of Education. There will also be a GaDOE School Improvement Specialist, a lead when available, on any panel for hiring the school administrators or SIG employees. The chosen candidate will be driven for results (sets high goals, takes initiative, is relentless to succeed), a problem solver (utilizes data to identify and solve problems, confident (uses failure to initiate problem solving and does not make excuses for failure) and possess the ability to influence others (influences immediate action toward school goals)

The Muscogee County School District (MCSD) and School Board are committed to providing the principal with operational flexibility to improve student outcomes to include: flexibility with school calendar to offer increased learning time for teachers and students, support for staffing, and additional district level support for implementation of the grant initiatives.

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A2. Implement the Teacher and Leader Effectiveness Systems (TKES/LKES) as a method to improve teacher and leader effectiveness in the school building.

Teacher and Leader Effectiveness Systems (TKES/LKES) was implemented district wide for the 2012-2013 school year. The district is committed to utilizing this evaluation instrument and provides teachers and administrators with ample opportunities to participate in training for utilizing the evaluation rubric and refining implementation through shared discussion and district feedback on results.

The principal and other school administrators will collaborate with each other and academic coaches on focus walks and TKES observations. The LEA has found that when teams discuss teacher observations around specific TAPs from multiple perspectives, it seems to “standardize” feedback in the building. This practice seems to result in more evenly distributed, less inflated TKES scores and improved instructional practices in the building.

School staff will develop individual professional growth plans at Spencer that differentiate professional learning needs based on TKES performance standards and work with academic coaches and administrators to improve teaching and learning for all students. Building administrators will be evaluated by LKES and will be provided district and school based support as appropriate.

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.

Teachers, administrators and staff members will receive monetary incentives based on their evaluations, specific school improvements and/or achievement of students. These incentives will only be offered during the grant period from Year 1-Year 3. The first award is based on data from June 2014 compared to June 2015. No monetary awards are identified for years occurring after the School Improvement Grant.

TKES/LKES Evaluated Staff:

Teachers who receive two (2) or more “exemplary” ratings out of the ten (10) Teacher Assessment on Performance Standards (TAPS) through the Teacher Keys Effectiveness Systems (TKES) and up to eight (8) “proficient” ratings (no “ineffective” or “needs development” ratings) will be eligible for a \$1,000 reward. This award is tied to student achievement through the Student Growth and Academic Achievement Score. A SIG award tied to TKES/LKES has been mandated by GaDOE for the last two years.

Building administrators who receive one (1) or more “exemplary” rating on the eight Leader Assessment of Performance Standards (LAPS) through the Leader Keys Effectiveness System (LKES) and up to seven (7) “proficient” ratings (no “ineffective” or “needs development

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ratings) will be eligible for an \$1,000 reward. This award is tied to student achievement through the Student Growth and Academic Achievement Score. A SIG award tied to TKES/LKES has been mandated by GaDOE for the last two years.

- Eligible participants evaluated using TKES or LKES that did not complete a full year will receive a pro-rated incentive based on the percentage of worked days in the contract year.
- Eligible participants evaluated using TKES or LKES that did not work full time at Spencer will receive a prorated incentive based on the percentage of the work week spent at Spencer on the district comparability report.

Non-TKES/LKES evaluated staff incentives for specified positions:

- Certified staff members not evaluated using TKES or LKES (counselors, coaches, media specialist) will be eligible for a \$1,000 reward based on an increase in student graduation 10 percentage points for 2015 and 2016 as reported by the Georgia Department of Education.
- Certified staff members not evaluated using TKES or LKES (counselors, coaches, media specialist) will be eligible for a \$1,000 reward based on a graduation rate of 83.7% for 2017 as reported by the Georgia Department of Education.
- Staff members must not receive any “unsatisfactory” ratings on performance evaluations to be eligible for an incentive. (Evaluations are based on an MCSD performance rubric)
- Eligible participants not evaluated using TKES or LKES that did not complete a full year at Spencer will receive a pro-rated incentive based on the percentage of worked days in the contract year.
- Eligible participants not evaluated using TKES or LKES that did not work full time at Spencer will receive a prorated incentive based on the percentage of the work week spent at Spencer based on the district comparability report.

Certified and Classified Staff-Based on EOCT Scores

- All Spencer High School staff are eligible to receive a tiered incentive/reward based on the information found below in the following tables.
- Staff members must not receive any “unsatisfactory” or “ineffective” ratings on performance evaluations to be eligible for an incentive.
- Certified employees are defined as: principals, assistant principals, CTAE supervisors, school based SIG administrator, teachers, academic coaches, counselors, media specialists. Classified employees are defined as: all secretarial staff, paraprofessionals, custodians, cafeteria workers.

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- Eligible participants that did not complete a full year at Spencer will receive a pro-rated incentive based on the percentage of worked days in the contract year.
- Eligible participants that did not work full time at Spencer will receive a prorated incentive based on the percentage of the work week spent at Spencer based on the district comparability report.

Performance targets are defined and dispersed as follows:

EOCT	2012-2013 Scores	2014-2015 Target	2015-2016 Target	2016-2017 Target
CCGPS Algebra	25.1	45.0	58.7	68.7
CCGPS Geometry	N/A	at or above state average	at or above state average	at or above state average
9th Grade Literature	76.5	81.5	86.5	91.1
American Literature	82.8	87.8	90.9	93.9
Biology	69.6	75.6	80.7	84.7
Physical Science	72.6	79.6	83.6	87.5
US History	38.4	58.4	75.4	82.5
Economics	45.1	67.1	77.1	86.4

All incentives in this category will be based on rate comparisons for one year. (Year 1: June 2014 and June 2015 data). EOCT rewards are based on raw data from students that took the test at Spencer and do not include: re-test scores, GAA scores, or FAY calculations.

Performance Target Achieved on 4/8 EOCTs	Performance Target Achieved on 5/8 EOCTs	Performance Target Achieved on 6/8 EOCTs	Performance Target Achieved on 7/8 EOCTs	Performance Target Achieved on 8/8 EOCTs
Full-time Certified Staff	Full-time Certified Staff	Full-time Certified Staff	Full-time Certified Staff	Full-time Certified Staff
\$200	\$400	\$600	\$800	\$1,000
Full-Time Classified Staff	Full-Time Classified Staff	Full-Time Classified Staff	Full-Time Classified Staff	Full-Time Classified Staff
\$100	\$200	\$300	\$400	\$500

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

Areas for improvement identified in 2013 GADOE GAPSS Analysis

A team from GaDOE completed a GAPSS Analysis Review at Spence High in November 2012. During this review they identified Target Areas for Improvement. Some of the main areas identified for improvement were rigor, higher order thinking skills, questioning techniques, utilizing assessments and student self-assessment, The GAPSS team further suggested teachers work on active engagement of students.

Selected professional learning topics are correlated to the identified student needs of Spencer. These needs have been and will continue to be identified through TKES and the January 2013 GAPSS Analysis conducted by GaDOE. All training will be conducted during common planning blocks; some training may also occur prior to pre-planning days each year, however one of the goals of the school is to individualize training to correspond to each teacher's specific needs.

Individualized Professional Learning for Teachers

- Personalized PGP- Each teacher will collaboratively with their evaluator complete a Professional Growth Plan based on data from their TKES evaluation.
- Academic Coaches and Online Tools- The teacher and the administrator will develop a plan to address the goals in these PGP's through the utilization of the academic coaches and through PD360 (School Improvement Network) and PD In Focus (ASCD). These goals will be revisited and adjusted as necessary. PD360 will be purchased by the district and In-Focus will be purchased using SIG funds.

Data Team Training

There will be a heavy emphasis on building and utilizing assessments to differentiate in the classroom and provide support structures for struggling students. Teachers will use district and school common unit assessments in order to determine needs of students. Teachers will plan instruction around these needs and focus on engaging students in meaningful tasks and assignments versus using worksheets or lecture driven instructional practices.

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- Academic Coaches- Teachers will work with academic coaches and external partners to incorporate research based best practice strategies in the classroom
- Data Team Consultant- A consultant will be hired with SIG funds to work with the content coaches and teachers on analyzing data, determining root causes,

Strategies for Engaging Students

Many students living in poverty need interventions to support their academic achievement. Students may be distracted and unmotivated (Jenson, 2009) or require additional strategies to allow them access a higher level of rigor and cognition.

- Students Engagement Consultant – A consultant will be hired to train teachers on the challenges students in poverty face and the latest research on brains and learning. Training will cover relationship building, classroom organization, exercise and the brain, building status, hope and community.
- Powerful Strategies Consultant- a consultant will provide training on powerful strategies for learning based on student needs. Teachers will learn to identify student misconceptions and areas of strengths and needs and to differentiate and scaffold instruction

Strategies for Supporting in Science and Social Studies

EOCT scores in science and social studies have been low at Spencer for several years.

- Site based content coaches- Academic coaches will be hired to provide job embedded professional learning that focuses on hands-on, active learning for students that allow students to explore concepts, build vocabulary and transfer this knowledge to various formats such as projects and performance tasks. The content coaches will focus teachers on using labs for teachers and involving students in the learning process.
- Supplies and consumables to support active engagement- Funds are included in the grant application for purchasing science and social studies equipment and consumables. Teachers will also participate in training and model lessons on utilizing these materials to better engage learners and improve student achievement in these content areas.

Strategies for Supporting Learners in Mathematics

- Site based math coach- A full time math coach will be hired to work with math teachers on CCGPS mathematics courses. The math coach will teach math data teams to analyze student performance data to inform and differentiate instruction.
- Math consultant- Teachers will additionally work with a math consultant to provide a deeper understanding of the depth and rigor of CCGPS mathematics courses. Teachers will use the progressions document to improve understanding of the depth and rigor of the standards, focus on learning to choose appropriate performance tasks, and establishing protocols around student work. Students need to begin the process of self-assessment and begin to differentiate between exemplary, proficient, and not proficient work. Lesson Studies will also be a part of the math training.

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- **ESOL Endorsement-** In years two and three of the grant period SIG funds will be used to acquire ESOL endorsements for all math teachers. Test scores show that the math EOCTs and Georgia High School Graduation Tests pass rates are the lowest for the school's ESOL population.

Literacy Across the Content Areas

Under the Community Eligibility Provision used to determine free/reduced lunch qualifications, 100% of Spencer students qualify for free/reduced lunch. Research shows that children from poverty have an extreme deficit in vocabulary which affects their fluency across the curriculum. Spencer is also the home of many EL students which impacts literacy skills in the content areas. Teacher surveys reported a significant amount of students that struggle with reading and writing non-fiction text.

- **Site based literacy Coach-** A full time literacy coach will be hired to work with Spencer teachers and coaches on literacy in all content areas. This academic coach will collaborate with the math, science and social studies coaches to integrate literacy into those content courses and help teams of teachers work collaborative to incorporate literacy skills into the content areas and lead the work of the ELA department on implementing data teams and powerful instructional strategies.
- **Literacy Strategies-** Spencer will use SIG funds for school wide professional learning in literacy across the curriculum. Training will focus on developing academic vocabulary, writing across the curriculum, building background knowledge and reciprocal teaching strategies similar to Peer Assisted Learning Strategies (PALS).

Technology Integration

During Cohort 1 SIG implementation, various forms of technology were purchased by the school, however, integration with instruction has come slowly. The purpose of utilizing technology in the classroom is to motivate and engage students while preparing them to be college and career ready. Spencer is working to build their magnet program which houses the "Academy of Computer Science and Electronic Game Design" which means that it attracts students that have an interest in technology. According to the 2012 GAPSS analysis, classroom teachers at Spencer need support in technology integration.

- **Technology Specialist-** A half-time technology specialist, provided with SIG funds, will work collaboratively with teachers and content coaches to integrate technology into classroom instruction and to motivate students with authentic, technology driven assignments. The position will not be for providing technology support for the care of equipment; this person will function as a technology coach.
- **Inquiry Based Learning -** Teachers will learn ways to use technology to extend student learning from building PowerPoints of class notes and skill and drill software programs to technology based projects. The technology specialist will work with the academic coaches and teachers to build lessons that increase rigor, higher order thinking skills, and student engagement.

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Positive Behavior Intervention Supports- PBIS

Spencer has been identified by the school district as having a high number of out of school suspensions and teacher survey responses overwhelmingly reported discipline issues in the school. Incentives for students will be purchased using SIG funds. Additional training, such as attending the SSTAGE conference, books studies or school visits, will be provided, if needed.

- School Wide Discipline Plan- In an effort to remedy these issues, the school will adopt PBIS as the school wide discipline plan. PBIS is based on the premise that continual teaching of appropriate behaviors, combined with a reinforcement schedule for displaying those behaviors, will decrease discipline problems and increase time for learning while improving the culture of the classroom and the school. The Leadership Team and the assistant principal will be responsible for the implementation plan for PBIS in the building
- PBIS Consultant- a consultant will be hired to provide training on basic behavior modification techniques, de-escalation, root causes of misbehavior and reinforcement schedules.

Sustainability of Professional Learning

At the end of the grant period, the coach positions will be sustainable at Spencer using Title I funds. If there are not enough funds for four full time coaches, content specific coaches will be shared with another Title I school in the district. These academic coaches will carry on the work done during SIG and lead department chairs will be trained during the grant period to run data teams and utilize assessment data to tailor instruction.

During the grant period, the on-site academic coaches will work with teachers to ensure sustainability for leading data team meetings in each subject area. At the end of the grant period there will be a department chair that is trained to lead data teams and common planning when the grant period is over. The department chairs will also model lessons for teachers, organize peer observations and feedback, and facilitate content area training as needed. The shared Title I coaches can will also be responsible for those duties. At the district level, there is a curriculum specialist for each content area that is available to work with schools and there are 10-12 content specific instructional coaches for each subject area across the school district. These resources will be available to Spencer at the end of the grant period, as well.

The technology specialist will not remain at the school after the grant period is over unless state or local funding becomes available. (Title I funds cannot be used to fund this position.) As with SIG cohort 1, non-funded employees will be placed somewhere else in the district to meet identified needs in other schools. After three years of training and implementation, the Spencer teachers will have the capacity to integrate technology into their classrooms independently. Additionally, during the grant, the ITS will identify several “teacher trainers” who will be able to work with new teachers to ensure those teachers have the same support and training in integrating technology in the classroom. The care of the technology

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equipment purchased with SIG funds will be assumed by the school media specialist and teachers will check equipment out from the media center as needed in the classroom.

By the end of the grant, PBIS and behavior modification will be firmly rooted in the culture of the school. An assistant principal will also be assigned the role of PBIS coordinator for the building and will be responsible for redelivering PBIS training for faculty members when appropriate and for consulting with teachers and administrators on specific behavior interventions within the school. Spencer will also be part of the Cohort 3 district PBIS roll out to sustain PBIS efforts after funds are depleted.

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.

Incentives for staff recruitment and retention are as follows:

Signing Bonuses:

Teachers hired into the Muscogee County School District or transferred within the county to Spencer may be eligible to receive a one-time signing bonus of \$1,000 to be awarded in two disbursements during his/her first year at Spencer. To receive the first disbursement (December), the teacher must work the entire first semester; to receive the second disbursement (June), the teacher must work the entire semester.

Eligible recipients must have no ineffective ratings, no more than two needs development ratings, and a minimum overall score of proficient on his/her TKES summative score to receive the second half of the bonus. This bonus will be offered to recruit teachers beginning July 2014 and continue for the grant period.

Retention Bonuses:

Teachers that choose to stay at Spencer for an additional school year may be eligible to receive a retention bonus of \$1,000 to be awarded in two disbursements. To receive the first disbursement (December), the teacher must work the entire first semester; to receive the second disbursement (June), the teacher must work the entire semester.

Eligible recipients must have no ineffective ratings, no more than two needs development ratings and a minimum overall rating of proficient on his/her TKES summative score for the previous school year to receive the first disbursement. Eligible recipients must have no ineffective ratings, no more than two needs development ratings, and a minimum overall rating of proficient on his/her TKES summative score for the current school year in order to receive the second disbursement. This bonus will be offered to retain teachers for the 2015-2016 school year and continue for the grant period.

Improved Environment:

Increasing support for continuous improvement through instructional coaches, support personnel, and professional development opportunities will improve organization, student

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behavior and attendance, student learning outcomes and overall school culture. A positive work environment is an incentive to attract and retain high quality teachers and staff and build sustainable capacity for the school.

Embedded Professional Learning:

On-site staff development maximizes learning time for teachers and supports the development of professional learning communities. Teachers have the opportunity to collaborate, conduct peer observations, receive timely feedback, reflect on best-practices, and actively engage in learning while practicing new skills in a supportive environment. The professional learning available to Spencer teachers will develop teacher leaders and build sustainable capacity in the building.

SUSTAINABILITY:

These incentives will help build teacher capacity to sustain grant initiatives by attracting and retaining staff for the full grant period. Three years is needed to develop a core of skilled teacher leaders that are able to continue the work of SIG when grant funds are expended.

A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with Common Core Georgia Performance Standards (CCGPS).

Jensen (2013) reports that student motivation and engagement is difficult for students living in poverty because of the distractions of very real problems created from a lack of resources. The gap between economically disadvantaged students is a real issue for schools. Teacher surveys at Spencer reported that student attendance is a problem and the attendance shows that approximately 30% of students that miss more than 10 days of school each year. There are many strategies that have been successful with unmotivated, unengaged learners which include hands-on, active lessons, technology integration, inquiry based learning, and collaborative groups.

Spencer teachers reported through surveys materials and supplies for science and social studies are a need and the GAPSS review and observation data report that student engagement is very low. In addition to the professional learning from section A4, teachers will need materials to improve instruction to engage students and improve the culture of the school.

Science and Social Studies resources and supplies:

SIG funds will be used to purchase supplies for hands-on laboratory experiences. RT3 funds were used to purchase some materials in the last several years, but more items are needed and Title I funds cannot be used for some of these purchases. Materials will be purchased based on the Georgia Performance Standards and will include items such as: Vernier probes, high quality digital microscopes, outdoor classroom supplies, specimens and consumables, models for science and social studies topics, maps and globes, supplies for hands on projects such as

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making maps and reenacting historical events, non-fiction e-reading materials, instructional software, etc

Technology Equipment

Spencer has the availability of one to one access for students to netbooks. SIG funds will be used to purchase netbooks that convert to tablets and can be used in multiple ways and across content areas. These tablets will work as e-readers and allow students access to a digital library of non-fiction materials. The school will also use them as SMART Response systems for monitoring learning and providing real time differentiation of instruction in the classroom. The tablets can also be used with the Vernier scopes and serve as ‘portable labs’ where students can perform experiments, gather and track data and share their data within a collaborative group all from anywhere on campus.

e-Library

Spencer has worked in the last several years to upgrade the Media Center with books and furniture to give the area a “book store” environment. Students can purchase various snacks and drinks and often use the media center as a place to gather in groups or to sit alone and read. SIG funds will be used to purchase an e-library of non-fiction books related to CCGPS topics and to expand their African American selections library. The books will be used in conjunction with the tablets in the library and in classrooms to motivate students to access non-fiction materials and to preview upcoming units, research topics for projects, or read for pleasure.

Achievement and PBIS Incentives

SIG funds are needed to purchase some small rewards and incentives for students to reinforce academic and behavior efforts. These may include flash drive necklaces and bracelets, certificates, and small trophies or medals. Other incentives will be provided free of charge such as “preferred seating” at sports events, lunch line “skip ahead” passes, and through Partners in Education and community relationships.

Attendance Interventionist: The attendance and tardy rate at Spencer is a problem reported by all stakeholder groups and supported by attendance data. Poor attendance in school results in low achievement scores for students and a reduced chance of graduating. An attendance interventionist will be hired by the school to work with teachers, administrators, the Family Services Coordinator, the school social worker and parents to improve student attendance and decrease the number of tardies each week.

- The interventionist and principal will greet students and parents in the morning at drop off. When students are late, the interventionist and/or the principal will speak with the parent and encourage them to get to school on time.

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- The attendance interventionist will be responsible for contacting parents when students are absent each day and make home visits when a student has been out more than one day. Funds will be needed to cover transportation costs for the FSC and the attendance interventionist to make home visits to encourage students to come to school.
- The interventionist will also be responsible for “Get to School and Don’t Be Late” campaigns and award incentives to students for being on time and present for school.
- The interventionist will schedule conferences with parents of children that are chronically tardy and/or absent. Meetings with parents will include the principal, classroom teacher, Family Services Coordinator and school social worker, if necessary, to formulate an action plan for improving attendance and punctual arrival at school.
- During the grant period, the Attendance Interventionist will work closely with teachers, office staff the FSC, administrators and the school social worker to embed the strategies for encouraging and monitoring student attendance into the daily routines and procedures of the school day. The interventionist will also train the school attendance clerk, a paraprofessional and the PBIS coordinator.

Graduation Coach

The Spencer 4 year cohort graduation rate decreased between 2012 and 2013. Spencer will use SIG funds to hire a full time graduation coach to specifically work with students on planning for graduation. This person will work with the guidance department on individual graduation plans with students and parents, support student achievement and progress on their individual plans, encourage college and career preparation and planning, act as a liaison between teachers and students to foster student success, and collaborate with the FSC to engage parents in post-secondary planning for students. Funds will also be used to provide students with trips to college campuses and/or professional environments where students can learn about post-secondary opportunities available to them.

Sustainability

The netbook tablets will be under the current Virtucom contract with MCSD which provide equipment upgrades every five years. The science and social studies materials that are permanent such as the probes will last for some time, but specimens and consumables will have to be funded by another source before Title I funds can supplement with additional items. The e-Library can be sustained using Title I funds and the incentives will be afforded by state funds, as available and community donations.

The attendance interventionist will be funded using Title I and/or state funds if the need still exists when the grant period comes to an end. The graduation coach will not be sustainable with Title I funds, however, state funding may be available. If there are no funds, the school will disseminate the graduation coach responsibilities among the available guidance staff.

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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 all students and student subgroups.

Spencer will use SIG funds to pay for four academic coaches, one in each core subject. These coaches will collaborate with teachers to create common summative assessments (Common Unit Assessments) for each unit. Each unit assessment will spiral to cover standards from previous units. During each unit, the teachers and academic coaches will create formative assessments (formal and informal) to determine standards mastery. Using the results from these formative assessments, teachers will tier their students to differentiate their instruction and assessments.

At the end of each unit, the Common Unit Assessment (CUA) will be given to all students. The academic coaches and teachers will use item analysis to analyze data to tier students and determine strengths and weaknesses. This will be an on-going collaborative process between the academic coaches and teachers to inform and differentiate instruction in order to meet the academic needs of individual students. The academic coaches will lead data teams of teachers to disaggregate the data from the CUA's to ensure effective curriculum mapping both horizontally and vertically within departments, and when appropriate use for cross-curricular planning. Information from these data teams will be shared periodically with the leadership team to look at strengths and weaknesses and to determine strategies for improvement when needed.

In order to better meet the academic needs of individual students, the academic coaches will perform the following duties and responsibilities:

- Assists teachers in designing and implementing lesson plans and assessments that reflect the use of Best Practices and are correlated to the standards for the purpose of providing instruction that will increase academic achievement.
- Assists teachers in developing classroom management strategies that foster a climate conducive to academic achievement for students in all subgroups for the purpose of raising achievement and addressing the academic needs of all students.
- Assists teachers in securing appropriate resources for the purpose of implementing the School Improvement Plan.
- Assists teachers in using flexible grouping for the purpose of addressing differentiated instruction appropriately and providing opportunities to accelerate academic performance.
- Assists the school's leadership team in monitoring the implementation of actions and strategies included in the School Improvement Plan for the purpose of assisting the school in meeting the identified goals.

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- Guides and assists specific content areas in the development of unit plans and common assessments for the purpose of gathering data that will be used to target and tier students to improve instruction in the classroom.
- Assists in coordinating the extended time on task for students who do not achieve standards mastery.
- Monitors the delivery of instruction to students in all subgroups.
- Leads the data team process by providing assistance to teachers in analyzing test data and student work for the purpose of planning instruction and identifying areas of need.
- Provides model lessons for teachers in academic areas for the purpose of identifying effective instruction practices.
- Works closely with the principal in planning, implementing, and assessing reform efforts at the school for the purpose of creating a learning environment that supports academic achievement for all students.
- Works with the school's leadership team for the purpose of developing and implementing a staff development plan that identifies professional development needs.
- Facilitate professional development sessions to address identified areas of needs determined by the leadership team, walkthroughs, and TKES observations.
- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit

Sustainability

At the end of the grant period, the coach positions will be sustained at Spencer using Title I funds. If there are not enough funds available to fund four coaches, Spencer will share content specific Title I coaches with another Title I school. During the grant period, academic coaches will work with all teachers to ensure sustainability by leading data team meetings in each subject area. In addition, the coaches will choose a department/content leader for each area and train those lead teachers to run data teams at the end of the grant period. There are salaries for capacity building days budgeted into the grant.

At the district level, there is a director for each content area that is available to work with schools and there are 10-12 content specific instructional coaches for each subject area across the school district. These resources will be available to Spencer at the end of the grant period, as well. If there are not enough funds for the four full time coaches after the grant is completed, content specific coaches will be shared with another Title I school in the district.

A8. Establish schedules and strategies that provide increased learning time for all students (defined as 300 hours of additional time devoted to instruction for all students, teacher planning and collaboration, and remediation). Please describe how the school will provide at

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least 50 hours of instruction (through a longer day, week, or academic year) for all students and how the remaining 250 hours will be divided between teacher planning and collaboration and remediation.

The MCSD will use a new scheduling model for all of its high schools. It is included below. As in the schedule, one morning a week will be used for collaborative planning, and one morning a week will be used for Professional Learning. The other three days during the week will be used for teacher planning. Additionally, teachers will have a planning period during one of the 7 instructional blocks. The 35 minute learning focus period has been built in to the day for all high schools in MCSD for next year. To satisfy the required 50 hours of instruction for the students, Spencer will increase this block from 35 minutes a day to 55 minutes a day.

This additional 20 minutes a day will result in 60 hours of additional instruction for all students for the year. This will add 20 minutes to the school day so Spencer students' day will end at 3:40 instead of 3:20 as shown on the schedule, and teachers' day will end at 3:50 instead of 3:30 which is the dismissal time for other high schools in the district. SIG funds will be used to pay staff for this additional time. The decision to change to seven blocks was made to reduce the budget, achievement results did not substantiate the use of block scheduling, and students gain an additional 15 hours of instruction with the new schedule.

Spencer High School Proposed Schedule for 14-15

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 8:10	Common Planning (40)	Common Planning (40)	Prof. Learning (40)	Common Planning (40)	Common Planning (40)
8:10 8:25	Supervision (15)	Supervision (15)	Supervision (15)	Supervision (15)	Supervision (15)
8:25 9:55	1st (90 min)	2nd (90 min)	1st (90 min)	2nd (90 min)	1st (90 min)
10:00 11:30	3rd (90 min)	4th (90 min)	3rd (90 min)	4th (90 min)	3rd (90 min)
11:35 1:35	5th (90 min)	6th (90 min)	5th (90 min)	6th (90 min)	5th (90 min)
11:35	12:05	1st lunch			

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12:05	12:35	2nd lunch			
12:35	1:05	3rd Lunch			
1:05	1:35	4th Lunch			
1:40 2:35	Learning Focus (55 min)	Learning Focus (55 min)	Learning Focus (55 min)	Learning Focus (55 min)	Learning Focus (55 min)
2:40 3:40	7th (60 min)	7th (60 min)	7th (60 min)	7th (60 min)	7th (60 min)
3:40 3:50	Supervision (10)	Supervision (10)	Supervision (10)	Supervision (10)	Supervision (10)

This increased learning time will be monitored with rotating daily focus walks coordinated by the building SIG administrator. The administration and academic coaches will keep observation data to document that the instructional time is providing rigorous, acceleration and extension to students. Twice per year student will take an ILT perception survey on their experiences during ILT and twice per year, data teams will look at correlate achievement data to ILT to determine effectiveness.

Common Planning Time

The new high school schedule accommodates 40 minutes of common planning time for all faculty members four times per week. This more than meets the required 60 minutes per week required by SIG. On Wednesdays, faculty members will participate in job-embedded professional learning provided by administration, the academic coaches or a consultant.

After/Summer School Programs

Spencer will also offer extended year and after school acceleration/support programs as needed as well as a Summer Bridge program for incoming freshmen. During the summer bridge program, students will have the opportunity to prepare for the transition to high school. They will participate in academic classes as well as be introduced to CTAE and fine arts classes. These students will meet with guidance counselors to begin planning for their four years of high school and beyond, and will take diagnostic tests to determine placement and begin the RTI process as needed. Spencer will use SIG funds to provide transportation and teachers for this program.

Sustainability

Spencer will be able to continue to offer the Summer Bridge program, After School Remediation, and Spencer Summer School Remediation after the expiration of the grant by utilizing Title I funds. The extra 20 minutes per day of Increased Learning Time (ILT) can be sustained by modifying the bell schedule to decrease transition time between bells as well as lunch times in order to maintain 55 minutes of learning focus time per day for all students.

A9. Partner with parents and parent organizations, faith- and community- based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.

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Spencer is adjacent to Ft. Benning Military Reservation and has developed a Partners in Education, PIE, relationship with the Society of Military Engineers, SAME and are currently building a relationship with the Maneuver Battle Lab. Since Spencer's Magnet Academy focus is computer gaming and programming, they will continue these partnerships while they continue to seek others. Spencer has a operating PTO though participation is needed. The Local School Council meets quarterly and consists of parent, PIE, teacher and administration representatives. The Spencer Alumni is very active and meets regularly to plan events to support the school. A current board member is a Spencer graduate and is very engaged with the work at Spencer.

Spencer will use SIG funds to hire a Family Services Coordinator to work toward engaging parents to support students in their journey toward graduating from high school and to provide wrap around services to students and their families. Funds are needed to provide the activities listed below and to provide in-district travel for the FSC to visit home and help parents get to health related appointments for their children. The Attendance Interventionist and the FSC will need transportation funds to make home visits to students that are chronically tardy or absent.

The FSC and attendance interventionist will also attend the GaDOE Family Engagement Conference that is offered each year. It is important to have a liaison facilitating the needs of our parents and families, so that we may continue our efforts in the following areas:

- Spencer High School will involve parents in an annual review and revision of the School Improvement Plan through the Spencer website. Opportunities to provide feedback on the school improvement plan will also be provided on the website
- An ambitious effort is underway to encourage more participation in our PTO. Efforts will continue to increase participation through open houses, 9th grade orientation, newsletters, emails, and ConnectEd.
- The strengthening of the Local School Council with new dedicated parents, teachers, and community members will enable the council to take a role in governance and problem solving at Spencer.
- An emphasis on increased parent contact will include weekly e-mail progress reports and teacher-parent contacts that are documented by the guidance department. For families that do not have email access, instructions will be provided for setting up a free email account at the public library. Students who do not provide an email account may receive a paper weekly progress report.
- The parent contact system, Connect Ed, is being used to inform parents of impending PTO meetings, opportunities for parent involvement, and student absences.
- Spencer will communicate with the parents of those who fail the EOCT tests and explain the results.
- The Family Services Coordinator will be hired to design workshops for parents to provide training on graduation requirements, opportunities offered to Spencer students in the

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computer/gaming magnet program, and improving student achievement such as homework resources, improving study habits, preparing for EOCTs and college entrance exams, etc. Transition trainings also focus on moving from middle to high school and strategies to make that successful and for moving from high school into college or post-secondary options.

- The FSC encourage teenage mothers to participate in the Baby FAST program. Baby FAST (Families and School Together) works with mothers of babies to improve their parenting skills from basic baby care, to budget help, to job support, to discipline and mental health needs.
- The Family Services Coordinator will help bridge the communication gap between home and school by providing opportunities for teachers and parents to work together to improve student achievement. This person will collaborate with community resources and the system-wide Title I programs to provide training for parents and academic support for students
- Freshman orientation for students and parents will be offered annually before the start of school. Topics addressed will include attendance, academic success, career opportunities, graduation requirements, and a tour of the school.

Sustainability

Spencer will be able to sustain the FSC through schools' Title I funds. In addition, under the districts new region realignment plan, there will be a Family Services Coordinator and school social workers in each region. Spencer will be able to utilize these positions to assist the school level FSC. Additionally, the school based FSC will build capacity among teachers, administrators, and guidance counselors to continue the work with the assistance of district support should Title I funds not be available to support the school based position.

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.

As a part of the Race To The Top Grant (RT3) was identified as one of the lowest performing schools in the Muscogee County School District. A requirement of RT3 was to hire a full time dedicated graduation coach. Through RT3, a current counselor was designated as the graduation coach, but as graduation rates have gone down, it has been determined that an additional graduation coach needs to be hired.

The graduation coach's primary responsibility will be to identify students who are at risk of not graduating due to academic reasons or lack of attendance. The coach will work with students to create plans and strategies for at-risk students to keep them motivated and help them achieve graduation success. The graduation coach will provide assistance to all Spencer

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students, individually and in groups, regarding high school graduation and completion of plans for after high school.

The graduation coach works to improve graduation rates for all population subgroups within the school by performing the following duties and responsibilities.

- Identify at-risk students—utilize a profile of risk factors to identify high school students at risk of dropping out. These factors include:
 - History of school failure, retention, and/or overage for grade;
 - Low EOCT/CRCT in reading and/or math
 - Failure of the GHSWT or EOCT;
 - Special education/disability;
 - Attendance problems/truancy;
 - Behavioral problems, history of suspensions, high-risk peer group;
 - Disengagement from school, low expectations, lack of extracurricular involvement;
 - Family status or risk factors: economically disadvantaged, high mobility, non-native English speakers.
- Collaborate with feeder middle school(s) to utilize the components of a profile of characteristics of potential dropouts developed by the GADOE to identify middle school students with the high probability of not graduating.
- Employ the GADOE School Improvement Data Utilization Guide to identify students scoring within a band of 5% above and 5% below proficiency levels (“bubble students”).
- Conduct an analysis that focuses on data for individual students and subgroups such as:
 - State Standardized Tests: CRCT, GHSWT, and EOCT
 - National Standardized Tests: SAT and ACT
 - Local Records: attendance records, behavior records, records of teacher conferences, records of parent conferences, records of student conferences, SST meeting minutes, grade retention records, and records of credits earned.
- Develop and implement individual intervention strategies to increase the likelihood that these students will stay in school and graduate.
- Work with students to develop a graduation and achievement plan to include the best program to meet academic and post-secondary goals.
- Coordinate a transition program for 9th graders to successfully adapt to the rigor of high school.
- Generate school support and develop graduation team(s)—in collaboration with the Spencer leadership, develop a Graduation Team(s) that includes administrators, teachers, advisors, counselors, school social workers and/or any other relevant service providers. The Graduation Team(s) will help identify at-risk students, assess school and student needs, and develop/coordinate appropriate interventions. Graduation team(s) may utilize existing school-based teams, such as School Leadership, School Improvement, and/or Student Support Teams.

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- Connect individual students and their parents with programs such as Communities In Schools and Georgia College 411, as well as area technical colleges.
- Develop a local mentoring program with business partners and connect individual students with mentors.
- Track the progress of individual and subpopulations of students as they progress toward graduation.
- Work with faculty and administrators to adapt curriculum and instruction to meet the needs of identified at risk students.
- Identify and link area social agencies with youth at risk of not graduating and their parents/guardians.
- Conduct vertical team meetings among elementary, middle, and high school faculty and staff to develop action steps to improve individual student and subgroup transition success rate.
- Attend, participate in, and redeliver as appropriate all required high school graduation coach training provided by the Department of Education and/or its collaborative partners.
- Develop partnerships with community organizations to support the goals of the high school graduation initiative.
- Conduct and analyze on-going formative and summative evaluation data of program effectiveness such as:
 - What interventions were most utilized in achievement plans created for each at risk student;
 - Number and percent of at risk students who met part or all of their goals in their academic plan;
 - Number and percent of identified at risk students in the school compared to total school population and rationale for why the number/percent is higher or lower than the state average.
- Provide and/or submit reports to the Department of Education as scheduled and requested.

Sustainability

Title I funds will not be available to fund a site based graduation coach after the end of the SIG. During the duration of the grant, the graduation coach will build capacity among Spencer's guidance staff to continue the work of the graduation coach. Each coach will act as the graduation coach for the grade he/she is assigned and will perform the duties needed at each grade level to keep students on track and work toward post-secondary goals. The guidance counselors will work collaboratively with parents, administrators, the FSC, and teachers to sustain the work of the graduation coach. Additionally, under the districts new region realignment plan, there is a designated graduation coach in each region. This district support will also be available to Spencer during and after the grant.

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A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

The MCSD will be reorganizing in 2014-2015 to provide even more specific and direct services to schools. The district will be divided into three area specific regions: west, central, and east. Each region will have a Region Chief that will be responsible for direct supervision of the schools and coordinating school improvement efforts within that area. Title I schools will share teams of content specific academic coaches in order to stretch a proposed reduction in Title I funding. Title II A specialists will work with schools based on school needs and will continue the district mentoring program for new teachers. At the central office level, elementary and secondary instructional specialists will be replaced with K-12 content area specialists to include: math, science, social studies, literacy, world languages, and acceleration. These specialists will be responsible for working with content specific Title I coaches in the schools to improve curriculum, write and administer district assessments, and support region chiefs and school administrators.

The LEA SIG team is comprised of members from all areas of MCSD. The grant team includes: the Assistant Superintendent, the Chief Academic Officer, the Human Resources director, the SPED director, the Title I director, the Professional Learning director, a representative from Division of Information Services, the Elementary Education director, the Secondary Education director, the RT3 administrator, the CTAE director, a Finance director, and a representative from School Nutrition. This team meets regularly to review proposed grants and to review grant progress. On-site technical assistance visits will happen regularly throughout the year to provide support to the SIG school and to evaluate implementation and progress.

SIG funds will be used to hire a school based SIG administrator for each building to support implementation of the grant and sustain school improvement efforts in the building. These administrators will each work closely with the academic coaches and school principals on instructional leadership responsibilities including: implementation of SIG programmatic initiatives, compliance with SIG non-negotiables, coordination of professional learning, monitoring protocols for external providers, implementation of TKES, progress monitoring of all Indistar indicators, and communication between the school and the LEA. The SIG administrator will also be responsible for submitting and confirming all purchase requests, overseeing the SIG budget, writing budget amendments and monitoring SIG employees. This position will report to the building principal and the Title I director. The Title I director will act as the coordinator for the district to monitor budgets and spending, approve purchases and payrolls, conduct monthly LEA meetings, collaborate with Finance, submit all board items, and act as the district liaison to the GaDOE.

There will be two Title I program specialists for accountability that will be responsible for monitoring and supporting accountability status schools on non-negotiables, Indistar, Flexible Learning Program/Increased Learning Time, and after/Saturday, and summer school programs and a Title I parenting program specialist to support the parenting

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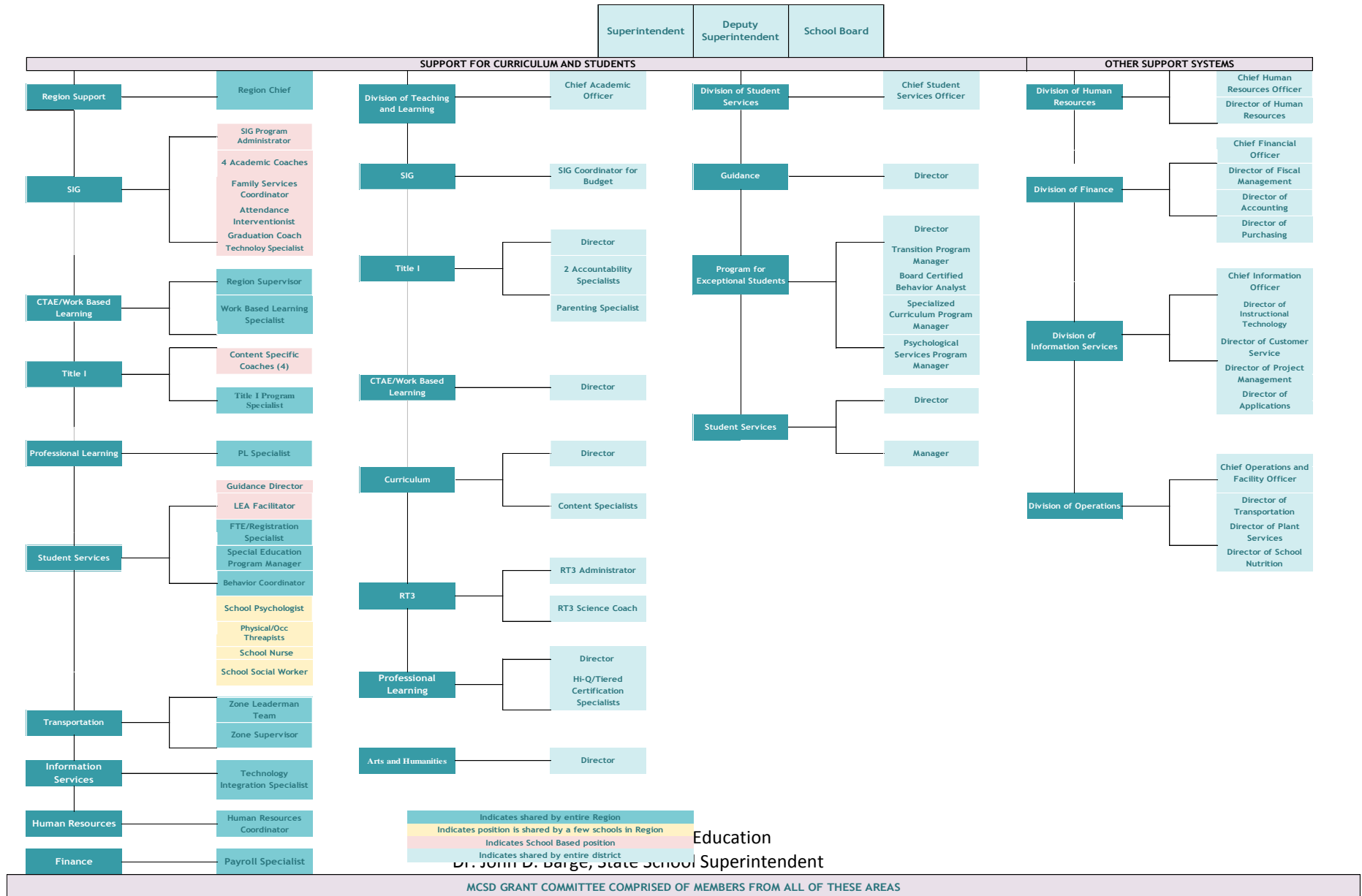
engagement portion of the grants.

The SEA provides on-site technical assistance, quarterly progress monitoring, and various trainings including the summer programs.

External providers will be reviewed and chosen when grant funding is approved

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SUPPORT FOR SIG SCHOOLS



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B. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

A new principal will be hired during the pre-implementation period.

C. Align additional resources with the interventions.

CTAE (Perkins) funds will be used in conjunction with SIG funds for the expansion of the computer magnet program.

Spencer alumni association is very supportive of the initiatives of the grant. They hold monthly meetings on campus and are eager to help in any way that they are able.

Title I funds are used in the school to provide support structures to students such as Credit Recovery, Saturday School, after school programs and summer school. The LEA provides the school with Instructional Extension Program (IEP) funds for tutoring, Credit Recovery and Summer School.

The LEA will be provide training during the 2014-2015 school year for teachers on literacy across the content areas, collaboration, and increasing rigor in the classroom. These topics will address several of the identified needs at Spencer . The Professional Learning Department will continue to support the school with state and Title IIA funds; the new teacher mentoring program will provide resources for teachers in their first three years of service.

Transportation will provide buses for the increased instructional day.

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D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.

If Spencer is awarded SIG cohort 4 funding, the grant team will meet immediately with the school administrator to develop action plan for immediate implementation of the interventions. The school board will be notified of the action steps and are aware that the school is to be granted operational flexibility to implement SIG cohort 4.

E. Sustain the reform after the funding period ends.

Sustainability structures are provided in sections A1-A11. CTAE, magnet, and Title I funds will help to support the initiatives of the grant after SIG. Spencer will also have the support of its Partners in Education, Local School Council and community.

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LEA Name: Muscogee County School District

School Name: Spencer 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 Priority schools. Write the annual goals below.

Reading/English Language Arts

2014-2015 School Year

The percentage of students meeting /exceeding on the 9th grade Literature EOCT will increase from 76.5 to 81.5% as measured by the May administration.

The percentage of students meeting/exceeding on the American Literature EOCT will increase from 82.8% to 87.7 % as measured by the May administration.

2015-2016 School Year

The percentage of students meeting /exceeding on the 9th grade Literature EOCT will increase from 81.5 to 86.5 % as measured by the May administration.

The percentage of students meeting/exceeding on the American Literature EOCT will increase from 87.7% to 90.9 % as measured by the May administration.

2016-2017 School Year

The percentage of students meeting /exceeding on the 9th grade Literature EOCT will increase from 86.5% to 94.4% as measured by the May administration.

The percentage of students meeting/exceeding on the American Literature EOCT will increase from 90.9% to 93.9% as measured by the May administration.

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Mathematics
<p>2014-2015 School Year</p> <p>The percentage of students meeting /exceeding on the CCGPS Coordinate Algebra EOCT will increase from 25.1% to 45% as measured by the May administration.</p> <p>The percentage of students meeting/exceeding on the CCGPS Analytic Geometry EOCT will be at or above the state average as measured by the May administration.</p>
<p>2015-2016 School Year</p> <p>The percentage of students meeting /exceeding on the CCGPS Coordinate Algebra EOCT will increase from 45% to 58.4% as measured by the May administration.</p> <p>The percentage of students meeting/exceeding on the CCGPS Analytic Geometry EOCT will be at or above the state average as measured by the May administration.</p>
<p>2016-2017 School Year</p> <p>The percentage of students meeting /exceeding on the CCGPS Coordinate Algebra EOCT will increase from 58.4% to 68.7% as measured by the May administration.</p> <p>The percentage of students meeting/exceeding on the CCGPS Analytic Geometry EOCT will be at or above the state average as measured by the May administration.</p>
Cohort Graduation Rate (High Schools Only)
<p>2014-2015 School Year</p> <p>The four year cohort graduation rate will increase from 54.1% to 66.1% as measured using GaDOE's calculation formula.</p>

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2015-2016 School Year

The four year cohort graduation rate will increase from 66.1% to 76.1% as measured using GaDOE's calculation formula.

2016-2017 School Year

The four year cohort graduation rate will increase from 76.1% to 83.7% as measured using GaDOE's calculation formula.

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Year 1

FY15 July 1, 2014 – June 30, 2015

LEA Name: Muscogee County School District

School Name: Spencer High School

Function Code	Object Class	Item Description and Rationale	Costs	
	100 Personal Services (Salaries)			
		Literacy Coach	\$ 65,000.00	
		Math Coach	\$ 65,000.00	
		Science Coach	\$ 65,000.00	
		Social Studies Coach	\$ 65,000.00	
		Graduation Coach	\$ 65,000.00	
		Technology Specialist (part-time)	\$ 35,000.00	
		Family Services Coordinator	\$ 35,000.00	
		Attendance Interventionist	\$ 17,000.00	
		SIG Administrator (220 days)	\$ 85,000.00	
		ILT Salaries ((180 days x 32/hr x .333 hours/day x 80 staff members)	\$ 153,447.00	
		Summer Bridge (10 days x 5 teachers x 4 hours/day x 32/hr)	\$ 6,400.00	
		Off contract professional learning days prior to pre-planning August 2014 (3 days x 70 teachers x 6 hours x \$32/hr)	\$ 40,320.00	Object Total
				\$ 697,167.00
	200 Employee Benefits	State Health Benefits	\$ 96,390.00	
		FICA (7.65%)	\$ 53,333.00	
		TRS (12.28%)	\$ 60,199.00	
		Unemployment Compensation(25/ea)	\$ 225.00	
		Workman's Compensation (200/ea)	\$ 1,700.00	
		Life and Long Term Disability Insurance (Life = .0112% x 12 mos , LTD = .14%)	\$ 1,345.00	Object Total
				\$ 213,192.00
	300 Purchased Professional/	Contracted Services for Data Teams (analyzing data and utilizing common assessment data to inform instruction)	\$ 60,000.00	
		Contracted Services for Content Literacy (academic vocabulary, teen PALS, reciprocal teaching, writing in the content areas)	\$ 40,000.00	
		Contracted Services for Math (content, assessment, rigor,)	\$ 60,000.00	

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	Technical Services	Contracted Services for PBIS	\$ 10,000.00	Object Total
		ASCD In-Focus	\$ 5,000.00	
				\$ 175,000.00
	500 Purchased Other Services Other Services	Travel for FSC and Attendance Interventionist for home visits and GaDOE Parent Engagment Conference and National Drop Out Prevention Conference	\$ 10,000.00	Object Total
		Travel for principal and SIG administrator to attend Harvard turnaround leader training (June 2015) and GaDOE required training	\$ 15,000.00	
				\$ 25,000.00
	600 Supplies	Science/Social Studies Materials	\$ 40,000.00	Object Total
		Netbook Tablets	\$ 80,000.00	
		Student Incentives for PBIS	\$ 5,000.00	
				\$ 125,000.00
	700 Property Capitalized			Object Total
				\$ -
	800 Other Objects	Indirect Costs (4.85%)	\$ 57,143.00	Object Total
				\$ 57,143.00
	900 Other Uses			Object Total
		Year Total	\$1,292,502.00	\$ 1,292,502.00

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

LEA Name: Muscogee County School District

School Name: Spencer High School

Function Code	Object Class	Item Description and Rationale	Costs	
	100 Personal Services (Salaries)	Rewards for TKES/LKES, Recruit/Retain, EOCT	\$ 130,000.00	
		Literacy Coach	\$ 65,000.00	
		Math Coach	\$ 65,000.00	
		Science Coach	\$ 65,000.00	
		Social Studies Coach	\$ 65,000.00	
		Graduation Coach	\$ 65,000.00	
		Technology Specialist (part-time)	\$ 35,000.00	
		Family Services Coordinator	\$ 35,000.00	
		Attendance Interventionist	\$ 17,000.00	
		SIG Administrator (220 days)	\$ 85,000.00	
		ILT Salaries ((180 days x 32/hr x .333 hours/day x 80 staff members)	\$ 153,447.00	
		Summer Bridge (10 days x 5 teachers x 4 hours/day x 32/hr)	\$ 6,400.00	
		Off contract professional learning days specifically to build capacity for department heads and team leaders after SIG prior to pre-planning summer 2015(3 days x 20 teachers x 6 hours x \$32/hr)	\$ 11,520.00	Object Total
				\$ 798,367.00
	200 Employee Benefits	State Health Benefits	\$ 96,390.00	
		FICA (7.65%)	\$ 61,075.00	
		TRS (12.28%)	\$ 60,199.00	
		Unemployment Compensation(25/ea)	\$ 225.00	
		Workman's Compensation (200/ea)	\$ 1,700.00	
		Life and Long Term Disability Insurance (Life = .0112% x 12 mos , LTD = .14%)	\$ 1,345.00	Object Total
				\$ 220,934.00
	300 Purchased	Contracted Services for Data Teams (analyzing data and utilizing common assessment data to inform instruction)	\$ 40,000.00	
		Contracted Services for Math (assessment, progressions document, student feedback, lesson study)	\$ 40,000.00	

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	Professional/ Technical Services	Contracted Services for Content Literacy	\$ 30,000.00	
		Contracted Services for Engagement Strategies	\$ 10,000.00	
		Contracted Services for PBIS	\$ 5,000.00	
		ASCD In-Focus	\$ 5,000.00	Object Total
				\$ 130,000.00
	500 Purchased Other Services	Travel for FSC and Attendance Interventionist for home visits and GaDOE Parent Engagment Conference and National Drop Out Prevention Conference	\$ 10,000.00	
		Travel for assistant principals to attend Harvard turnaround leader training and for principal and SIG administrator to attend GaDOE mandatory trainings	\$ 15,000.00	Object Total
				\$ 25,000.00
	600 Supplies	Science/Social Studies Materials	\$ 10,000.00	
		Student Incentives for PBIS	\$ 3,500.00	
		e-Library	\$ 50,000.00	Object Total
	700 Property Capitalized			\$ 63,500.00
				Object Total
				\$ -
	800 Other Objects	Indirect Costs (4.85%)	\$ 57,256.00	Object Total
				\$ 57,256.00
	900 Other Uses			Object Total
		Year Total	\$1,295,057.00	\$ 1,295,057.00

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Year 3
FY17 - July 1, 2016 – June 30, 2017

LEA Name: Muscogee County School District

School Name: Spencer High School

Function Code	Object Class	Item Description and Rationale	Costs	
	100 Personal Services (Salaries)	Rewards for TKES/LKES, Recruit/Retain, EOCT	\$ 130,000.00	
		Literacy Coach	\$ 65,000.00	
		Math Coach	\$ 65,000.00	
		Science Coach	\$ 65,000.00	
		Social Studies Coach	\$ 65,000.00	
		Graduation Coach	\$ 65,000.00	
		Technology Specialist (part-time)	\$ 35,000.00	
		Family Services Coordinator	\$ 35,000.00	
		Attendance Interventionist	\$ 17,000.00	
		SIG Administrator (220 days)	\$ 85,000.00	
		ILT Salaries ((180 days x 32/hr x .333 hours/day x 80 staff members)	\$ 153,447.00	
		Summer Bridge (10 days x 5 teachers x 4 hours/day x 32/hr)	\$ 6,400.00	
		Off contract planning days for Leadership Team to build sustainability plan for after the grant period prior to pre-planning summer 2016 (3 days x 20 teachers x 6 hours x \$32/hr)	\$ 11,520.00	Object Total
				\$ 798,367.00
	200 Employee Benefits	State Health Benefits	\$ 96,390.00	
		FICA (7.65%)	\$ 61,075.00	
		TRS (12.28%)	\$ 60,199.00	
		Unemployment Compensation(25/ea)	\$ 225.00	
		Workman's Compensation (200/ea)	\$ 1,700.00	
		Life and Long Term Disability Insurance (Life = .0112% x 12 mos , LTD = .14%)	\$ 1,345.00	Object Total
				\$ 220,934.00
	300 Purchased Professional/ Technical Services	Contracted Services for Data Teams (building capacity for analyzing data and utilizing common assessment data to inform instruction)	\$ 20,000.00	
		Contracted Services for Math (lesson studies, student feedback, student self assessment)	\$ 20,000.00	
		ASCD In-Focus	\$ 5,000.00	Object Total

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			\$ 45,000.00
500 Purchased Other Services	Travel for FSC and Attendance Interventionist for home visits and GaDOE Parent Engagment Conference and National Drop Out Prevention Conference	\$ 10,000.00	Object Total \$ 20,000.00
	Travel for principal and SIG administrator to attend GaDOE mandated training for SIG	\$ 10,000.00	
600 Supplies	e-Library	\$ 30,000.00	Object Total \$ 31,500.00
	Student Incentives for PBIS	\$ 1,500.00	
700 Property Capitalized			Object Total \$ -
800 Other Objects	Indirect Costs (4.85%)	\$ 51,613.00	Object Total
			\$ 51,613.00
900 Other Uses			Object Total
	Year Total	\$ 1,167,414.00	\$1,167,414.00

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LEA Budget Template Muscogee County School District

LEA BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three- Year Total
	Pre- Implementation	Year 1 – Full Implementation			
School Name	Spencer High School	1,292,502	1,295,057	1,167,434	3,754,993
School Name	Jordan Vocational High School	1,308,196	1,289,303	1,146,488	3,743,987
School Name	Fox Elementary	1,424,408	1,395,671	1,045,867	3,865,946
LEA-level Activities					
Total Budget	4,025,106		3,980,031	3,359,789	11,364,926

APPENDICES

School Level Descriptive Information

School Level Descriptive Information

School Comprehensive Needs Analysis:

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

School Name: William Henry Spencer High School			Selected Intervention Model: Trans
Provide a minimum of two years of data where indicated.			Provide a summary and conclusion of the analysis of each area.
1. Student Profile Data	2011-12	2012-13	Based on the two year comparison, student enrollment declined by 25 students which was approximately 3.6%. The student population remains racially diverse with the number of students in each subgroup did not fluctuate. The number of discipline incidents decreased by approximately 44%. The AP enrollment increased by 26 students. However, the graduation rate decreased by 5.7%. Student attendance continues to be an issue and interventions are needed in this area. The percentage of students out 10 or more days is increasing Grad rate went down because of students that did not pass EOCTs and could not graduate. There are also mobility issues that plague the school, as well.
Total student enrollment	691	666	
Grade level enrollment	9 th – 190 10 th – 183 11 th – 133 12 th - 185	9 th – 210 10 th – 167 11 th – 151 12 th - 138	
Number of students in each subgroup (List applicable subgroups below.)	Black – 564 White – 44 Multi-Racial – 28 Native Hawaiian – 4 Asian – 4 American Indian – 2 Hispanic - 45	Black – 529 White – 45 Multi-Racial – 32 Native Hawaiian – 5 Asian – 3 American Indian – 3 Hispanic - 49	
Attendance % (students absent 10 days or more	32%	34%	
Disciplinary Incidents	2,626	1,475	
AP, IB, and Dual Enrollment (#)	AP Enrollment – 116	AP Enrollment – 142	
Graduation Rate	60.3%	54.6%	
2. Staff Profile Data	Provide a summary and conclusion of the analysis of each area.		

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Current Principal Length of time in position – 7 years	<p>Mr. Griffin has 16 years of experience in the teaching profession. Prior to working in Georgia as an administrator, he worked in Florida as a teacher and later as an administrator. He has served as the principal of William Henry Spencer High School for 7 seven years.</p>
Teaching Staff Number of years' experience in profession	
1 to 3 years ----- 8 teachers	<p>Based on the data, approximately 12% of the staff at W. H. Spencer High School have less than three years teaching experience. Approximately, 74% of the staff have between 4-20 years of teaching experience. Faculty members with 21+ years of teaching experience represent approximately 14%. The data suggest that the staff have enough teaching experience to provide engaging work for the students.</p>
4-10 years ----- 24 teachers	
11-20 years ----- 24 teachers	
21+ years ----- 9 teachers	
Teaching Staff Percentage (%) of experience in the school	
1 to 3 years – -----27.69%	<p>Based on the data, approximately 28% of the staff joined W. H. Spencer High School within the past three years. Approximately, 68% of the staff have been employed at the school for 4-20 years. Faculty members with 21+ years at the school represent approximately 5%. Based on the data, approximately two-thirds of the staff have been at the school for 4 or more years. The data suggest that the staff have enough teaching experience, but may need additional time and training to adjust to the new evaluation system and standards.</p>
4-10 years ----- 49.23%	
11-20 years ----- 18.46%	
21+ years -----4.62%	

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Teacher attendance rate	2011-2012	2012-2013		The attendance rate for the teachers dropped less than 2% over the school years 2011-12 and 2012-13.
	91.5%	90.1%		
Teacher evaluation data by levels (Level 1 is equivalent to Exemplary and Level 4 is equivalent to Ineffective on TKES)		2012-2013		
		Level 1	5	There were 55 teacher evaluated using the TKES evaluation system. Based on the data, 9 % of the staff were at Level 1- Exemplary, 85.5% of the staff were at Level 2 – Proficient, and 5.5% of the staff were at Level 3 –Needs Development. There were a large percentage of teachers at Level 2. However, the student performance data does not support such a large number of teachers at Level 2 – Proficient. This was one of the more distributed TKES levels that was seen last year 2012-2013 was the implementation and overall scores were skewed
		Level 2	47	
		Level 3	3	
		Level 4	0	
Student Achievement Data	2011-2012	2012-2013		Provide a summary of existing status and current needs.
Reading/Language Arts	Percent Passing	Percent Passing		
All Students category	9 th Grade Lit- 63.7% American Lit-83.5%	9 th Grade Lit-76.1% American Lit- 79.6%		At Spencer High School there was over a 10% gain in 9 th Grade Literature, however there was a 5% decrease in American Literature for the same school years. (2011-12 through 2012-13). The economically disadvantage lost an average of 4% in both 9 th Grade and American Literature. The SWD subgroup lost percentage points in both subject areas as well..

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<p>Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups</p>	<p>ECON DIS 9th Grade Lit-62% American Lit-81%</p> <p>SPECIAL ED. 9th Grade Lit- 35% American Lit-20%</p> <p>ELL 9th Grade Lit-0% American Lit-0%</p> <p>RACE ETHNICITY <i>9th Grade Lit-</i> Black –64% White- 0% Hispanic-67% Asian-N/A American Indian-N/A Multi- Racial- N/A Hawaiian- N/A</p> <p>American Lit.- Black – 81% White- 100% Hispanic-60% Asian-100% American Indian-N/A Multi- Racial- N/A Hawaiian- N/A</p>	<p>ECON DIS 9th Grade Lit- 57% American Lit- 79%</p> <p>SPECIAL ED. 9th Grade Lit- 4% American Lit- 13%</p> <p>ELL 9th Grade Lit-30% American Lit-30%</p> <p>RACE ETHNICITY <i>9th Grade Lit-</i> Black – 80% White- 57% Hispanic-60% Asian-100% American Indian-N/A Multi- Racial- 33% Hawaiian- 100%</p> <p>American Lit.- Black – 79% White- 85% Hispanic-73% Asian-100% American Indian-N/A Multi- Racial- N/A Hawaiian- N/A</p>	<p>The black race/ethnicity subgroup had a 16% gain in the school 2012-13 for 9th Grade Literature. The Hispanic subgroup had an increase of 13% as well.</p> <p>Differentiated instructional strategies are needed for working with SWD and ELL students.</p>
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 Dr. John D. Barge, State School Superintendent

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Mathematics	Percent Passing	Percent Passing	
All Students category	Math I/GPS Alg.-45.1% Math II/GPS Geometry-33.9%	Math I/GPS Alg.- 17.9% Math II/GPS Geometry - 51.29%	

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<p>Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups</p>	<p>ECON DIS Math I/GPS Alg. – 42% Math II/GPS Geometry – 32%</p> <p>SPECIAL ED. Math I/GPS Alg. – 9% Math II/GPS Geometry -13%</p> <p>ELL Math I/GPS Alg. -0% Math II/GPS Geometry -10%</p> <p>RACE ETHNICITY <i>Math I/GPS Alg.</i> Black –42% White- 80% Hispanic- 54% Asian-N/A American Indian-N/A Multi- Racial- N/A Hawaiian- N/A</p> <p><i>Math II/GPS Geometry</i> Black – 33% White- 50% Hispanic- 23% Asian- N/A American Indian-N/A Multi- Racial- N/A Hawaiian- N/A</p>	<p>ECON DIS Math I/GPS Alg. -17% Math II/GPS Geometry – 51%</p> <p>SPECIAL ED. Math I/GPS Alg. -4% Math II/GPS Geometry -13%</p> <p>ELL Math I/GPS Alg. – 9% Math II/GPS Geometry – 33%</p> <p>RACE ETHNICITY <i>Math I/GPS Alg.</i> Black – 17% White- 15% Hispanic-22% Asian- 0% American Indian-N/A Multi- Racial- N/A Hawaiian- N/A</p> <p><i>Math II/GPS Geometry</i> Black –48% White- 64% Hispanic- N/A Asian- N/A American Indian-N/A Multi- Racial- N/A Hawaiian- N/A</p>	<p>The All group for math had a significant decrease in Math I/GPS Alg. However, the Math II group of students showed an increase of over 19%. The math courses for the following school years are changing. The need for more rigorous instruction is vital for this data to improve. There is a need for the math coach. This coach supports the math department by working with the department to develop Common Unit Assessments. (CUA) These CUA’s are built with rigor that meets the needs of the standards. The data is tracked with the assistance of the coach.</p> <p>The math scores are because the curriculum has changed several times in the last few years. Spencer has had a difficult time finding and retaining an on-site math coach. Professional learning is needed in the area of math</p>
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Graduation rate (if applicable)	60.3%	54.6%	The graduation rate decreased by 5.7%. The need for a graduation coach is imperative. This coach will work intensively with a case load of students that are most at risk of not graduating based on key indicators in the student's record. The graduation will meet individually with these students, parents and administrators to develop individual plans that will lead to graduation.
	2012	2013	
CCRPI Score:	63.8	58.6	Spencer High School's CCRPI score decreased by 5.2 points. The drop in Graduation rate and EOCT test scores contributed majorly to this drop. The need for a graduation coach as well as content specific coaches is evident based on their decreasing achievement.
School Culture and Climate School Safety Student Health Services Attendance Support Social and Community Support Parental Support	<p>Teacher surveys report that student discipline is an issue at Spencer and keeps students from learning. School attendance is an issue, as well. Teacher surveys also reported that teachers felt that the administration needed to be changes as there were issues with scheduling, routines and procedures, and a lack of trust and respect between and among faculty and administrators.</p> <p>There is at least one security officer on campus during the school day and at all extracurricular events. There is a part-time school nurse.</p> <p>There are no current programs in place to support improved attendance. Teacher are supposed to maintain parent communication logs, but monitoring on this is insufficient. Documentation in Infinite Campus is minimal.</p> <p>Spencer has a Local School Council comprised of parents and the PIE members. The team meets quarterly. The Spencer Alumni is very active. Their PIE sponsors are the Society of Military Engineers, SAME, and they are beginning a partnership with Maneuver Battle Lab.</p> <p>Teachers report that parent engagement is weak at Spencer. There are quarterly open houses offered and parents are required to pick up report cards at the first and third grading periods. Sign-in sheets reflect poor attendance at these events. Sporting events are the most commonly attended venues for parent attendance.</p>		
Rigorous Curriculum- Alignment of curriculum with state standards across grade levels	Provide a summary of existing status and current need The 2012 GAPSS team reported many areas of weakness in instruction. Based on data gathered from district and state observations, there is a need for professional learning in assessment, data analysis, student engagement, and instructional strategies for diverse learners.		

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Curriculum Intervention Programs <ul style="list-style-type: none"> • USA Test Prep • EOCT Reviews • Georgia High School Writing Reviews • Night Owl School • Saturday School • Georgia OAS (Online Assessment System) 	<p>Academic Intervention Programs have been at place at Spencer High School for than 5 years. USA Test Prep is a software program that has a built in monitoring component. Extended Day and Extended Year programs (EOCT Reviews, Night Owl School, and Saturday School) have been established to provide academic interventions to ensure student success. Parents as well as teachers utilize the Georgia OAS to prepare students to take the rigorous EOCT assessments. There is a need for teachers to be able to know which students need to be placed in each intervention program. The academic coaches have provided that assistance for teachers.</p>
Enrichment Programs	<p>Spencer houses a magnet Academy of Computer Science and Electronic Game Design which is a combination of Advanced Placement and computer science courses. Spencer just started a Robotics team that competes in an annual competition to encourage careers in programming and designing.</p>
Dual enrollment (if applicable)	<p>For the current school year, there is one student participating in the dual enrollment program. During the 2012-2013, the number of students participating in the dual enrollment program was zero. The school has been in partnership with Columbus Technical College for more than 7 years. The root cause for the lack of participation in the dual enrollment program has been lack of access to reliable transportation. The school would benefit greatly from having the dual enrollment program located at the school site.</p>

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Advanced Placement (if applicable)	Over the past several years, the number of AP students has fluctuated from 159 students in 2011 to 116 students in 2012 to 142 students in 2013. The number of students scoring 3 or higher on AP exams continues to remain stagnate. In 2011, there were 6 students that scored 3 or higher on AP exams which represented 3.8% of the AP population. In 2012, there were 7 students that scored 3 or higher on AP exams which represented 6% of the AP population. In 2013, there were 5 students that scored 3 or higher on AP exams which represented 3.5% of the population. Based on the data, more focus is needed on rigor, questioning techniques, and higher-order thinking skills. Students need to take ownership of their learning by setting clear learning targets.
Instructional Program	The 2012 GAPSS analysis team recommended that Spencer work on rigor, engagement, differentiated instruction, teacher feedback, and instructional alignment to the standards.
Planning and implementation of research based instructional strategies	Teachers have 60 minutes of common planning time each week to work with the math coach and/or the on-site School Improvement Specialist to analyze student assessment data, plan instruction, and determine instructional supports for students not mastering standards. Spencer has had training on differentiated instruction, working with EL students, Thinking Maps, LDC, MDC, and Rubv Payne.
Use of instructional technology (by students and teachers)	Spencer High School has invested heavily in technology equipment. (SMART response devices, netbooks, document cameras, graphing calculators, etc.). The school also funded an on-site Instructional Technology Specialist to help the faculty and students with technology integration and student engagement. However, technology use is not fully embedded. When it comes to technology integration, an overwhelming majority of the faculty members are at the beginning or intermediate level. The school would benefit greatly from having an Instructional Technology Specialist on-site to build capacity.
Use of data analysis to inform and differentiate instruction	Currently, teachers use student performance results from USA Test Prep software, teacher made tests, and common unit assessments to guide instructional focus and to differentiate instruction.

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Number of minutes scheduled for core academic subjects	In both 2011-12 and 2012-13, there were 465 minutes built into the school day. Of those minutes, students had the opportunity to take 4 core classes if they elected to do so. However, the majority of the students took 3 core classes and 1 elective. For both of these school years, Spencer High School has been able to provide students with ILT (Increased Learning Time). This is an extra 45 minutes built into their schedules before the beginning of the regular school day for Muscogee County School District. Students are placed in the ILT classes based on academic needs.
Assessments <ul style="list-style-type: none"> • Formative • Summative • Common Unit Assessments (CUAs) for End of Course Tests • Student Learning Objectives (SLOs)– All other Courses • End of Course Test (EOCT) • EPOA's (End of Pathway Assessments) For CTAE Courses 	At Spencer High School, individual teachers administer and design their own classroom formative and summative assessments. Students in all courses except End of Course Tests classes were given SLO tests designed by the district. Students enrolled in CTAE classes were given EPOA's.
Use of formative, interim, and summative assessments to measure student progress	During collaborative planning meetings, teachers analyze formative, interim, and summative assessments to measure student growth and to determine areas of strengths and weaknesses.
Timeline for reporting student progress to Parents <ul style="list-style-type: none"> • Progress Reports every 4.5 weeks • Report Cards every 9 Weeks • On-going phone calls, emails, and letters to parents. 	Parents have access to the parent portal which allows them to view student progress at any time. In addition, student progress reports are issued at the mid-way point of each grading period. Report cards are issued every grading period.
Parent and Community Support	Provide a summary of existing status and current needs.

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Social, health, and community services to students and families <ul style="list-style-type: none">• Family Services Coordinator• PTO• Local School Council• Connect Ed• Guidance Department	Under SIG Cohort 1, the school was able to fund a Family Services Coordinator (FSC) to increase parent involvement. Currently, the school does not have the funding to have an on-site FSC. It is vital to have a liaison facilitating the needs of parents in order to continue efforts that will improve student success.
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