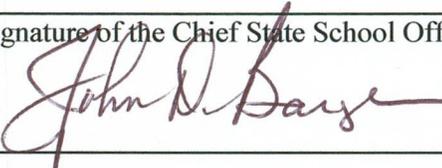


APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant:</p> <p>Georgia Department of Education</p>	<p>Applicant's Mailing Address:</p> <p>1854 Twin Towers East 205 Jesse Hill Jr. Drive SE Atlanta, Georgia 30334</p>
<p>State Contact for the School Improvement Grant :</p> <p>Name: Avis King</p> <p>Position and Office: Deputy Superintendent, School Improvement</p> <p>Contact's Mailing Address:</p> <p>1854 Twin Towers East 205 Jesse Hill Jr. Drive SE Atlanta, Georgia 30334</p> <p>Telephone: 404-651-7277</p> <p>Fax: 404-657-0546</p> <p>Email address: aking@doe.k12.ga.us</p>	
<p>Chief State School Officer (Printed Name):</p> <p style="text-align: center;">Dr. John Barge</p>	<p>Telephone:</p> <p>404-657-1175</p>
<p>Signature of the Chief State School Officer:</p> <p>X </p>	<p>Date:</p> <p style="text-align: center;">11/22/2013</p>
<p>The State, 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 State receives through this application.</p>	

School Improvement Grants

# Application for FY 2013 New Awards Competition

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

Fiscal Year 2013

CFDA Number: 84.377A

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**State Name:** Georgia



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

OMB Number: 1810-0682  
Expiration Date: September 30, 2016

### Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 74 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is mandatory required to obtain or retain benefit and voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1810-0682. Note: Please do not return the completed FY 2013 School Improvement Grant application to this address.

## SCHOOL IMPROVEMENT GRANTS

### **Purpose of the Program**

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving five percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving five percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

### **ESEA Flexibility**

An SEA that has received ESEA flexibility no longer identifies Title I schools for improvement, corrective action, or restructuring; instead, it identifies priority schools, which are generally a State's lowest-achieving Title I schools. Accordingly, if it chooses, an SEA with an approved ESEA flexibility request may select the "**priority schools list waiver**" in Section H of the SEA application for SIG funds. This waiver permits the SEA to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools.

Through its approved ESEA flexibility request, an SEA has already received a waiver that permits its LEAs to apply for SIG funds to serve priority schools that are not otherwise eligible to receive SIG funds because they are not identified as Tier I, Tier II, or Tier III schools. The waiver offered in this application goes beyond this previously granted waiver to permit the SEA to actually use its priority schools list as its SIG list.

### **Availability of Funds**

The Consolidated and Further Continuing Appropriations Act, 2013, provided \$506 million for School Improvement Grants in fiscal year (FY) 2013.

FY 2013 SIG funds are available for obligation by SEAs and LEAs through September 30, 2015.

### **State and LEA Allocations**

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a SIG grant. The Department will allocate FY 2013 SIG funds in proportion to the funds received in FY 2013 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its SIG funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

### **Consultation with the Committee of Practitioners**

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

## FY 2013 NEW AWARDS APPLICATION INSTRUCTIONS

This application is for use only by SEAs that will make new awards. New awards are defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New three-year awards may be made with the FY 2013 funds or any unobligated SIG funds from previous competitions not already committed to grants made in earlier competitions.

The Department will require those SEAs that will use FY 2013 funds solely for continuation awards to submit a SIG application. However, those SEAs using FY 2013 funds solely for continuation purposes are only required to complete the Continuation Awards Only Application for FY 2013 School Improvement Grants Program located at the end of this application.

## SUBMISSION INFORMATION

### **Electronic Submission:**

The Department strongly prefers to receive an SEA's FY 2013 SIG application electronically. The application should be sent as a Microsoft Word document, **not** as a PDF.

The SEA should submit its FY 2013 application to [OESE.OST@ed.gov](mailto:OESE.OST@ed.gov).

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

### **Paper Submission:**

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Group Leader  
Office of School Turnaround  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3W320  
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

### **Application Deadline**

Applications are due on or before November 22, 2013.

### **For Further Information**

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at [Carlas.Mccauley@ed.gov](mailto:Carlas.Mccauley@ed.gov).

APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant:</p> <p>Georgia Department of Education</p>	<p>Applicant's Mailing Address:</p> <p>1854 Twin Towers East 205 Jesse Hill Jr. Drive SE Atlanta, Georgia 30334</p>
<p>State Contact for the School Improvement Grant :</p> <p>Name: Avis King</p> <p>Position and Office: Deputy Superintendent, School Improvement</p> <p>Contact's Mailing Address:</p> <p>1854 Twin Towers East 205 Jesse Hill Jr. Drive SE Atlanta, Georgia 30334</p> <p>Telephone: 404-651-7277</p> <p>Fax: 404-657-0546</p> <p>Email address: aking@doe.k12.ga.us</p>	
<p>Chief State School Officer (Printed Name):</p> <p style="text-align: center;">Dr. John Barge</p>	<p>Telephone:</p> <p>404-657-1175</p>
<p>Signature of the Chief State School Officer:</p> <p>X</p>	<p>Date:</p>
<p>The State, 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 State receives through this application.</p>	

## PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

### A. ELIGIBLE SCHOOLS

**Part 1 (Definition of Persistently Lowest-Achieving Schools):** Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA's definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition. If an SEA is requesting the priority schools list waiver, it need not provide this definition, as its methodology for identifying its priority schools has already been approved through its ESEA flexibility request.

The Georgia Department of Education (GaDOE) has identified priority schools utilizing the methodology detailed in its approved flexibility request, and is therefore requesting the priority schools list waiver.

**Part 2 (Eligible Schools List):** As part of its FY 2013 application an SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State or, if it is requesting the priority schools list waiver, of each priority school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years.

**Directions:** SEAs that generate new lists should create this table in Excel using the format shown below. An example of the table has been provided for guidance.

SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS									
LEA NAME	LEA NCES ID#	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Atlanta Public	1300120	Booker T Washington H.S. -Banking, Finance, Investments	03906	X					
Atlanta Public	1300120	Booker T Washington H.S. – Health, Sciences, and Nutrition	03960	X					
Atlanta Public	1300120	Crim High School	00120	X					
Atlanta Public	1300120	Douglass High School	00089	X					
Atlanta Public	1300120	Forrest Hills Academy Banking, Finance, Investments	02798	X					
Atlanta Public	1300120	Maynard H. Jackson Jr. H.S	01939	X					
Atlanta Public	1300120	School of Health Sciences and Research at Carver	03542	X					
Atlanta Public	1300120	School of Technology at Carver	03542	X					
Atlanta Public	1300120	South Atlanta School of Computer Animation and Design	03551	X					
Atlanta Public	1300120	South Atlanta School of Health and Medical Science	03567	X					
Atlanta Public	1300120	Therrell School of Engineering, Math and Design	03555	X					

Atlanta Public	1300120	Therrell School of Health and Science	03572	X					
Bibb County	1300420	Burghard Elementary School	00210	X					
Bibb County	1300420	King-Danforth Elem. School	00199	X					
Bibb County	1300420	Ingram/Pye Elementary School	00226	X					
Bibb County	1300420	Northeast High School	01943	X					
Bibb County	1300420	Southwest High School	01944	X					
Bibb County	1300420	William S. Hutchings Career Center	02477	X					
Chatham County	1301020	Beach High School	00376	X					
DeKalb County	1301740	Clarkston High School	00708	X					
DeKalb County	1301740	DeKalb Transition School (Closed)	02481	X					
DeKalb County	1301740	DeKalb Alternative School	02313	X					
DeKalb County	1301740	Elizabeth Andrews High School	03921	X					
DeKalb County	1301740	International Student Center.	03559	X					
DeKalb County	1301740	Indian Creek Elementary School	00740	X					
DeKalb County	1301740	McNair High School	00712	X					
DeKalb County	1301740	Toney Elementary School	00713	X					
Dooly County	1301800	Dooly High School	01889	X					
Dougherty County	1301830	Dougherty Comprehensive High School	00832	X					
Dougherty County	1301830	Monroe High School	00824	X					
Gwinnett County	1302550	Gwinnett InterVention Education (GIVE) Center West	03690	X					
Gwinnett County	1302550	Gwinnett InterVention Education (GIVE) Center East	00308	X					
Muscogee County	1303870	Cusseta Road Elementary	01426	X					
Muscogee County	1303870	Fox Elementary School	01449	X					
Muscogee County	1303870	Jordan High School	01430	X					
Muscogee County	1303870	Spencer High School	01418	X					
Richmond County	1304380	Glenn Hills High School	01536	X					
Richmond County	1304380	Josey High School	01533	X					
Richmond County	1304380	Laney High School	01573	X					
Richmond County	1304380	W.S. Hornsby K-8 School	03924	X					
State Schools	1300022	Atlanta Area School of the Deaf	03061	X					
State Schools	1300022	Georgia School for the Deaf	03063	X					
Sumter County	1304620	Americus Sumter County High South	00001	X					
Terrell County	1304860	Terrell High School	01658	X					

- See Appendix 1 indicating the status of the original Priority Schools List.

**EXAMPLE:**

**SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS**

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##		X				
LEA 1	##	MADISON ES	##		X				
LEA 2	##	TAYLOR MS	##				X		X

**Part 3 (Terminated Awards):** All SEAs are required to list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed for the 2014-2015 school year. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds.

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
N/A-no awards were terminated			
<b>TOTAL AMOUNT OF REMAINING FUNDS:</b>			

**B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA’s application for a School Improvement Grant.**

**Part 1:** The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA’s application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA’s application and has selected an intervention for each school.*

The Georgia Department of Education (GaDOE) will only fund those applications that indicate that the LEA has analyzed the needs of each eligible Priority school identified in the LEA’s application and has selected an appropriate intervention for each school by requiring the LEA and school team to complete a comprehensive needs assessment and analysis. This critical component of the application process is necessary for each school the LEA elects to serve with SIG 1003(g) funds. The GaDOE will require the LEA and school to analyze data pertinent to each school. Further, as a result of the needs assessment, the LEA must provide a narrative discussing the summary of the data analysis for each data element.

As part of this application, the Georgia Department of Education (GaDOE) has developed a rubric, which will be used by the SEA review panel to evaluate the quality of the needs assessment response by the LEAs. GaDOE will provide intensive training to reviewers to ensure inter-rater reliability with the rubric. This tool is located in the appendix of the LEA application.

- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.*

The GaDOE will only fund those LEA applications that demonstrate strong capacity to effectively implement the selected intervention model in each of its eligible Priority schools. GaDOE staff will review each LEA application to ensure that the LEA has provided the following:

- A thorough needs assessment for each Priority school
- A selected intervention model that aligns to the needs of the school
- Demonstration that the LEA has involved relevant stakeholders, including but not limited to; local board members, administrators, teachers, parents, and students
- Demonstration that the LEA is capable of removing barriers that may inhibit the reform efforts of a SIG 1003(g) school
- A three-year budget inclusive of strategies that directly align to the needs assessment analysis and the

selected intervention model

Additionally, the GaDOE staff will interview LEA teams prior to making a recommendation to the State Board of Education (SBOE) for funding. The interview will consist of questions designed to determine the LEAs capacity to:

- Develop a monitoring plan for its SIG 1003(g) schools
- Receive technical support and assistance from the GaDOE District Effectiveness team
- Demonstrate sound fiscal management of federal grants with limited audit findings
- Submit signed assurances with the application
- Actively create an organizational structure that provides intensive support to its SIG 1003(g) schools
- Demonstrate an ability to recruit and retain Turnaround principals and staff to implement the selected intervention model

***(3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application, as well as to support school improvement activities in Tier III schools in a State that is not requesting the priority schools list waiver, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).***

The GaDOE will provide technical assistance to LEAs prior to the submission of budgets in order to ensure that SIG funds will be used for the intended purpose and that submitted budgets will be of sufficient size and scope to implement the selected intervention model with fidelity. As part of this application, GaDOE will utilize a scoring rubric which will be used by the State review panel to evaluate budgets submitted by each LEA. This tool will ensure that the LEA applications recommended for funding contain budgets that reflect allowable expenditures covering a three-year period, are reasonable given the scope of the intervention strategies, and are aligned with activities that support the selected intervention model and are aligned with the LEA's needs assessment analysis.

## **Part 2:**

***The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA's commitment to do the following:***

- ***Design and implement interventions consistent with the final requirements;***
- ***Recruit, screen, and select external providers, if applicable, to ensure their quality;***
- ***Align other resources with the interventions;***
- ***Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and,***
- ***Sustain the reforms after the funding period ends.***

The GaDOE will require each eligible LEA to provide a comprehensive narrative describing the design and

implementation of the SIG 1003(g) intervention model that will be employed in each Priority school it chooses to serve. The SEA will utilize the rubric (provided in the LEA application as an attachment) to determine those LEA applications which demonstrate knowledge of the final requirements, the LEA's ability to recruit, screen, and select external providers, if applicable, the LEA's ability to align other resources with the appropriate SIG 1003(g) interventions, and the LEA's ability to modify practices or policies that may inhibit the reform efforts. Finally, the LEA application also requires the LEA to describe how the reforms will be sustained at the conclusion of the grant period.

The GaDOE has created a comprehensive SIG 1003(g) application process. After the LEA application has been received by the Georgia Department of Education, it will be read and evaluated by the Office of School Improvement's District Effectiveness Team. These reviewers will evaluate the overall capacity of the LEA to support and sustain comprehensive school improvement. Based upon the District Effectiveness Team's review, LEA staff will then be invited to participate in a formal interview to determine the collective commitment of the Local School Board Chairperson, the Superintendent, and senior-level cabinet members to adhering to the tenets of the SIG 1003(g) program. Based upon the written application and the scored interview, the Georgia Department of Education will make a recommendation of either approval or denial of SIG 1003(g) funds to the State Board of Education. This process allows the GaDOE to ensure the LEA is committed to the reform model and has the capacity to monitor and support the work of the awarded SIG 1003(g) school.

**B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:**

*(1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period<sup>2</sup> to help an LEA prepare for full implementation in the following school year?*

The GaDOE will review the LEA's proposed budget provided in the LEA application to ascertain the reasonableness of the pre-implementation activities and the degree to which the proposed activities are necessary to prepare the SIG 1003(g) school for full implementation. Additionally, the GaDOE will review the timeline provided in the LEA application for the selected reform model to determine the degree to which the proposed pre-implementation budget aligns with the LEA's SIG plan.

*(2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period to determine whether they are allowable?*

The GaDOE will provide extensive technical assistance to eligible LEAs. The GaDOE will discuss programmatic aspects of the SIG 1003(g) program and fiscal aspects. Based on the technical assistance that is provided, the GaDOE will review the LEA's proposed activities as indicated in the LEA application to ensure that they are reasonable, necessary, and allowable. Further, the GaDOE will ask LEA staff members to elaborate on their plans during the formal interview.

<sup>2</sup> "Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2014–2015 school year. For a full description of pre-implementation, please refer to section J of the SIG Guidance.

**C. TIMELINE: An SEA must describe its process and timeline for approving LEA applications.**

- The GaDOE proposes the following timeline for approving LEA applications:
- November 22, 2013 – Submission of SEA Application to USED January 2014 – USED Approval of SEA Application
- Late January - February 2014 – Technical Assistance Workshops and LEA notice of intent to apply

- March 20, 2014 (anticipated) – Submission of LEA Application to SEA
- March 24-27, 2014 – Review of LEA Application by GaDOE School Improvement Staff
- March 31, 2014 – Interviews with LEA Staff
- April 4, 2014 Notice of intent to recommend to State Board of Education
- May 2014 – (anticipated) Board Action Item for LEA SIG Awards\*
- May 2014 – Grant Award Notification Letters to LEAs
- May-June 2014 – Pre-Implementation Activities
- July 2014 – Implementation Activities

\*Three year grant awards with annual allocation of funding

**D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.**

*(1) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools, or for its priority schools, as applicable, and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier I or Tier II schools, or one or more priority schools, in at LEA that is not meeting those goals and making progress on the leading indicators in section III of the final requirements.*

The GaDOE will review the annual progress on the leading indicators, as well as the fidelity of the implementation of the reform interventions, of all schools receiving SIG 1003(g) funds. Further, the SEA will review the LEA applications and determine if the Priority schools’ identified annual goals for student achievement are ambitious yet attainable. In the event that progress is not sufficient, LEAs will have the opportunity to identify areas in which they need additional support from the GaDOE’s District Effectiveness Team. Consultation between the LEA and SEA will result in agreed upon changes that should be reflected in the school improvement plan and the corresponding budget established to aid progression toward annual goals. Such consultation will take place after the first determination of the schools disaggregated test data is available for review.

If an LEA is unable to identify areas in which it needs SEA support or after consultation with the SEA the LEA is unable to work effectively with the GaDOE District Effectiveness Team, or the subsequent implementation does not reflect changes needed to bring about significant improvement toward meeting its annual goals, then the recommendation to the State Board of Education by the SEA will be to non- renew the LEA grant for subsequent years.

*(2) Describe the SEA’s process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.*

N/A – The Georgia Department of Education is requesting the priority schools list waiver.

*(3) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools, or the priority schools, as applicable, the LEA is approved to serve.*

School Improvement Grant (SIG) budgets and program intervention implementation will be monitored by GaDOE staff during regularly scheduled compliance reviews. GaDOE staff will be assigned to the schools to provide field based, technical assistance and support to ensure that the schools remain on schedule in implementing the intervention plan models with fidelity. Indistar will be used as the repository to document the ongoing work of the schools in implementing the selected model of transformation and the interventions chosen to support the reform initiative. GaDOE staff will provide ongoing feedback to the action plans that are documented by the schools within Indistar. Additionally, the GaDOE staff will conduct quarterly monitoring of the SIG schools/LEAs. The Quarterly Monitoring will be documented within Indistar. This ongoing feedback will allow for continual review of the results of the interventions being implemented and afford opportunity for informed changes to be made to support success.

In the event of a programmatic finding, a formal letter of findings outlining the necessary corrective action(s) and timeline will be forwarded to the LEA Superintendent. Any LEA failing to correct deficiencies outlined in the LEA written corrective action timeline are subject to a delay of funds until corrections are made. LEAs that receive numerous programmatic findings will be subject to a recommendation by the SEA staff to non-renew the SIG 1003(g) grant for subsequent years.

LEAs will be responsible for monitoring their Priority SIG schools, utilizing the GaDOE SIG 1003(g) Monitoring Form. The completed monitoring forms are to be filed in Indistar throughout the year. The LEA monitoring documents will be reviewed by the GaDOE staff.

A Fiscal Analyst will provide on-going desktop monitoring of the SIG 1003(g) budgets. Onsite fiscal monitoring of the LEAs will be conducted throughout the grant cycle. In addition, onsite monitoring outside of the scheduled cycle will be conducted as needed if an LEA demonstrates serious or chronic compliance problems. The Fiscal Analyst follows the Division protocol when conducting an onsite monitoring of an LEA. A copy of all monitoring documentation will be maintained with the SEA. After the onsite monitoring visit, the SEA will provide the fiscal monitoring report to the LEA within 30 business days of the onsite visit. The report is sent to the LEA Superintendent and the SIG Coordinator. The report will consist of recommendations, findings, and required actions. Upon receipt of the final report from the SEA, the LEA has 30 business days to respond to any required actions. When the GaDOE staff determines that the response indicates that the LEA has taken steps to ensure full compliance in the identified areas, notice will be sent to the LEA approving the proposed corrective actions. Any LEA failing to correct deficiencies outlined in the LEA written corrective action timeline are subject to a delay of funds until corrections have been made. Finally, the GaDOE will maintain a database of all site visit reports by monitoring cycle. Summary analyses of the findings, recommendations, and commendations from the reports provide a more complete picture of implementation, and inform efforts to provide leadership activities and technical assistance to the LEA.

***(4) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.***

The SEA will give priority consideration to schools based on the quality of the application as measured by the Rubric and the LEA's cumulative formal interview score. Priority will then be the strongest commitment to utilize the funds for supporting implementation of the designated intervention model, as determined by capacity, needs analysis, and the LEA's prior ability to manage federal grants appropriately.

***(5) Describe the criteria, if any, which the SEA intends to use to prioritize among Tier III schools. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier***

**III schools.**

N/A – The GaDOE is requesting the priority schools list waiver.

***(6) If the SEA intends to take over any Tier I or Tier II schools, or any priority schools, as applicable, identify those schools and indicate the school intervention model the SEA will implement in each school.***

The GaDOE does not intend to take over any schools in the state. The Constitution of Georgia does not allow for state takeover of schools or school systems.

***(7) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, or for priority schools, as applicable, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA's approval to have the SEA provide the services directly.***

As defined within the ESEA Flexibility Waiver, the SEA will offer school improvement services to Priority schools.

<sup>3</sup> If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

**E. ASSURANCES: The SEA must provide the assurances set forth below.**

By submitting this application, the SEA assures that it will do the following (check each box):

- Comply with the final requirements and ensure that each LEA carries out its responsibilities outlined in the final requirements.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school, or each priority school, as applicable, that the SEA approves the LEA to serve.
- Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.
- If a Tier I or Tier II school, or priority school, as applicable, implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each

LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school or priority school, as applicable.

Report the specific school-level data required in section III of the final SIG requirements.

**F. SEA RESERVATION: The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.**

*The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.*

The Georgia Department of Education provides oversight via the Office of School Improvement. The Office of School Improvement The SEA will reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

Activities Funded with Administrative Reservation

- The SEA will provide technical assistance training to LEAs, either by webinars or in-person sessions, which will include topics such as:
  - Understanding the School Improvement Grant requirements
  - Supporting LEA capacity building for supporting SIG schools
  - The four required intervention models to be implemented
  - SIG budget development and management
  - SIG guidance and updates
- GaDOE staff will be employed to:
  - Approve budgets
  - Provide ongoing technical assistance to LEAs and funded schools.
  - Evaluate annual goals established by LEAs related to student achievement progress

**G. CONSULTATION WITH STAKEHOLDERS**

By checking this box, the SEA assures that it has consulted with its Committee of Practitioners regarding the information set forth in its application.

**H. WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.**

Georgia requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools or in its priority schools, as applicable.

**Waiver 1: Tier II waiver**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section

I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State's lowest quintile of performance based on proficiency rates on the State's assessments in reading/language arts and mathematics combined.

Assurance

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State's lowest quintile of performance based on proficiency rates on the State's assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of "persistently lowest-achieving schools") that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

**Waiver 2: n-size waiver**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive the definition of "persistently lowest-achieving schools" in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the "all students" group in the grades assessed is less than [Please indicate number].

Assurance

The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its "minimum n." The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its "minimum n" in its definition of "persistently lowest-achieving schools." In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

**Waiver 3: Priority schools list waiver**

In order to enable the State to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools that meet the definition of "priority schools" in the document titled *ESEA Flexibility* and that were identified in accordance with its approved request for ESEA flexibility, waive the school eligibility requirements in Section I.A.1 of the SIG final requirements.

Assurance

The State assures that its methodology for identifying priority schools, approved through its ESEA flexibility request, provides an acceptable alternative methodology for identifying the State's lowest-performing

schools and thus is an appropriate replacement for the eligibility requirements and definition of persistently lowest-achieving schools in the SIG final requirements.

**Waiver 4: Period of availability of FY 2013 funds waiver**

**Note: This waiver only applies to FY 2013 funds for the purpose of making three-year awards to eligible LEAs.**

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2013 school improvement funds for the SEA and all of its LEAs to September 30, 2017.

**WAIVERS OF LEA REQUIREMENTS**

Georgia requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant. The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, or Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I, Tier II, and Tier III schools.

**Waiver 5: School improvement timeline waiver**

**Note: An SEA that requested and received the school improvement timeline waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.**

**An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the requirement in section 1116(b) of the ESEA to identify schools for improvement through its approved ESEA flexibility request.**

**Schools that started implementation of a turnaround or restart model in the 2011-2012, 2012-2013, 2013-2014 school years cannot request this waiver to "start over" their school improvement timeline again.**

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2014–2015 school year to "start over" in the school improvement timeline.

**Assurances**

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in the 2014–2015 school year in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

**Waiver 6: Schoolwide program waiver**

**Note: An SEA that requested and received the schoolwide program waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.**

**An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the schoolwide poverty threshold through its approved ESEA flexibility request.**

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

**I. ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS**

The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

Appendix 1  
Eligibility Status of Priority Schools

SYSTEM NAME	SCHOOL NAME	PRIORITY REASON	SIG Cohort	RT3 Lowest Achieving School (LAS)	SIG Cohort 4 Eligibility Status
Bibb County	Central High School	SIG	2	LAS	No
Bibb County	Westside High	Achievement	3		No
Bibb County	Rutland High School	SIG	1	LAS	Exited
Bibb County	Northeast High School	SIG	1	LAS	Yes
Bibb County	William S. Hutchings Career Center	SIG	1	LAS	Yes
Bibb County	Southwest High School	SIG	1	LAS	Yes
Bibb County	King - Danforth Elementary School	Achievement			Yes
Bibb County	Hartley Elementary School	Achievement	3		No
Bibb County	Ingram/Pye Elementary School	Achievement			Yes
Bibb County	Burghard Elementary School	Achievement			Yes
Brooks County	Brooks County High School	SIG	2		No
Burke County	Burke County High School	SIG	1	LAS	Exited
Carroll County	Temple High School	SIG	1		Exited
Chatham County	Beach High School	SIG	1	LAS	Yes
Chatham County	Groves High School	SIG	2	LAS	No
Cobb County	Devereux Ackerman Academy	Achievement			No*
Dade County	Dade County High School	SIG	1	LAS	Exited
DeKalb County	DeKalb Alternative School	Achievement			Yes
DeKalb County	DeKalb Transition School (Closed)	Achievement			Exited
DeKalb County	Elizabeth Andrews High School	Grad Rate			Yes
DeKalb County	International Student Center	Achievement			Yes
DeKalb County	Indian Creek Elementary School	Achievement			Yes
DeKalb County	Toney Elementary School	Achievement			Yes
DeKalb County	McNair High School	SIG	1	LAS	Yes
DeKalb County	Clarkston High School	SIG	1	LAS	Yes
DeKalb County	Towers High School	SIG	2	LAS	No
Dooly County	Dooly County High School	SIG	1		Yes

Dougherty County	Albany High School	SIG	2	LAS	No
Dougherty County	Monroe High School	Achievement			Yes
Dougherty County	Dougherty Comprehensive High School	Achievement			Yes
Douglas County	Lithia Springs Comprehensive High School	SIG	2		No
Douglas County	Inner Harbour School	Achievement			No*
Fulton County	McClarín Alternative School	Grad Rate	3		No
Greene County	Greene County High School	SIG	2		No
Gwinnett County	Gwinnett InterVention Education (GIVE) West	Achievement			Yes
Gwinnett County	Meadowcreek High School	Achievement	3		No
Gwinnett County	Gwinnett InterVention Education (GIVE) East	Achievement			Yes
Henry County	Henry County High School	SIG	1	LAS	Exited
Laurens County	East Laurens High School	SIG	2		No
Meriwether County	Greenville High School	SIG	2	LAS	No
Muscogee County	Fox Elementary School	Achievement			Yes
Muscogee County	Spencer High School	SIG	1	LAS	Yes
Muscogee County	Cusseta Road Elementary School	Achievement			Yes
Muscogee County	Kendrick High School	SIG	2		No
Muscogee County	Jordan Vocational High School	SIG	1	LAS	Yes
Newton County	Challenge Charter Academy (Closed)	Achievement			Exited
Paulding County	Paulding County High School	SIG	2		No
Peach County	Peach County High School	SIG	1	LAS	Yes
Pulaski County	Hawkinsville High School	SIG	1	LAS	Exited
Quitman County	Quitman County High School	Achievement	3		No
Randolph County	Randolph Clay High School	SIG	2		No
Richmond County	W.S. Hornsby K-8 School	Achievement			Yes
Richmond County	Glenn Hills High School	SIG	1	LAS	Yes
Richmond County	Josey High School	SIG	1	LAS	Yes
Richmond County	Laney High School	SIG	1	LAS	Yes
Spalding County	Griffin High School	SIG	1	LAS	Exited
Stewart County	Stewart County High School	SIG	1		Exited
Sumter County	Americus Sumter County High South	Achievement			Yes
Terrell County	Terrell High School	Achievement			Yes
Twiggs County	Twiggs County High School	Achievement	3		No
Walker County	Ridgeland High School	SIG	1		Exited
Wilcox County	Wilcox County High School	SIG	2		No
Wilkinson County	Wilkinson County High School	Achievement	3		No

Atlanta Public Schools	South Atlanta School of Health and Medical Science	Achievement			Yes
Atlanta Public Schools	Booker T. Washington High School-Banking, Finance and Investment Small Schools	Achievement			Yes
Atlanta Public Schools	Booker T. Washington High School-Health, Sciences and Nutrition Small School	Achievement			Yes
Atlanta Public Schools	Maynard H. Jackson, Jr. High School	Achievement			Yes
Atlanta Public Schools	Hillside Conant School	Achievement			No*
Atlanta Public Schools	School of Technology at Carver	Achievement			Yes
Atlanta Public Schools	APS-Forrest Hills Academy	Achievement			Yes
Atlanta Public Schools	School of Health Sciences and Research at Carver	Achievement			Yes
Atlanta Public Schools	South Atlanta School of Computer Animation and Design	Achievement			Yes
Atlanta Public Schools	Therrell School of Law, Government and Public Policy	SIG	2	LAS	No
Atlanta Public Schools	Therrell School of Engineering, Math, and Science	Achievement			Yes
Atlanta Public Schools	Therrell School of Health and Science	Achievement		LAS	Yes
Atlanta Public Schools	Crim High School	SIG	1	LAS	Yes
Atlanta Public Schools	Douglass High School	SIG	1	LAS	Yes
State Schools	Atlanta Area School for the Deaf	SIG	1		Yes
State Schools	Georgia School for the Deaf	SIG	1		Yes

\* Residential Treatment Facility - Therapeutic Setting



**Georgia Department of Education**  
**School Improvement Grant 1003(g)**

**Part II: LEA Application 2014**  
**Cover Page**

LEA Name:	LEA Mailing Address:
<p>LEA Contact and Coordinator (person responsible) for the School Improvement Grant:</p> <p>Name:</p> <p>Position and Office:</p> <p>Contact's Mailing Address:</p> <p>Telephone:</p> <p>Fax:</p> <p>Email Address:</p>	
Board Chairman (Print Name):	Telephone:
Signature of Board Chairman:	Date:
Superintendent (Printed Name):	Telephone:
<p>Signature of Superintendent:</p> <p>X _____</p>	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:**

---

**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

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 submit three (3) computer-generated copies of the following documents:

- i. LEA application
- ii. School Level application (Turnaround, Restart, Closure, or Transformation for each eligible school that the LEA commits to serve, a spending plan (budget justification documents), and a 3 year budget.

These pages must be mailed or delivered to **Dr. Barbara Lunsford** at the address listed below:

Georgia Department of Education  
1854 Twin Towers East  
205 Jesse Hill Jr. Drive, SE  
Atlanta, Georgia 30334

Please submit one (1) electronic copy to [blunsford@doe.k12.ga.us](mailto:blunsford@doe.k12.ga.us) and [dburrell@doe.k12.ga.us](mailto:dburrell@doe.k12.ga.us) the email version must include scanned signed assurances of the LEA application.

### **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.

**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application 2014**

**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.

**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application 2014**

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.

(Respond Here)

**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application 2014**

**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 over three years.

**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application 2014**

**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.

**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

**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application 2014**

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.

**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application 2014**

LEA Name:

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School Name:

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**Turnaround 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.

A2. Using locally adopted competencies, measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students:

- (A) Screen all existing staff and rehire no more than 50 percent,
- (B) Select new staff; and
- (C) Implement the Teacher and Leader Effectiveness Systems (TKES/LKES).

A3. 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 the turnaround school.

A4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

A5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA, hire a "turnaround leader" who reports

**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application 2014**

directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA to obtain added flexibility in exchange for greater accountability.

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).

A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

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 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.

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.

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

**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application 2014**

C. Align additional resources with the interventions.

--

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

--

E. Sustain the reform after the funding period ends.

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**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application 2014**

LEA Name:

School Name:

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 SIG 1003(g) schools. Write the annual goals below.
<b>Reading/English Language Arts</b>
2014-2015 School Year
2015-2016 School Year
2016-2017 School Year
<b>Mathematics</b>
2014-2015 School Year
2015-2016 School Year
2016-2017 School Year
<b>Cohort Graduation Rate (High Schools Only)</b>
2014-2015 School Year
2015-2016 School Year
2016-2017 School Year

**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application 2014**

LEA Name:

\_\_\_\_\_  
School Name:

**School Closure Model:** School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

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

A. Describe specific action steps that the LEA will take to identify the school for closure, close the school, transfer students to their receiving schools, and inform and engage all relevant stakeholders in the implementation of the closure model.

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

C. Align additional resources with the interventions.

**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application 2014**

LEA Name:

\_\_\_\_\_  
School Name:

**Restart Model:** A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

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:

A. Provide a rationale for selection of this intervention model. Describe how the restart model will allow the school to implement the interventions consistent with the final requirements of the SIG guidance for the selected model to increase student academic outcomes.

B-1. Conduct a rigorous review process to recruit, screen, and select a charter school operator, a charter management organization (CMO), or an education management organization (EMO). List potential charter school operators, CMO and/or EMO and the qualifications of each.

B-2. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

C. Align additional resources with the interventions.

**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application 2014**

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

E. Sustain the reform after the funding period ends.

**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application 2014**

LEA Name:

School Name:

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.
<b>Reading/English Language Arts</b>
2014-2015 School Year
2015-2016 School Year
2016-2017 School Year
<b>Mathematics</b>
2014-2015 School Year
2015-2016 School Year
2016-2017 School Year
<b>Cohort Graduation Rate (High Schools Only)</b>
2014-2015 School Year
2015-2016 School Year
2016-2017 School Year

**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application 2014**

LEA Name:

School Name:

**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.

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

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.

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.

**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application 2014**

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.

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).

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.

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 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.

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.

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.

**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application 2014**

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).

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

C. Align additional resources with the interventions.

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

E. Sustain the reform after the funding period ends.

**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application 2014**

LEA Name:

School Name:

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.
<b>Reading/English Language Arts</b>
2014-2015 School Year
2015-2016 School Year
2016-2017 School Year
<b>Mathematics</b>
2014-2015 School Year
2015-2016 School Year
2016-2017 School Year
<b>Cohort Graduation Rate (High Schools Only)</b>
2014-2015 School Year
2015-2016 School Year
2016-2017 School Year

**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application 2014**

**Year 1  
FY15 July 1, 2014 – June 30, 2015**

LEA Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Intervention Model \_\_\_\_\_

**Budget Template Instructions:** Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please refer to the FY10 SIG Guidance – <http://www2.ed.gov/programs/sif/sigguidance02232011.pdf> regarding allowable expenditures.

Function Code	Object Class	Item Description and Rationale	Costs	
	<b>100 Personal Services (Salaries)</b>			
				<b>Object Total</b>
				\$ -
	<b>200 Employee Benefits</b>			
				<b>Object Total</b>
				\$ -
	<b>300 Purchased Professional &amp; Technical Services</b>			
				<b>Object Total</b>
				\$ -
	<b>500 Other Purchased Services</b>			
				<b>Object Total</b>
				\$ -
	<b>600 Supplies</b>			
				<b>Object Total</b>
				\$ -

**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application 2014**

	<b>700</b>	<b>Property (Capitalized Equipment)</b>			<b>Object Total</b>
				\$ -	
	<b>800</b>	<b>Other Objects</b>			<b>Object Total</b>
				\$ -	
	<b>900</b>	<b>Other Uses</b>			<b>Object Total</b>
				\$ -	
<b>School Total</b>					\$ -

**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application 2014**

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

LEA Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Intervention Model \_\_\_\_\_

**Budget Template Instructions:** Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please refer to the FY10 SIG Guidance – <http://www2.ed.gov/programs/sif/sigguidance02232011.pdf> regarding allowable expenditures.

Function Code	Object Class	Item Description and Rationale	Costs	
<b>100</b>	<b>Personal Services (Salaries)</b>			
				<b>Object Total</b>
				\$ -
<b>200</b>	<b>Employee Benefits</b>			
				<b>Object Total</b>
				\$ -
<b>300</b>	<b>Purchased Professional &amp; Technical Services</b>			
				<b>Object Total</b>
				\$ -
<b>500</b>	<b>Other</b>			
	<b>Purchased Services</b>			
				<b>Object Total</b>
				\$ -
<b>600</b>	<b>Supplies</b>			
				<b>Object Total</b>
				\$ -

**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application 2014**

	<b>700</b>	<b>Property (Capitalized Equipment)</b>			
					<b>Object Total</b>
					\$ -
	<b>800</b>	<b>Other Objects</b>			
					<b>Object Total</b>
					\$ -
	<b>900</b>	<b>Other Uses</b>			
					<b>Object Total</b>
					\$ -
<b>School Total</b>					<b>\$ -</b>

**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application 2014**  
**Year 3**  
**FY17 - July 1, 2016 – June 30, 2017**

LEA Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Intervention Model \_\_\_\_\_

**Budget Template Instructions:** Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please refer to the FY10 SIG Guidance – <http://www2.ed.gov/programs/sif/sigguidance02232011.pdf> regarding allowable expenditures.

Function Code	Object Class	Item Description and Rationale	Costs	
100	Personal Services (Salaries)			
				<b>Object Total</b>
				\$ -
200	Employee Benefits			
				<b>Object Total</b>
				\$ -
300	Purchased Professional & Technical Services			
				<b>Object Total</b>
				\$ -
500	Other Purchased Services			
				<b>Object Total</b>
				\$ -
600	Supplies			
				<b>Object Total</b>
				\$ -
700	Property			

**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application 2014**

	<b>(Capitalized Equipment)</b>			<b>Object Total</b>
				\$ -
	<b>800 Other Objects</b>			<b>Object Total</b>
				\$ -
	<b>900 Other Uses</b>			<b>Object Total</b>
				\$ -
<b>School Total</b>				<b>\$ -</b>

**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application 2014**

LEA Name:

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School Name:

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**LEA Budget Template**

<b>LEA BUDGET</b>					
	<b>Year 1 Budget</b>		<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Three-Year Total</b>
	<b>Pre-Implementation</b>	<b>Year 1 – Full Implementation</b>			
<b>School Name</b>					
<b>School Name</b>					
<b>School Name</b>					
<b>LEA-level Activities</b>					
<b>Total Budget</b>					

# APPENDICES

### 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.

<b>School Name:</b>			<b>Selected Intervention Model:</b>
<b>Provide a minimum of two years of data where indicated.</b>			Provide a summary and conclusion of the analysis of each area.
<b>1. Student Profile Data</b>	<b>2011-12</b>	<b>2012-13</b>	
Total student enrollment			
Grade level enrollment			
Number of students in each subgroup (List applicable subgroups below.)			
Attendance %			
Disciplinary Incidents			
AP, IB, and Dual Enrollment (#)			
Graduation Rate			
<b>2. Staff Profile Data</b>	Provide a summary and conclusion of the analysis of each area.		
Current Principal Length of time in position			
Teaching Staff Number of years' experience in profession			
1 to 3			
4-10 years			
11-20 years			
21+ years			
Teaching Staff Percentage (%) of experience in the school			
1 to 3			
4-10 years			
11-20 years			
21+ years			

<b>Teacher attendance rate</b>	<b>2011-2012</b>	<b>2012-2013</b>		
<b>Teacher evaluation data by levels (Level 1 is equivalent to Exemplary and Level 4 is equivalent to Ineffective on TKES)</b>		<b>2012-2013</b>		
		Level 1		
		Level 2		
		Level 3		
Level 4				
<b>Student Achievement Data</b>	<b>2011-2012</b>	<b>2012-2013</b>	Provide a summary of existing status and current needs.	
<b>Reading/Language Arts</b>				
<b>All Students category</b>				
<b>Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity</b>				
<b>Mathematics</b>				
<b>All Students category</b>				
<b>Subgroups: Economically disadvantaged students, Special education students English Language Learners</b>				
<b>Graduation rate (if applicable)</b>				

	2012	2013	
<b>CCRPI Score:</b>			
<b>School Culture and Climate</b> <b>School Safety</b> <b>Student Health Services</b> <b>Attendance Support</b> <b>Social and Community Support</b> <b>Parental Support</b>	<b>Provide a summary of existing status and current needs.</b>		
<b>Rigorous Curriculum- Alignment of curriculum with state standards across grade levels</b>	<b>Provide a summary of existing status and current needs.</b>		
<b>Curriculum Intervention Programs</b>			
<b>Enrichment Programs</b>			
<b>Dual enrollment (if applicable)</b>			

<b>Advanced Placement (if applicable)</b>	
<b>Instructional Program</b>	<b>Provide a summary of existing status and current needs.</b>
<b>Planning and implementation of research based instructional strategies</b>	
<b>Use of instructional technology (by students and teachers)</b>	
<b>Use of data analysis to inform and differentiate instruction</b>	
<b>Number of minutes scheduled for core academic subjects</b>	
<b>Assessments</b>	
<b>Use of formative, interim, and summative assessments to measure student progress</b>	
<b>Timeline for reporting student progress to parents</b>	
<b>Parent and Community Support</b>	<b>Provide a summary of existing status and current needs.</b>
<b>Social, health, and community services to students and families</b>	

**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application 2013  
Appendix B - Rubric**

**School Improvement Grant LEA Application Rubric**

	<b>Not addressed or ineffectively addressed (0-1 point)</b>	<b>Limited (2 points)</b>	<b>Moderate (3 points)</b>	<b>Strong (4 points)</b>
<p style="text-align: center;"><b>LEA Narrative – Capacity</b></p> <p style="text-align: center;"><b>Score ____</b></p>	<p>The LEA is unable to provide an adequate description of the district leadership team OR the district leadership team does not possess expertise in working with federal grants, school improvement, and lacks direct access to the superintendent.</p> <p>The LEA has not reviewed its capacity to serve its schools and does not provide a description of support from staff, parents, students, and the school board.</p>	<p>The LEA provides a general description of the district leadership team but the district leadership team does not possess expertise in all areas necessary to managing a SIG grant (working with federal grants, school improvement, direct access to the superintendent).</p> <p>The LEA has reviewed its capacity to serve its schools but does not provide an appropriate description of support from staff, parents, students, and the school board.</p>	<p>The LEA provides a detailed description of the district leadership team and the district leadership team possesses expertise in working with federal grants, school improvement, and human resources. The plan does not describe how the district leadership team has direct access to the superintendent.</p> <p>The LEA has reviewed its capacity to serve schools and provides a detailed description and evidence of its commitment of</p>	<p>The LEA provides a detailed description of a district leadership team that is comprised of professionals with expertise in working with federal grants, school improvement, human resources, and has direct access to the superintendent.</p> <p>The LEA has reviewed its capacity to serve schools and provides a detailed description and evidence of its commitment of support from staff, parents, students, and the school board.</p>

**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application 2013**

			support from staff, parents, students, and the school board.	
<b>Needs Analysis</b>  <b>Score _____</b>	The LEA provides some data, however the analysis of the data provided is insufficient and/or there are fallacies in the conclusions.	The LEA provides data but the analysis or conclusions are not fully developed.	The LEA provides a comprehensive view of the data. The analysis, summary, and conclusions are provided. Identified needs are clearly articulated.	The LEA has provided extensive student achievement, staff, curriculum and instruction, and school culture data. A comprehensive analysis with corresponding summary and conclusions are supplied. Identified needs are clearly articulated and are logical given the analysis.
<b>Annual Goals</b>  <b>Score _____</b>	The LEA has not reviewed the school's data and has set either extremely low student achievement goals or goals that are extremely unrealistic.	The LEA has provided a cursory review of the school's data and has set realistic student achievement goals. The LEA has articulated how it will plan for evaluation and monitoring but there is little evidence that suggest that the LEA is prepared to monitor progress toward annual student achievement goals, SIG leading indicators and implementation of	The LEA has reviewed the school's data and has set ambitious yet realistic student achievement goals. The LEA has articulated a plan for monitoring inclusive of progress toward annual student achievement goals and the SIG leading indicators. Goals are measurable and time-bound.	The LEA has reviewed the school's data and has set ambitious yet realistic student achievement goals. The LEA has articulated how it will plan for on-going evaluation and monitoring that includes progress toward annual student achievement goals, SIG leading indicators and implementation of interventions. Goals are measurable and time-bound.

**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application 2013**

		interventions. Goals are measurable and time-bound.		
<b>Model specific school application</b>  <b>Score_____</b>	The LEA does not provide a rationale for the selected intervention model based on the school's identified needs and addresses root causes of the school's low performance.	The LEA provides a general rationale for the selected intervention model. The alignment of the rationale with the school's identified needs is unclear.	The LEA provides a clear rationale for the selected intervention model based on the school's identified needs.	The LEA provides a compelling and clear rationale for the selected intervention model based on the school's identified needs and addresses root causes of the school's low performance.
<b>Budget</b>  <b>Score_____</b>	A number of requests in the LEA and/or schools' budget are not reasonable or necessary expenditures. Budget activities are in not aligned with the goals of the grant.	A few items listed in the LEA and/or schools' budget are discussed in the justification template. The budget request is not fully aligned with the school's goals.	All items listed in the LEA and schools' budget are substantiated in the budget justification templates. All budget requests are reasonable, necessary, and allocable to the SIG grant. Activities are in alignment with the school's goals.	All items listed in the LEA and schools' budget are substantiated in the budget justification templates. Requests are reasonable and necessary expenditures and are in compliance with federal grant requirements (allocable). Activities are in clear alignment with and support school goals.
<b>Sustainability Plan</b>	There is no evidence in the application that indicates actions will be taken to maintain implementation of the processes and strategies that positively impact student achievement.	An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies required	An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies required.	A comprehensive plan describes actions the LEA will take to maintain implementation of the processes and strategies required for the intervention model selected. The plan includes specific steps and adequate resources to ensure sustainability.

**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application 2013**

		for the intervention model selected; however, the plan does not describe the specific actions the LEA will take after the funding period ends.	for the intervention model selected. The plan includes general steps with no or limited resources identified to support efforts to ensure sustainability.	
<b>Total Score of Written Application</b>				
<b>Interview (if applicable, only applications receiving 15 or more points will be invited to interview)</b>  Score _____	The LEA is unable to satisfyingly speak to the general plan for implementation of the grant. Action steps are vague or inadequate. The LEA is unable to discuss how all stakeholders will be kept abreast of the reform taking place at the SIG school(s).	The LEA can articulate a general plan for implementation of the SIG grant. The action steps, communication plan for stakeholders, and the plan for sustainability are somewhat unclear.	There is a solid plan to ensure overall success and sustainability. District leadership within the LEA is able to provide a clear articulation of the work necessary to successfully implement the chosen reform model. Action steps are specific and the LEA can articulate what barriers may arise and how stakeholders will be informed.	There is a comprehensive plan to ensure overall success and sustainability. District leadership within the LEA is able to provide a clear articulation of the work necessary to successfully implement the chosen reform model. Action steps are specific and the LEA can articulate how barriers will be removed and how stakeholders will be informed at regular intervals throughout the life of the grant.
<b>Total Score (inclusive of interview)</b>				

**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application 2013  
Appendix C- Turnaround Leader**

**Turnaround Leader Competencies: Four Clusters of Competence**

These are the competencies – or consistent patterns of thinking, feeling, acting and speaking – needed for school turnaround leader success. They were derived by “mapping” the cross-sector research on turnaround leader actions to high-quality competency studies of successful entrepreneurs and leaders in large organizations. The competencies chosen fit the activities that turnaround leaders share with leaders in these other contexts. Validation, refinement and further customization of these competencies will be possible as the number of successful school turnarounds grows and comparisons among more and less successful school turnaround leaders are possible. These competencies are arranged into four clusters of related capabilities.

**Driving for Results Cluster** – This cluster of competencies is concerned with the turnaround leader’s strong desire to achieve outstanding results and the task-oriented actions required for success. Competencies in this cluster include:

- Achievement
- Initiative and Persistence
- Monitoring and Directiveness
- Planning Ahead

**Influencing for Results Cluster** – This cluster of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone, but instead must rely on the work of others. Competencies in this cluster include:

- Impact and Influence
- Team Leadership
- Developing Others

**Problem Solving Cluster** – This cluster of competencies is concerned with leader’s thinking applied to organization goals and challenges. It includes analysis of data to inform decisions; making clear logical plans that people can follow; and ensuring a strong connection between school learning goals and classroom activity. Competencies in this cluster include:

- Analytical Thinking
- Conceptual Thinking

**Showing Confidence to Lead** – This competency, essentially the public display of self-confidence, stands alone and is concerned with staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds.

- Self-Confidence

Competencies selected from *Competence at Work: Models for Superior Performance*, Spencer and Spencer (1993). Leader actions from *School Turnarounds: A Review of the Cross-Sector Evidence on Dramatic Organization Improvement*, Public Impact for the Center on Innovation and Improvement (2007) and *Turnarounds with New Leaders and Staff*, Public Impact for the Center for Comprehensive School Reform and Improvement (2006).

**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application 2013  
Appendix D – Reform Models**

**Brief Overview of the School Improvement Grant 1003(g) Reform Model**

- 1. Turnaround Model:** Replace the principal, screen existing school staff, and rehire no more than half the teachers; adopt a new governance structure; and improve the school through curriculum reform, professional development, extending learning time, and other strategies.
- 2. Restart Model:** Convert a school or close it and re-open it as a charter school or under an education management organization.
- 3. School Closure:** Close the school and send the students to higher-achieving schools in the district.
- 4. Transformation Model:** Replace the principal and improve the school through comprehensive curriculum reform, professional development, extending learning time, and other strategies.