School Profile

Created Friday, October 24, 2014
Updated Friday, October 31, 2014

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School Information

System Name:	Franklin County
School or Center Name:	Franklin County High School
System ID	659
School ID	3050

Level of School

High (9-12)

Principal

Name:	Brad Roberts
Position:	Principal
Phone:	706-384-4525
Email:	broberts@franklin.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Tracy Hendrix
Position:	Instructional Coach
Phone:	706-384-4525
Email:	thendrix@franklin.k12.ga.us

Grades represented in the building

example pre-k to 6

9-12

Number of Teachers in School

63

FTE Enrollment

1102

Grant Assurances

Created Wednesday, December 03, 2014
Updated Thursday, December 04, 2014

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The sub-grantee assures that it has the necessary legal authority to apply for and receive a SRCL Grant.

- Yes

Sub-grantee certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

- Yes

The SRCL projects will target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.

- Yes

The SRCL project will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

- Yes

The Grantee will participate in all technical assistance/information-sharing opportunities and professional development activities provided through the STRIVING READER COMPREHENSIVE LITERACY GRANT Project Grant Program.

- Yes

All activities must be correlated with the development of STRIVING READER COMPREHENSIVE LITERACY GRANT goals for children birth through grade 12.

- Yes

The second year of funding is dependent upon successful program implementation and progress aligned with the components of the request for application submitted.

- Yes

Prior to any material change affecting the purpose, administration, organization, budget, or operation of the SRCL project, the Sub-grantee agrees to submit an appropriately amended application to GaDOE for approval.

- Yes

The Sub-grantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.

- Yes

The activities and services described in the application shall be administered by or under the supervision and control of the Sub-grantee. The Sub-grantee shall not assign or subcontract, in whole or in part, its rights or obligations without prior written consent of GaDOE. Any attempted assignment without said consent shall be void and of no effect.

- Yes

The Sub-grantee will use fiscal control and sound accounting procedures that will ensure proper disbursement of and account for Federal and state funds paid to the program to perform its duties.

- Yes

Funds shall be used only for financial obligations incurred during the grant period.

- Yes

The Sub-grantee will, if applicable, have the required financial and compliance audits conducted in accordance with the Single Audit Act Amendments of 1966 and OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

- Yes

The fiscal agent will adopt and use proper methods of administering each program, including: (A) the enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the timely correction of deficiencies in program operations that are identified through audits, monitoring, evaluation and/or technical assistance.

- Yes

The Sub-grantee will cooperate in carrying out any evaluation of each such program conducted by or for the Georgia Department of Education, the U.S. Department of Education, or other state or Federal officials.

- Yes

The Sub-grantee will submit reports to GaDOE as may reasonably be required. The Sub-grantee will maintain such fiscal and programmatic records and provide access to those records, as necessary, for those departments to perform their duties.

- Yes

The Sub-grantee will submit an annual summative evaluation report no later than June 30.

- Yes

The Sub-grantee agrees that GaDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit or examine any pertinent books, documents, papers, and records of the Sub-grantee related to the Sub-grantee's charges and performance under the SRCL sub-grant.

- Yes

The property (e.g., computers, equipment, classroom desks, tables, and pilferable items) purchased with the SRCL grant funds must be managed in accordance with EDGAR section 74.34 through 74.37 (for non-profit organizations) and with EDGAR section 80.32 and 80.33 (for school districts).

- Yes

The Sub-grantee certifies that it will abide by GaDOE's Conflict of Interest and Disclosure Policy. Applicants with a conflict of interest must submit a disclosure notice.

- Yes

The Sub-grantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).

- Yes

Sub-grantee will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, and the Americans with Disabilities Act of 1990, which prohibits discrimination on a basis of disability.

- Yes

In accordance with the Federal Drug-Free Workplace and Community Act Amendments of 1989 and the Drug-Free Workplace Act of 1988, the Sub-grantee understands that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, marijuana, or dangerous drug is prohibited at geographic locations at which individuals are directly engaged in the performance of work pursuant to the 21st CCLC grant.

- Yes

All technology purchases (software and hardware) will be approved by the LEA Technology Director for compatibility with current operating systems and building infrastructure. The Technology Director must ensure that any purchases for the building will be able to be implemented and sustained beyond the grant period.

- Yes

Preliminary Application Requirements

Created Friday, October 31, 2014

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Click on the General Application Information link below to assist you in the grant development process.

SRCL General Information Packet-Cohort 4

Did you download and read the General Information document to assist you with writing the grant?

- Yes

Click on the SRCL Rubric link below to assist you in the grant development process.

SRCL Scoring Rubric-Cohort 4

Did you download and read the SRCL Rubric to assist you with writing the grant?

- Yes

Click on the Assessment Chart link below to assist you in the grant development process.

SRCL Required Assessments Chart

Did you download and read the Assessment Chart to assist you in writing the grant?

- Yes

Assessments

I understand that implementing the assessments mentioned on page 6 in the General Information Packet is a necessary part of receiving SRCL funding.

- I Agree

Unallowable Expenditures

Preparation of the Proposal: Costs to develop, prepare, and/or write the SRCL proposal cannot be charged to the grant directly or indirectly by either the agency or contractor.

Pre-Award Costs: Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.

Entertainment, Refreshments, Snacks: A field trip without the approved academic support will be considered entertainment. End-of-year celebrations or food associated with parties or socials are unallowable expenditures. Game systems and game cartridges are unallowable.

Unapproved out of state or overnight field trips, including retreats, lock-ins, etc.

Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)

Advertisements, Promotional or Marketing Items

Decorative Items

Purchase of Facilities or vehicles (e.g., Buses, Vans, or Cars)

Land acquisition

Capital Improvements, Permanent Renovations

Direct charges for items/services that the indirect cost rate covers;

Dues to organizations, federations or societies for personal benefits

Any costs not allowed for Federal projects per EDGAR, which may be accessed at
http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html.

NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses please e-mail your questions to jmorrill@doe.k12.ga.us

Upon approval by the State Board of Education, sub-grantees will be required to submit electronic budgets through GaDOE Consolidated Application Portal. All budget requests must be made in accordance with the use of funds for the SRCL project and must meet the requirements in EDGAR and OMB circulars.

- I Agree

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Conflict of Interest and Disclosure Policy

Georgia's conflict of interest and disclosure policy is applicable to entities conducting business on behalf of and /or doing business with the Department and entities receiving a grant to implement a program and/or project approved by the State Board of Education. This policy is applicable for entities receiving state and/or Federal funds.

Questions regarding the Department's conflict of interest and disclosure policy should be directed to the program manager responsible for the contract, purchase order and/or grant.

I. **Conflicts of Interest**

It is the policy of the Georgia Department of Education (GaDOE) to avoid doing business with Applicants, subcontractors of Applicants who have a conflict of interest or an appearance of a conflict of interest. The purpose of this policy is to maintain the highest level of integrity within its workforce, and to ensure that the award of grant Agreements is based upon fairness and merit.

a. **Organizational Conflicts of Interest**.

All grant applicants ("Applicants") shall provide a statement in their proposal which describes in a concise manner all past, present or planned organizational, financial, contractual or other interest(s) with an organization regulated by the GaDOE, including but not limited to Local Education Agencies (LEAs), or with an organization whose interests may be substantially affected by GaDOE activities, and which is related to the work under this grant solicitation. The interest(s) in which conflict may occur shall include those of the Applicant, its affiliates, proposed consultants, proposed subcontractors and key personnel of any of the above. Past interest shall be limited to within one year of the date of the Applicant's grant proposal. Key personnel shall include:

- any person owning more than 20% interest in the Applicant
- the Applicant's corporate officers
- board members
- senior managers
- any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or

action can have an economic or other impact on the interests of a regulated or affected organization.

   i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.

  ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:

    1. Disqualify the Applicant, or

    2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.

iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

   i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:

    1. The names of all Subject Individuals who:

      a. Participated in preparation of proposals for award; or

      b. Are planned to be used during performance; or

      c. Are used during performance; and

  ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:

    1. The award; or

2. Their retention by the Applicant; and
3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

1. Termination of the Agreement.
2. Exclusion from subsequent GaDOE grant opportunities.
3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.

d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

The Applicant represents and certifies that to the best of its knowledge and belief that during the prior 12 month period

[ ] A former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement and complete disclosure has been made.

[X] No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.

II.   **Disclosure of Conflict of Interest after Agreement Execution**

If after Agreement execution, Applicant discovers a conflict of interest which could not reasonably have been known prior to Agreement execution; an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate this Agreement for convenience if GaDOE deems that termination is in the best interest of GaDOE.

III.   **Incorporation of Clauses**

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

_____
Signature of Fiscal Agency Head (official subgrant recipient)

Tom Porter, Finance Director
Printed Name of Fiscal Agency Head and Position Title

December 4, 2014
Date

_____
Signature of Applicant's Authorized Agency Head (required)

Dr. Ruth O'Dell, Superintendent
Printed Name of Applicant's Authorized Agency Head and Position Title

December 4, 2014
Date

Fiscal Agent Memo of Understanding

The application is the project <u>implementation plan</u>, not simply a proposal. This project is expected to be implemented with fidelity upon SBOE approval. When completing the application, please remember that sub-grantees will not be permitted to change the project's scope that is originally outlined in the application, scored by reviewers during the application review process, and approved by SBOE. This policy is designed to provide basic fairness to applicants for discretionary sub-grants.

Fiscal Agent/Applicant Required Signatures:

I hereby certify that I am the an authorized signatory of the fiscal agent for which grant application is made and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable federal, state, and local laws and regulations, application guidelines and instructions, assurances, and certifications. I also certify that the requested budget amounts are necessary for the implementation of the program described in the attached application.

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: <u>Cyndee Phillips</u>

Position/Title of Fiscal Agent's Contact Person: <u>Assistant Superintendent</u>

Address: <u>280 Busha Road</u>

City: <u>Carnesville, GA</u>   Zip: <u>30521</u>

Telephone: <u>(706) 384-4554</u>   Fax: (706) <u>384-7472</u>

E-mail: <u>cphillips@franklin.k12.ga.us</u>

Signature of Fiscal Agency Head (District Superintendent or Executive Director)

<u>**Cyndee Phillips**</u>
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

<u>**October 31, 2014**</u>
Date (required)

Brief History:
Franklin County is home to approximately 20,000 individuals living in a 266.4 square mile area. The county's citizens earn livelihoods primarily from farming and industry causing the per capita income to be $21,590, which is only 79% of the state's average. Approximately 20% of Franklin County's youth are living in poverty. The unemployment rate is 9.5%. The adult literacy rate is 20% compared to the state rate of 12%. Almost half (45.9%) of all adults, ages 25 and older did not complete high school. This situation has been perpetuated by low high school completion rates. The graduation rate for Franklin County has increased from 58.9% in 2008 to 86.4% in 2014.

System Demographics:
FCSS serves approximately 3600 students. There are 279 teachers and 30 administrators. There are three elementary schools, one middle school, and one high school. In 2013-2014, economic constraints precipitated the restructuring of four elementary schools into three schools, causing redistricting to occur and a change in configuration for the schools. Four elementary schools in FY 13 were too small to earn the minimal funding from the State of Georgia, causing an economic burden. The political climate of community schools would not support closing the oldest of the schools. Two schools (Carnesville and Central Franklin) were consolidated to save funds.

The free/reduced lunch rate is 61.6%. The elementary and middle schools are School-Wide Title I Program schools.

Student population:

White	Black	Asian	Hispanic
81.85%	10.51%	1.01%	6.63%

Current Priorities

Professional Learning Communities (PLCs) - approach to ensure standards based practices through the guidance of the Franklin County Classroom Model.

Implementation of state standards –Teams collaborate in designing units, creating common assessments, and implementing research based strategies.

RTI Revamp – the creation of a district level administrator to manage the RtI and PoI process provides a systematic approach for student support.

BYOT – support of student engagement and learning through the use of "Bring your Own Technology Initiative.

Strategic Planning

The five-year strategic plan was developed with input from the Board of Education, Leadership Teams, teachers, parents, community members, and students.

The Mission of the Franklin County School System is to educate and prepare all of our students to meet the highest state and national standards and the expectations of a continuously changing world.

Our Guiding Principles:
- *Doing whatever it takes for all students to graduate and be college-and work- ready and productive, critical-thinking, problem-solving citizens in the 21st century and beyond.*
- *Doing whatever it takes to realize, enhance, and even change the potential of every child.*
- *Doing whatever it takes to actively collaborate with colleagues to grow professionally, hold each other accountable for results, and support one another in a professional learning community.*
- *Doing whatever it takes to provide rigorous, relevant, differentiated instruction that meets the needs of all students.*
- *Doing whatever it takes to engage all stakeholders (students, teachers, parents, community) in the continuous improvement of our schools and system.*

District Goals:

Strategic Goal I: Design rigorous, relevant, and engaging learning environments that advance the learning and independence of all students.

Strategic Goal II: Develop school and district cultures that invite the loyalty and engagement of parents and community stakeholders.

Strategic Goal III: Ensure that the district has resources and provides services that support its purpose and direction and the success of all students.

Strategic Goal IV: Design and support the growth of the school system as a professional learning community and staff it with high performing personnel.

School improvement teams consisting of teachers, administrators, and other key personnel guide the process in data analysis, feedback from stakeholders (teachers, parents, students), and review the current initiatives to ensure continuous improvement is occurring. The school improvement plans incorporate strategies and interventions outlined in the Title I School-wide Plans.

<u>Current Management Structure:</u>

The Franklin County BOE consists of five members and employs the Superintendent to lead the district's improvement processes. A Central Office team consists of the Assistant Superintendent for Teaching, Learning, and Student Services, the Assistant Superintendent for CCRPI and Facilities, Directors for Special Education, Student Services, Finance, Operations, Transportation, School Nutrition, Technology, and Maintenance.

Monthly leadership team meetings focus on the strategic goals and professional learning. Leadership Team consists of district administrators, directors, principals, assistant principals, and academic coaches.

Additionally, monthly meetings of the Teacher Advisory Council (TAC) provide support for school improvement initiatives. The TLSS department consists of the Assistant Superintendent

for TLSS, Special Education Director, Student Services Director, Response to Intervention Director (49%), School Psychologists, School Social Worker, Parent Mentor, Diagnostician, and Alternative School (Summit Academy) Program Director and also meets monthly. The Assistant Superintendent for TLSS also meets twice monthly with the school-based Academic Coach team.

The Parent Advisory Council (PAC) and Student Advisory Council (SAC) meet quarterly to gather input. Additionally, the Chamber of Commerce Education Committee meets monthly to provide support and input from the community.

Past Instructional Initiatives:

Learning Focused Schools
Framework for Poverty
Differentiation
Student Longitudinal Data System
Reading First
21st Century After School Program Grant
Franklin County Model for Standards-Based Classroom Instruction

Literacy Curriculum and Assessments Used District-Wide:

K-5 – Renaissance Learning (STAR Early Literacy, STAR Reading, Accelerated Reader)
       GKIDS
       Milestones EOG Assessments (3-5)
       Georgia Alternate Assessment (GAA)
       ACCESS (English Learners)
       Study Island
       CCGPS Frameworks

6 – 8 - Scholastic Reading Inventory (SRI)
       Milestones EOG Assessments (6-8)
       GAA
       ACCESS

9 –12 - Scholastic Reading Inventory (SRI)
       Milestones EOC Assessments
       GAA
       Scholastic Read 180 (SWD and struggling readers)
       ACCESS
       End of Pathway Assessments (CTAE)

Need for a Striving Reader Project:

As the state standards have become more rigorous and literacy focused, the need to strengthen literacy in FCSS has become paramount. Although we see improvement in test scores, we do not

see the same with Lexile scores. 98% of students are meeting minimal grade level standards on the CRCT Reading assessment (2014); only about 68% reach the stretch band (CCRPI). Even though we have seen a steep increase in CRCT Reading and EOCT ELA scores, our writing scores are stagnant. The gap between students who are operating at high independent reading levels widens as students increase in grade levels. The ability to read, write, and comprehend at high levels, especially in jobs which require the employee to navigate technical manuals has also caused us to examine the current state of student's literacy skills in Franklin County. The Why document (p. 28) illustrates the need for a highly literate work force, indicating that those who are not able to write and communicate at high levels will not be hired or considered for promotions. The state standards also indicate a high level of literacy instruction and academic rigor in all content areas. No longer is "literacy" the property of the ELA or reading teachers. The Anchor Standards and the Literacy Standards for Science, Math, Social Studies, History, and Technical Subjects rightly place the importance of teaching literacy skills in every content class. Good reading skills are tools for communication, and should become habit rather than a particular lesson; or a culture of literacy throughout the school district (The Why, p. 32).

In addition to using the *Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12* and the "What" document to identify needs and root causes, the Literacy Teams also analyzed student achievement data, TKES data, school improvement goals, and other climate data. Data indicates very small differences in economically disadvantaged students and all students. The biggest gaps occur between all students and students with disabilities. Closing the achievement gaps will ensure that students graduate college and career ready (The Why, p. 3).

District Management Plan and Key Personnel:

In order to ensure effective coordination and implementation of SCRL grants across all school levels, the Assistant Superintendent for TLSS will be designated to serve as the primary liaison between the schools, district office and GADOE.   The table below provides an overview of the individuals, by position, who will be responsible for various aspects of the grants.

Management Plan and Key Personnel

Grant Management	Person/Position Responsible	Key Responsibilities	Supervisor
System-Wide Coordination/Management	Cyndee Phillips, Assistant Superintendent for Teaching, Learning, & Student Services (TLSS)	• Ensures implementation of grant initiatives • Monitors literacy instruction • Problem solves issues • Compiles reports for monitoring • Manages grant budget items approval	Dr. Ruth O'Dell, Superintendent
Purchasing	Tom Porter, Finance Director	• Receive/process school purchase orders (approved budget items) • Up-to-date expenditure reports	Dr. Ruth O'Dell, Superintendent
Site-Level Coordination	• CES – Jennifer Gaines, Principal & Jennifer Underwood Academic Coach • LES – Darrell McDowell, Principal & Kasey Haley, Academic Coach • RES – David Gailer, Principal & Shea Wilson, Academic Coach • FCMS – Lucy Floyd, Principal & Thesa	• Director/Project coordinator on all matters pertaining to the grant at the school level • Convenes School Literacy Team to discuss grant implementation and evaluation, study and analyze data • Supervise and monitor evidence based literacy instruction in all classrooms	Dr. Ruth O'Dell, Superintendent Cyndee Phillips, Assistant Superintendent for TLSS

	Beatenbough, Academic Coach • FCHS – Brad Roberts, Principal & Tracy Hendrix, Academic Coach		
Professional Learning	• Cyndee Phillips, Assistant Superintendent for TLSS • Academic Coach Team (Jennifer Underwood, Tracy Hendrix, Thesa Beatenbough, Shea Wilson, Kasey Haley)	• PL team will coordinate and schedule professional learning activities per the grant proposal • Track PLUs (attendance sheets, evaluations, implementation of strategies)	Cyndee Phillips, Assistant Superintendent for TLSS
Technology Coordination	• Andrew Fowler, Director of Technology • Cyndee Phillips, Assistant Superintendent for TLSS	• District coordination of technology services and technical assistance for implementation of grant initiatives (SRI, DIBELS Next)	Cyndee Phillips, Assistant Superintendent for TLSS
Assessment Coordination	• Cyndee Phillips, Assistant Superintendent for TLSS • Academic Coach Team (Jennifer Underwood, Tracy Hendrix, Thesa Beatenbough, Shea Wilson, Kasey Haley)	• Identify, purchase, and implement both formative assessments and summative assessments per the approved grant guidelines • Schedules and monitors assessments	Cyndee Phillips, Assistant Superintendent for TLSS

Understanding of Grant Personnel Regarding Goals, Objectives, and Implementation Plan:

The personnel listed in the chart above have been active participants in the development of the grant from its initial intent to apply. The process of writing the grant has been a district and

school initiative, utilizing the PLC process to guide the School-Based Literacy Teams to develop the goals and objectives of the grant through a collaborative process. Coordination to ensure the district's strategic plan and goals was provided by the leadership of the principals, academic coach team, and district personnel. There was a concerted effort to ensure alignment of the grant initiatives to the district's strategic plan.

Processes are currently in place to guide the management of the grant's initiatives, including fiscal responsibility, sound assessment implementation/monitoring, and fidelity to the K-12 Literacy Plan, developed in collaboration with School-Based and District Literacy Teams. The process provides transparency and accountability for the district employees, the school board, and the citizens of Franklin County.

Experience of the Applicant:

The FCSS has a history of sound fiscal management. The Georgia Department of Audits conducts a system audit each year and our district does not have any findings.

Audit Table

Fiscal Year	Project Title	Funded Amount	Audit Findings
2011	Special Ed-Preschool (CFDA #84.173)	$41,434.50	No Findings
	Special Ed-VIB Flow through (CFDA #84.027)	$ 789,857.14	No Findings
	Education Job Fund (CFDA# 84.410)	$ 778,374.00	No Findings
	Title I-A, ARRA (CFDA#84.389)	$ 121,614.30	No Findings
	Title I-A Improving Acad. Ach. (CFDA#84.010)	$1,230,467.80	No Findings
2012	Child Nutrition Cluster (CFDA 10.553, 10.555)		No Findings
2013	Special Ed-Preschool (CFDA #84.173)	$47,253.34	No Findings
	Special Ed-VIB Flow through (CFDA #84.027)	$ 924,533.01	No Findings

Capacity for Financial Management:

As evidenced by past audit results and federal cross-functional monitoring, FCSS has an effective and efficient internal controls system for financial stability. The system has a finance director, payroll clerk, accounts payable/receivable clerk, and an additional clerk who balances the checking accounts. The finance department is responsible for ensuring all expenditures are appropriate and within the program guidelines as budgeted. Prior approval through a requisition/purchase order system is required for purchases, and must fall within the spending guidelines of the program for approval of the grant manager and finance director. The superintendent reviews the monthly budget reports and signs off on the grants accounting.

Sustainability of Past Initiatives:

The system has been successful in sustaining several major grants. We received the following federal program grants:

	FRANKLIN COUNTY SCHOOL SYSTEM	
	GRANT FUNDS RECEIVED	
	(Title IV-B) 21st Century Grant	(Title I-B1) Reading First Grant
FY2004	$-	$665,469.37
FY2005	$-	$664,360.00
FY2006	$-	$756,759.00
FY2007	$-	$589,876.00
FY2008	$-	$-
FY2009	$328,092.54	$-
FY2010	$206,594.43	$-

FY2011	$236,930.80	$-
TOTALS	$771,617.77	$2,676,464.37

Past initiatives continue to influence current and future district-wide initiatives. For example, the Reading First Grant (2004 – 2007) provided us with the basic literacy plan for K-3 teachers. Despite a downturn in the economy, we were able to sustain and add to our Academic Coach team (previous Literacy Coaches for K-3). We now have academic coaches at all levels. Teachers have and will continue to benefit from the job-imbedded professional learning provided by this team. The additional support provided by the 21st Century After School Grant to struggling students in our district continued through our Project DELTA (District Extended Learning Time Assistance) program. We utilized local and federal Title VI-B funds to continue to provide after school tutoring and added within the school day additional tutoring for struggling students. These are just samples of the types of forward thinking and fidelity to implementation and sustainably of grant initiatives.

Internally Funded Initiatives:

The FCSS has been successful in the implementation of several local initiatives. The citizens of the county have entrusted us with the management of four ESPLOSTS, totaling about $80 million dollars over the past twelve years. In addition, the district has locally funded many initiatives through the tax base, including the Renaissance Learning Suite (STAR Reading, STAR Math, STAR Early Literacy, and Accelerated Reader), Study Island, GRASP, and Grad Point. The district also focuses on the professional learning community through implementation of the Franklin County Classroom Model for Standards Based Instruction by continuously monitoring assessment for learning strategies and how to emphasize the important "work" of our school district. This resulted in professional learning through Solution Tree, Lucy Calkins Units of Study for Writer's Workshop, and Georgia Leadership Institute for School Improvement (GLISI).

School History

Franklin County High School (FCHS) is a public school located in Carnesville, Georgia and is home to approximately 1081 students in grades 9-12. FCHS opened in 1964 and remains the only high school in the district. The school is comprised of 64 certified faculty members, 65% of whom have advanced degrees ranging from Masters Degrees to Doctorates. The average years of experience of the staff is 12 years. The school currently has a principal, 2 assistant principals, a ½ time administrator/SWD lead teacher, 2 instructional coaches, 2 guidance counselors, a graduation coach, a media specialist, and ½ time testing coordinator. The support staff for the school is comprised of the following: technology specialist, registered nurse, security guard, school resource officer, and 10 paraprofessionals. The graduation rate for 2013-2014 is 86.2%, a steady increase over previous years from 58.9% in 2006-2007, and the SWD graduation rate has increased to 42.9%.

Of the student population, 82% is Caucasian, 10% African American, 4% Hispanic, 2% multiracial, <1% Asian, and <1% American Indian. Approximately 53% of the student body is economically disadvantaged as denoted by free and reduced lunch numbers. Identified special education students make up 11% of the school's population. There are currently 5 English-language learners at FCHS.

FCHS operates on a 4 x 4 block schedule that supports a diverse and challenging academic curriculum. There are 12 honors classes offered at the school as well as classes available via Georgia Virtual School and the ACCEL Program. There are currently 57 students enrolled in GAVS for Fall 2014 and a total of 102 students participated during the 2013-2014 school year. There were 81 students who participated in the ACCEL Program during the 2013-2014 school year at the following institutions: Emmanuel College, North Georgia Technical College, Piedmont College, Athens Technical College, and West Georgia Technical College. Students at FCHS have access to Spanish and French through classroom offerings as well as other languages through GAVS. FCHS currently offers 23 identified pathways. FCHS is also home to award-winning groups and individuals at the region, state, and national level.

Administrative and Teacher Leadership Team
(Building Leadership Team [BLT])

The Building Leadership Team (School Improvement Team) includes all administrators, department heads, instructional coaches, guidance counselor, graduation coach, and SACS representatives. BLT meetings are held monthly. Administrative meetings are held weekly. Members of the BLT are expected to bring concerns from their department, as well as keep those in their department informed and involved in the overall governance of the school. Members of the BLT are listed below:

Brad Roberts, Principal   Melanie Burton-Brown, Asst. Principal

Debra Grizzle, Asst. Principal

Tammy Hart, Asst. Principal/Lead SWD Teacher

Jerry Underwood, PE Department Chair

Marty Williams, Guidance Counselor

Linda Frederick, English Department Chair

Tommy Welch, Social Studies Chair

Rebecca Mize, Math Department Chair

Natalie Erskine, Science Department Chair

Joey Whitlock, Graduation Coach

Janet Demers, CTAE Department Chair

Kevin McClain, Fine Arts Department Chair

Brandy Reid, SACS Chair

Phillip Powell, SACS Chair

Denise White, Instructional Coach

Tracy Hendrix, Instructional Coach

FCHS Literacy Team

Our Literacy Team is made up of 3 ELA teachers, one SS teacher, one CTAE teacher, the media specialist, all administrators and 2 instructional coaches.

Past Instructional Initiatives

School Year	Initiatives
2009 - current	Common planning: All academic teachers are given the same planning period to facilitate collaboration and PLC.
2009-current	After-school attendance recovery
2009-2011	After-school credit recovery
2009 and 2011	Hosted EXPRESS program for remediating for GHSGT in Science, SS, and Math
2010 - current	Enhancement Period: Used for remediation/enrichment activities for each class. Also used as pullouts to remediate for the GHSGT. Pullouts based on benchmark data.
2010-current	Professional learning on Assessment for Learning Strategies (AFL)
2010 - current	8th grade Math Academy: a two-week summer math program for students who did not pass the 8th grade CRCT. Held in August before school begins.
2011- current	WIA Consortium: Work-force initiative providing funding for after school tutoring program for SPED/ED students.
2011	Senior Mentoring Program: Selected seniors are paired with struggling 9th

	graders to help provide academic support
2011	Intercessions held during spring break and summer break for students needing additional time to make up missing assignments for academic credit.
2011	After-school tutoring schedules for each teacher posted outside door.
2011	Writing across the curriculum.
2011	Three half-time math tutors hired to support struggling students in Math III for Title I students and SPED students.

Current Instructional Initiatives

School Year 2014-2015 Initiatives
• Read 180 is a computer-based reading program that uses diagnostic screenings with reading activities that emphasize decoding, fluency, comprehension, and vocabulary. There is also a direct instruction component. Three classes are offered made up of 9th grade students and ELL students identified as needing assistance using multiple middle school data points.
• Math Support classes are offered to 9th, 10th, and 11th grade students identified by multiple middle school data points, teacher recommendation, or failure of previous class.
• Honors classes are provided for gifted and non-gifted students who meet the requirements for the classes. Students who qualify to earn college credit participate in Dual Enrollment programs. GradPoint is a computer-based instructional program used to help students recover credits.
• The master schedule is designed for EOC teachers to have common planning. This allows teachers to look more closely at units, lesson plans, assessments, student data, etc.
• MasteryConnect is a computer-based tool that allows teachers to share common assessments and pull data by student, teacher, or subject area to help identify those students who are at mastery or near mastery of standards as well as those who need remediation over standards.
• Enhancement Period is used for remediation/enrichment activities for each class. Teachers also use this time for "shaking and shifting" groups of students for course-alike teachers based on identified strengths or weaknesses. Remediation for the Georgia High School Writing Test (GHSWT) also occurs during this time for students identified through a cold writing assignment as needing remediation.
• FCHS is in its second year of BYOT. Students are encouraged to bring their electronic devices for instructional purposes.

Professional Learning Needs

Every Wednesday is reserved for the faculty to participate in professional learning during their planning period. Professional learning includes: analyzing student data, use of technology, and development of units. Strides have been made in creating a learning community culture.

Professional learning is needed in best practices for teaching literacy across disciplines. Many students at FCHS read below grade level. Few of our teachers understand the methods and techniques needed to teach students how to read. Our teachers will need training on:

- Evidence-based strategies on how to incorporate literacy into CCGPS-based curriculum across disciplines.
- Utilizing collaborative planning time to develop units with a literacy focus.
- Explicit instruction of reading and writing. Utilization of student BYOT devices and other technology during instruction.
- Differentiation of instruction for diverse learners.

Need for a Striving Readers' Project

Many of our sub-groups perform poorly on assessments due to

1. Lack of proficient reading skills
2. Poor reading habits
3. Lack of effective, personal strategies to analyze and comprehend complex grade level reading material

Since the introduction of CCGPS, our teachers have become more aware of the important role literacy plays in all subjects. However, most teachers do not know how to explicitly teach reading and writing skills. The Striving Readers' Project would enable us to develop and implement a systematic, school-wide approach to meeting adolescent students' literacy needs on a daily basis.

Needs Assessment, Concerns, and Root Cause Analysis
Franklin County High School
Franklin County

(A, B, and D) Description of Needs Assessment Process and Surveys Used

The needs assessment process began with all Franklin County High School teachers participating in the Online Survey of Literacy Instruction for High School Teachers provided by Georgia DOE. The results of this survey will be used to plan professional learning. Additionally, 59% of FCHS faculty and administration participated in the online Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12. Respondents included: teachers from the ELA, Math, Social Studies, Science, CTAE, Fine Arts, Foreign Language, and Special Education departments. The FCHS media specialist, graduation coach, instructional coaches, Building Leadership Team and Literacy Team members also participated in the survey.

The Literacy Team prioritized our needs in each of the six building blocks by examining the combined ratings of "Emergent" and "Not Addressed" (70% or above) in the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten-Grade 12 and in each of the evidence based practices from the "What" document. An analysis of the results indicated needs in each of the six building blocks. Further analysis indicated that several of the concerns/needs stem from similar root causes.

(C and F) Areas of Need, Concern, and Root Cause Analysis

Identified Needs	Root Causes	Steps NOT TAKEN	Steps TAKEN
1. Engaged Leadership E. Literacy instruction is optimized in all content areas. (74% disagree)	A systematic and monitored plan for professional learning on CCGPS Literacy Standards does not exist.	An agreed upon plan to integrate literacy in all subject areas is not evident. (What, p. 6, E.1)	A Literacy team has been formed and meets regularly. For school year 2014-15, focus is on the following CCGPS Literacy standards: R1, R2, R10, W1, and W10.
F. The community at large supports schools and teachers in the development of college-and-career-ready students as articulated in the CCGPS. (95%	Stakeholders out side of our school are not included on the literacy team. The school has not communicated with the community about the importance of	No community members are included on the literacy team and an advisory board does not exist (What, p. 7, F.1 and p. 5, B.1b-d)	Support is provided by the community for students participating in the following programs: Work-Based-Learning, Healthcare Science, Early Childhood

disagree)	CCGPS requirements.		Education, and Community-Based-Instruction

Identified Needs	Root Causes	Steps NOT TAKEN	Steps TAKEN
2. Continuity of Instruction			
A. Active collaborative teams ensure a consistent literacy focus across the curriculum. (93% disagree)	The lack of professional learning on protocols, roles, and expectations for collaborative teams.	Cross-disciplinary teams for literacy instruction have not been established. (What, p. 7, A.1 & A.2)	The master schedule provides common planning for most course-alike teams to collaborate.
C. Out-of-school agencies and organizations collaborate to support literacy within the community. (88% disagree)	(Refer back to 1F for root cause)	Avenue for communication with out-of-school organizations and agencies is very limited. (What, p. 8, C.2) Need for a comprehensive system of local learning supports. (What, p. 8, C.3)	WIA, AVITA, Opportunity House and a Parent Mentoring Program are out-of-school agencies that currently partner with our school.

Identified Needs	Root Causes	Steps NOT TAKEN	Steps TAKEN
3. Ongoing Formative and Summative Assessments			
B. A system of ongoing formative and summative assessment is used to determine the need for and the	Scheduling, finances, and technology are not in place to support the screening and	All students are not screened and progress monitored (What, p. 8, B.1 and A.2)	Our current 9th graders, 10th graders, and SWD students are screened in

intensity of interventions and to evaluate the effectiveness of instruction. (74% disagree)	monitoring of ALL students. Our focus has been on creating course-alike common assessments. Staff or time has not been allocated for mid-course assessments.	Common mid-course assessments have not been created. (What, p. 8, A.2)	language arts with SRI and in math with GRASP. Common assessments are utilized in some content areas. Purchase of the data utilization and collection tool Mastery Connect.
C. Problems found in literacy screenings are further analyzed with diagnostic assessments. (75% disagree)	Prior to this school year, literacy screening has not taken place. At this point there is no protocol for analyzing data.	Diagnostic assessments have not been identified to isolate the skills needed for mastery of literacy standards. (What, p. 9, C.1 and C.2)	
E. A clearly articulated strategy for using data to improve teaching and learning is followed. (76% disagree)	We do not practice using specific data analysis protocols to improve teaching and learning.	No procedure is in place for reviewing, analyzing, and disseminating student assessment data. (What, p. 9, E.3)	

Identified Needs	**Root Causes**	**Steps NOT TAKEN**	**Steps TAKEN**
4. Best Practices in Literacy Instruction			
A. All students receive direct, explicit instruction in reading. (73% disagree)	Professional learning has not been provided on direct, explicit instruction in reading.	Description of what explicit reading instruction is and what it looks like. (What, p. 10, A.6)	Some ESOL, SWD, and struggling students receive Read 180 instruction.
B. All students receive effective writing instruction across the	Professional learning has not been provided on best practices in	A coordinated plan has not been developed for writing instruction	

curriculum. (84% disagree)	writing.	across all subject areas that includes explicit instruction, guided practice, and independent practice. (What, p. 10, B.2)	

Identified Needs	**Root Causes**	**Steps NOT TAKEN**	**Steps TAKEN**
5. System of Tiered Intervention (RTI) for all students.			
A. Use information developed from the school-based data teams to inform RTI process. (79% disagree)	Block scheduling is a barrier to screening all students, as well as, defining daily intervention blocks. Intervention providers and interventions have not been identified or trained.	A protocol for identifying students and matching them to appropriate intervention is not in place. (What, p. 11, A.2)	Formation of a new RTI team is in place. A process does exist for screening 9th and 10th grade students. Mastery Connect is being utilized for the analysis and collection of data.
B. Tier I Instruction based upon the CCGPS in grades 9-12 is provided to all students in all classrooms. (79% disagree)	There is lack of implementation of literacy standards in subjects other than ELA. We are emergent with professional learning on CCGPS Literacy standards.	Tier I needs to be strengthened and an observation tool needs to be created to monitor literacy instruction. (What, p. 10, A.3 and p. 11, B.2 and B.3)	Scheduled time for horizontal instructional planning and student progress conversations.
C. Tier 2 needs-based interventions are provided for targeted students. (88% disagree)			

| D. Tier 3, Student Support Team (SST) and Data Team monitor progress jointly. (83% disagree) | Master schedule is not conducive to providing frequent blocks of time for Tier 2 & 3 interventions. | Sufficient blocks of time have not been scheduled for Tier 2 & 3 interventions. (What, p. 12, C.4) | Enhancement time is scheduled daily for remediation. |

Identified Needs	**Root Causes**	**Steps NOT TAKEN**	**Steps TAKEN**
6. Improved Instruction through Professional Learning			
A. Ensure that pre-service education prepares new teachers for all the challenges of the classroom. (93% disagree)	Feedback has not been provided to post secondary institutions concerning educational programs and graduate needs.	Pre-service teachers are not properly trained in literacy. (What, p. 13, 6A)	New teachers are assigned a mentor.
B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas. (73% disagree)	There is a lack of responsibility for literacy and knowledge of how to engage high school students in literacy.	Teachers have not been trained in all aspects of literacy instruction including disciplinary literacy in all content areas. (What, p. 13,B)	Two instructional coaches are available to provide site-based support and professional learning for staff.

All teachers' professional learning plans include a reading, writing, and AFL goal. |

(E) Student Data and Areas of Concern

Needs Assessment, Concerns, and Root Cause Analysis
Franklin County High School
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In addition to using the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12 and the "What" document to identify needs/root causes, the Literacy Team analyzed our student data. Little difference exists between our economically disadvantaged students and all students; however, the data shows a gap in achievement for our students with disabilities.

Our 9th and 10th graders were screened using the Scholastic Reading Inventory Assessment. More than 50% of our students in both grade levels are performing at the basic and below basic levels.

Our EOCT data indicates that there is a gap between the scores of those students who meet and those who exceed in all areas, especially in writing. According to our 2013 CCRPI data, the 67.4% of our students are coming to high school reading at a Lexile level of 1050 or above. By the 11th grade our 39.4% of our students are reading at a Lexile level of 1275 or above.

It is crucial that we close achievement gaps to ensure that our students have "access to a lifetime of literacy" (What, pg. 3). We can move forward in achieving our goals with the funding provided by SRCLG.

Building Block 1. Engaged Leadership

1A. Action: Demonstrate a commitment to learn about and support evidence-based literacy instruction in his/her school (Emergent and Not Addressed on Needs Assessment--44%)

Why?

Leadership by administrators is the key component in all that we are seeking to do to improve education in Georgia. "Leadership by administrators is cited no less than 30 times key as a key piece in any aspect of literacy reform." (*Why*, p. 157) Literacy leadership is not just the work of those with formal leadership roles. Leadership can also come from "teachers who have a solid understanding of how to teach reading and writing to a full array of students present in schools." (*Why*, p. 156)

Steps we have taken:

- FCHS administrators seek out and secure professional learning in literacy for our faculty based on our School Improvement Plan, as well as teacher and Instructional Coach request.
- FCHS administrators researches and includes professional learning about literacy in our staff newsletter and faculty meetings.
- FCHS administrators attend professional learning sessions on literacy.
- The master schedule includes time for academic course-alike teams to meet collaboratively.
- FCHS administrators provide time and support for staff to participate in job-embedded professional learning through coaching, peer mentoring, professional learning communities, and analysis of student work and data. (*How*, p. 20)
-

Our next steps:

- Our FCHS administrators, Building Leadership/Data Team, Literacy Leadership Team, and RTI Team will serve as models by studying literacy research and best practices set forth in "*The Why*" document, sharing professional resources among faculty, facilitating professional discussions, and training team leaders as facilitators. (*How*, p. 20)
- Our FCHS administrators will participate in professional learning in literacy leadership in order to support classroom instruction. (*How*, p. 20)
- Our FCHS administrators and Building Leadership/Data Team and Literacy Leadership Team will regularly conduct literacy walkthroughs to monitor the use of literacy strategies, student engagement, and student learning to ensure consistent use of effective instructional practices. (*How*, p. 20)
- Our FCHS administrators, Building Leadership/Data Team, and Literacy Leadership Team will schedule protected time for literacy and teacher collaboration. (*What*, p. 5)
- Our FCHS administrators, Building Leadership/Data Team, and Literacy Leadership Team will ensure continued excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly. (*How*, p. 20)
- Our FCHS administrators, Building Leadership/Data Team, and Literacy Leadership Team will ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials and previously learned strategies. (*How*, p. 20)

1B. Action: Organize a Literacy Leadership Team (Emergent and Not Addressed on Needs Assessment--35%)

Why?

Literacy leadership is not just the work of those with formal leadership roles. A review of literature calls for strengthened leadership at every level. (*Why*, p. 156) Our district leaders [Franklin County Board of Education, Superintendent, Assistant Superintendents and District Leadership Team] are committed to "a comprehensive effort involving changes in district-level policies, improved assessments, more efficient school organization, more involved and effective leadership, and extensive professional learning for all leaders and teachers." (*Why*, p. 156) A strong, highly trained Literacy Leadership Team comprises the core of this professional learning network. (Why, p. 143)

Our Franklin County High School Literacy Leadership team has been established and charged with "the responsibility to read and discuss both research and research-into-practice articles on beneficial literary instruction in order to enhance building level expertise." (*Why*, p. 156)

Steps we have taken:

- A Literacy Leadership Team has been organized and meets regularly (*How*, p. 21). Our team consists of 1 principal, 2 assistant principals, 1 assistant principal/special education lead teacher, 2 instructional coaches, 1 media specialist, 3 ELA teachers, 1 Social Studies teacher, and 1 CTAE teacher.
- We remain focused on the goals and objectives of our School Improvement Plan to keep staff members motivated, productive, and centered on student achievement. (*How*, p. 21)
- We schedule and protect time for the Literacy Leadership Team to meet and plan. (*How*, p. 22)

Our next steps:

- Identify <u>additional</u> stakeholders and partners to be part of the Literacy Leadership team and convene regular meetings. (*How*, p. 21)
    - o Representatives from the stakeholders for our school (i.e., preschools, daycares, elementary and middle schools, students, and representatives from higher education)
    - o Community leaders
    - o Parents
- Create a shared literacy vision for the school and community aligned with the Georgia K-12 Literacy Plan. (*How*, p. 21).
- Develop and use an observation or walkthrough tool to determine strengths and weaknesses of current practices and identify needs for improvement. (*How*, p. 21).
- Continue to analyze formative and summative student assessment results and refine literacy goals based on the CCGPS (*How*, p. 21).
- Participate on District Literacy Leadership Team. (*How*, p. 21)
- Share student achievement gains with District Literacy Leadership Team and School Board members through online media and traditional outlets. (*How*, p. 22)
- Pursue external funding sources to support Literacy. (*How*, p. 22)

1C. Action: Maximize the use of time and personnel through scheduling and collaborative planning (Emergent and Not Addressed on Need Assessment--49%)

Why?

The need for extended time for literacy has been recognized in numerous sources including *Reading Next, Writing to Read, ASCD*, Center on Instruction, National Association of State Boards of Education (NASCB), Kappan Magazine as well almost all other state literacy plans. Citing a study done in 1990 titled, "What's all the Fuss about Instructional Time?" by D.C. Berliner, the authors of a report to the NASCB stated, "Providing extended time for reading with feedback and guidance across the curriculum has been well documented and conforms to the extensive literature on academic learning time." (*Why*, p. 58)

Reading Next states that literacy instruction for adolescents should extend beyond a single language arts period and be integrated in subject area coursework. The extended time for literacy, anywhere from two to four hours, should occur in language arts and content-area classes (Biancorosa & Snow, 2006, p. 20). (*Why*, 58)

Steps we have taken:

- Our master schedule includes time for academic course-alike teams to meet collaboratively.
- ELA and Social Studies departments share a common planning time, as do Math and Science Departments, however cross disciplinary teams are not in place at this time. Course-alike teams are creating common assessments and analyzing data to plan remediation and refine Tier 1 instruction.
- Time for remediation is built into the school schedule for each day (enhancement period). At this time, the enhancement period must be tied to "seat time" for each specific course that makes up students' schedules.

Our next steps:

- Students will receive two to four hours of reading and writing instruction across language arts and content area classes. (*How*, p. 23)
- Leverage instructional time for disciplinary literacy in all content areas. (*How*, p. 23)
- Schedule time for collaborative planning teams within and across the curriculum. (*How*, p. 23)
- Ensure that teams meet for collaborative planning and analysis of student data/work during scheduled times. (*How*, p. 23)
- Maximize use of scheduled times for collaborative meetings: (*How*, p. 23)
    - Prepare agendas and action summaries for all meetings
    - Use protocols to examine student work
- Study flexible scheduling options to include additional time for reading interventions for students in Tiers 2-4. (*How*, p. 23).

1D. Action: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards (Emergent and Not Addressed on Needs Assessment--51%)

Why?

The integration of literacy skills into the content areas has been made more explicit in the Common Core Georgia Performance Standards (CCGPS). In grades 6-12 the standards are divided into those for English Language Arts (ELA) and a separate section containing standards for reading in history/social studies, science, and technical subjects. While supporting the same anchor standards as those for narrative reading, the CCGPS delineates the skills that are unique to content area reading, e.g., identifying main idea, using diagrams, using text features, skimming to locate facts, analyzing multiple accounts of the same event. The standards become even more specific in grades 6-12 in recognition that the technical nature of reading in science presents a different set of challenges from those in social studies, e.g., following multistep procedure in an experiment vs. analyzing primary and secondary sources, such as the Constitution. (*Why*, p. 48)

 The CCGPS provide guidance as well for writing arguments and informative/explanatory texts and in the content areas. (*Why*, p. 48) Such writing is not only necessary for the work place but has been shown to significantly support comprehension and *retention of subject matter when used to support content area instruction. (Writing to Read*, 2010) (*Why*, p. 48)

Steps we have taken:

- Co-teaching teams and supportive instruction teams have participated in professional learning conducted by outside consultants and instructional coaches on literacy strategies; implementation and monitoring, however, has not been consistent.
- Individual teacher action plans including a reading, writing, and assessment for learning goal have been written by all teachers as part of their Professional Learning Plan.

Our next steps:

- Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge (*How*, p. 24).
- Study current research on disciplinary literacy in the content areas (*How*, p. 25).
- Develop a walk-through and/or observation form to be used to monitor and ensure consistency of effective instructional practices that include disciplinary literacy and active student engagement across the content areas (*How*, p. 25).

1E. Action: Optimize literacy instruction across all content areas (Emergent and Not Addressed on Needs Assessment--74%)

Why?

As students move beyond the primary grades, their reading comprehension skills must be more sophisticated in order for them to comprehend challenging material. Reading comprehension and literacy proficiency are a concern for the majority of adolescent learners in the state of Georgia. A disproportionate number of students of color, English Language Learners (ELL), and economically disadvantaged are represented among the struggling readers identified by low performance on the Criterion-Referenced Competency Tests (CRCTs), Georgia High School Graduation Tests (GHSGTs), and End-of-Course Tests (EOCTs). Without academic skills to be successful in school, these students are at high-risk of dropping out of school. (*Why* p. 65)

Steps we have taken:

- We have focused our implementation of the CCGPS Literacy Standards by selecting a few focus standards each year. Our focus this school year has been R1, R2, R10, W1, and W10.
- Individual teacher action plans including a reading, writing, and assessment for learning goal have been written by all teachers as part of their Professional Learning Plan.

Our next steps:

- Create a plan and schedule to integrate literacy in all subjects as articulated within CCGPS. (*How*, p. 26)
- Identify, develop and provide professional learning on a systematic procedure for teaching academic vocabulary in all subjects. (*How*, p. 26)
- Teachers will participate in professional learning on the following: (*How*, p. 26-27)
  - Incorporating the use of literary texts in content areas
  - Use of informational text in English language arts classes
  - Writing instruction (narrative, argument, and informational) in all subject areas
  - Supporting opinions with reasons and information
  - Determining author bias or point of view
  - Text complexity that is appropriate to grade levels as required by CCGPS
  - Text complexity that is adjusted to the needs of individual students
  - Guiding students to conduct short research projects that use several sources
  - Teaching students to identify and navigate the text structures most common to a particular content area (e.g., social studies, cause and effect; science, problem/solution)
- Develop and use a school-wide writing rubric that is aligned to CCGPS in order to set clear expectations and goals for performance. (*What*, p. 27)
- Provide teachers with resources to provide variety and choice in students' reading materials. (*How*, p. 27)

1F. Action: Enlist the community at large to support schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards. (Emergent and Not Addressed on Needs Assessment--95%)

Why?

Literacy is paramount in Georgia's efforts to lead the nation in improving student achievement. Georgia's Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members. (Why, 26)

Steps we have taken:

- Teacher advisors meet with parents and students at our open house event at the beginning of each school year
- The following programs provide our students with opportunities and career experiences within local businesses and organizations:
    o Work-based Learning
    o Healthcare Science courses
    o Early Childhood Education courses
    o Community-based Instruction

Our next steps:

- Identify key members of the community, governmental and civics leaders, business leaders, and parents to serve as members of a community advisory board. (*How*, p. 28)
- Contact potential members and schedule two meetings annually. (*How*, p. 28)
- Convene meetings of the community advisory board at scheduled times. (*How*, p. 28)
- Develop an agenda for each meeting to promote cooperation and communication among participants and the schools. (*How* p. 28)
- Pursue additional funding sources for specialized literacy staff and materials (*How*, p. 28).

Building Block 2: Continuity of Instruction

2A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I. D., E.) (Emergent and Not Addressed on Needs Assessment--93%)

Why?

The Georgia Literacy Task Force believes that literacy skills are embedded and emphasized in each content area in all grade levels. ALL teachers, media specialists, and administrators must be competent advocates of promoting literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing

sources of information efficiently and effectively. This work cannot be done without productive collaborative teams. (Why, 31)

Steps we have taken:

- Administration is aware of the need to identify gaps (*How*, p. 29).
- Administration establishes an expectation of shared responsibility for literacy across the curriculum (*How*, p. 29).
- We have researched the components of the professional learning community model by reading *Learning by Doing and Raising the Bar and Closing the Gap* by Richard and Rebecca Dufour. (*How*, p. 29)
- We have scheduled time for course-alike teams to meet for regular collaboration. (*What*, p. 7).
- Teachers study formative student assessment results and use the results to continue to adjust instruction. (*How*, p. 29)
- Faculty members share professional learning online and at team and staff meetings. (*How*, p. 29)

Our next steps:

- Establish cross-disciplinary teams for literacy instruction and refine the practices of our course-alike teams. (*How*, p. 29)
    - Establish or select protocol for team meetings.
    - Schedule time for teams to meet for regular collaboration and examination of student work/data.
    - Prepare agendas and action summaries for all meetings.
    - Use protocols to examine student work.
- Plan and implement lessons that address the literacy needs of students. (How, p. 29)
- Identify specific, measurable student achievement goals aligned with grade-level expectations that are shared by teachers in all subjects. (*How*, p. 30)

2B. Action: Support teachers in providing literacy instruction across the curriculum (Emergent and Not Addressed on Needs Assessment--44%)

Why?

In an increasingly competitive global economy, the need for students to have the strong literacy skills of reading, writing, listening, speaking, and viewing are critical for college-and- career-ready opportunities. This requires teachers to learn to teach in ways that promote critical thinking and higher order performance. According to Darling-Hammond (2005), professional learning opportunities must focus on ensuring that teachers understand learning as well as teaching. (*Why*, p. 140-141)

According to the National Staff Development Council (NSDC, 2001), substantiated academic growth will occur only when professionals receive ongoing, targeted professional learning. (*Why*, p. 142)

Steps we have taken:

- Social Studies and Science teachers have participated in a partial unpacking of the CCGPS Literacy Standards.
- Social Studies and Science teachers will participate in specific professional learning on close reading strategies with the book *Text Dependent Questions: Grades 6-12: Pathways to Close and Critical Reading* by Douglas Fisher and Nancy Frey (January-May, 2015).

Our next steps:
- Study and use research-based strategies and resources, particularly those found in "The Why" document of the Georgia Literacy Plan. (*How*, p. 30)
- Identify the concepts and skills student need to meet expectations in CCGPS. (*How*, p. 30)
- Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area. (*How*, p. 31)
- Study and provide professional learning on a variety of strategies for incorporating writing in all content areas. (*How*, p. 31)
- Teach academic vocabulary in all subjects using a commonly adopted, systematic procedure. (*How*, p. 30)
- Provide professional learning on how to use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance. (*How*, p. 31)

2C. Action: Collaborate with supporting out-of-school agencies and organizations within the community (Emergent and Not Addressed on Needs Assessment--88%)

Why?

As a result of a state-developed literacy plan, Georgia students will become sustaining, lifelong learners and contributors to their communities and to the global society (Georgia PreK-12 Literacy Task Force, 2009). (*Why*, p. 23) "Literacy is a community necessity. (*Why*, p. 23)

Steps we have taken:

- The following out-of-school organizations and agencies work with our economically disadvantaged students, students with disabilities, students with mental health concerns as well as their families:
  - WIA (Workforce in Action)
  - Opportunity House
  - AVITA
  - Parent Mentoring Program

Our next steps:

- Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, out-of-school programs). (*How*, 32)
- Establish a means of continual communication (e.g., texting, twitter, email, etc.) between teachers and out-of-school providers. (*How*, p. 32)
- Design avenues to connect students to the proper service providers in the community. (*How*, p. 32).
- Design and implement infrastructure to provide guidance and support for students and families. (*How*, 32).
- Improve communication of available student and family resources to faculty and staff.

Building Block 3. Ongoing formative and summative assessments

3A. Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction (Emergent and Not Addressed on Needs Assessment--58%)

Why?

Having the "right" assessments in place is only one element of an effective literacy assessment plan (McEwan, 2007; Phillips, 2005; Torgesen, Houston, Rissman, Decker, Roberts, Vaughn, Wexler, Francis, & Rivera et al., 2007). Data must be easily accessible to school personnel in order for it to drive decision-making. Educators and instructional support personnel must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision-making to occur. The Georgia Department of Education recommends the formation of a data team at each school. This team should be responsible for analyzing achievement and discipline data from all formative and summative measures in use. This team leads the work of using district and school performance norms to set criteria for expected growth and the identification of scientifically based interventions needed to support the learner. School level participants include the principal, grade level/content area representatives, counselors, and school psychologist. (*Why*, 96)

Steps we have taken:

- All 9th and 10th grade students were screened in the Scholastic Reading Inventory this school year.
- Analyze student data in teacher teams to develop and adjust instructional plans. (*How*, p. 34)
- We have purchased and been trained to use Mastery Connect for ongoing formative and summative assessments to improve data collection and analysis.

Our next steps:

- Research and select effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students. (*How*, 34)

- Provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, and performance-based). (*How*, p. 34)
- Develop an assessment calendar based on local, state, and program guidelines, including specific timeline for administration and persons responsible. (*How*, p. 35)
- Administer assessments and input and analyze data according to the established timeline. (*How*, p. 34)
- Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI). (*How*, p. 34)
- Upgrade technology infrastructure, if necessary, to support assessment administration and dissemination of results. (*How*, p. 34)
- Identify and train all staff that administers assessments to ensure standardized procedures and accurate data reading. (*How*, p. 35)
- Identify and purchase assessment and intervention materials aligned with students' needs. (*How*, p. 35)
- Train and support content area teachers on how to use SRI results to select texts for classroom instruction.

3B. Action: Use universal screening and progress monitoring for formative assessment (Emergent and Not Addressed on Needs Assessment--74%)

Why?

The ability to read is the bedrock of all types of literacy. Prior to any instruction, all educators are responsible for the review of students' general reading and writing competencies. The educator should consider students' ability to access the content area text using on-going measures, formal and informal, formative and summative in nature. Of the formal, summative assessments, the state-mandated measures include the following: Georgia Kindergarten Inventory of Developing Skills, Criterion Referenced Competency Tests, Iowa Tests of Basic Skills, End-of-Course Tests, Georgia High School Writing Test, and Georgia High School Graduation Tests, and other district-specific measures. These offer a cumulative body of evidence to support students' current reading skills status. Teachers should actively seek critical data and continually review and update students' profiles to adapt their instruction to meet individual needs. These summative, high profile assessments need to be complemented by a coordinated system of assessments that are ongoing and of smaller scale to direct instructional decision-making. This system should include: **universal screening, progress monitoring, and diagnostic assessments.** (*Why*, 98-99)

Steps we have taken:

- All 9th and 10th grade students were screened with the Scholastic Reading Inventory this school year.

Our next steps:

- Research and select effective universal screening to measure literacy competencies for all students across the curriculum (*How*, p. 36).
- Analyze student data in teacher teams to develop and adjust instructional plans (*How*, p. 36).
- Include assessment measures to identify high achieving/advanced learners who would benefit from advanced coursework. (*How*, p. 36)
- Make data-driven budget decisions aligned with literacy priority. (*How*, p. 36.)
- Train and support content area teachers on how to use SRI results to select texts for classroom instruction.

3C. Action: Use diagnostic assessment to analyze problems found in literacy screening (Emergent and Not Addressed on Needs Assessment--75%)

Why?

Effective reading and writing instruction requires both summative and formative assessments. A screening helps determine the level of intervention needed to assist individual students; followed by an informal diagnostic assessment to help the educator plan and focus on various interventions. (*Why*, 97)

Steps we have taken:

- We have no school-based protocol for using diagnostic assessments to analyze problems found in literacy screening.

Our next steps:

- Develop a protocol for ensuring that students who are identified by screenings to receive diagnostic assessment (*How*, p. 37).
- Identify and train teachers on diagnostic assessments, where possible that isolate the component skills needed for mastery of literacy standards (*How*, p. 37).
- Select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach (*How*, p. 37).
- Use results of the diagnostics for student placement within an intervention and to adjust instruction. (*How*, p. 37)

3D. Action: Use summative data to make programming decisions as well as to monitor individual student progress (Emergent and Not Addressed on Needs Assessment--51%)

Why?

At grade levels above third grade, schools and teachers routinely use the information from the previous year's summative assessments to identify the initial pool of students needing further

assessment. (*Why*, p. 103)

The use of Georgia's summative assessments (EOCT, CRCT, and GHSGT) can be a part of the universal screening process. However, the use of additional screeners ensures appropriate identification of individuals needing support. For example, the 8th grade CRCT should be reviewed by high schools and their feeder middle schools collaboratively. This process will help create an initial list of potential students requiring additional screening assessments immediately upon entering 9th grade. The 9th grade teachers and administrators should use a reading and/or mathematics screening tool designed to identify missing essential learning skills needed for success at the high school level (Georgia Department of Education, RTI Guidance Document, 2008). (*Why*, p. 104)

Steps we have taken:

- Analyze previous outcome assessments to determine broad student needs and serve as a baseline for improvement: (*How*, p. 38)
    o End-of-Course Tests (EOCT) in grades 9-12 in math, social studies, science, and English language arts
    o Georgia Alternate Assessment (GAA) for students with disabilities
    o Georgia High School Writing Test (GHWT) given in fall of junior year

Our next steps:

- Evaluate and upgrade the capacity of technology infrastructure to support test administration and disseminate results. (*How*, p. 37)
- Study how disciplinary standards are addressed on state and local tests. (*How*, p. 38)
- Plan time in teacher teams to review assessment results to identify program and instructional adjustments, as needed. (*How*, p. 38)
- During teacher team meetings, focus on changes that can be made to improve the instructional program for all students. (*How*, p. 38)
- Disaggregate data to ensure the progress of subgroups. (*How*, p. 38)
- Analyze assessment data to identify teachers who need support. (*How*, p. 38)

3E. Action: Develop a clearly articulated strategy for using data to improve teaching and learning (Emergent and Not Addressed on Needs Assessment--76%)

Why?

In a 2009 practice guide prepared for the National Center on Educational Excellence titled Using Student Achievement Data to Support Instructional Decision Making, Hamilton, et al, posited five recommendations to schools and districts seeking to maximize the use of data to improve teaching and learning. Two of the recommendations address actions that teachers can take; the other three concern

developing the infrastructure necessary to make the first two possible.

Classroom-level recommendations:
1. Make data part of an ongoing cycle of instructional improvement
2. Teach students to examine their own data and set learning goals

Administrative recommendations:
3. Establish a clear vision for school-wide data use
4. Provide supports that foster a data-driven culture within the school
5. Develop and maintain a district-wide data system (*Why*, 120-121)

The Georgia Department of Education recommends the formation of a data team at each school. This team should be responsible for analyzing achievement and discipline data from all formative and summative measures in use. This team leads the work of using district and school performance norms to set criteria for expected growth and the identification of scientifically based interventions needed to support the learner. School level participants include the principal, grade level/content area representatives, counselors, and school psychologist. (*Why*, p. 96)

Steps we have taken:

- Our Building Leadership Team currently analyzes data to create our School Improvement Plan each year.

Next steps:

- Identify participants for data teams for each building and for specific grade bands. (*How*, p. 39)
- Identify participants for data team at the system level. (*How*, p. 39)
- Schedule collaborative planning time for data meetings at a minimum of once/month. (*How*, p. 39)
- Teach the data meeting protocol to the data team members. (*How*, p. 39)
- Train teachers to use a protocol to identify student instructional needs and group them by instructional commonalities. (*How*, p. 39)
- Develop a data storage and retrieval system and ensure that it is effective and efficient. (*How*, p. 39).

Building Block 4. Best Practices in Literacy Instruction

4A. Action: Provide direct, explicit literacy instruction (reading) for all students (Emergent and Not Addressed on Needs Assessment--73%)

Why?

Reading Next (Biancarosa & Snow, 2004) has identified fifteen research-based program elements (3 of which relate to direct, explicit literacy instruction) that improve literacy achievement of adolescent learners:

1. Direct, explicit comprehension instruction, which is instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one's own understanding, and a host of other practices.
2. Effective instructional principles embedded in content, including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area.
3. Strategic tutoring, which provides students with intense individualized reading, writing, and content instruction as needed. (*Why*, p. 66)

Local school leaders and school improvement teams may examine the quality of teachers' practices in implementing literacy initiatives in the classroom by observing direct instruction, modeling, and practice in reading comprehension strategies (*Why*, p. 131) and the use of tutoring to assist individual students (Lewis, et al., 2007). (*Why*, p. 131)

Steps we have taken:

• Some students receive instruction with Read 180 (SWD, ELL and other at-risk students).

Our next steps:

• Research and select a core program or (framework) that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts. (*How*, p 40)
• Examine student data to identify areas of instruction with greatest need. (*How*, p. 40)
• Allocate which aspects of literacy instruction students are to receive in each subject area. (*How*, p. 40)
• Address both academic and workplace literacy skills across all content areas and provide students with knowledge of a variety of career pathways. (*How*, p. 40)
• Provide professional learning on the tenets of explicit instruction: (*How*, p. 40)
     o Use of data to inform instructional decisions and explicit teaching
     o Selection of appropriate text for strategy instruction
     o Telling students specific strategies to be learned and why
     o Modeling of how strategy is used

o   Guided and independent practice with feedback
o   Discussion of when and where strategies are to be applied.
- Using online options where feasible, provide professional learning on research-based differentiated instructional strategies that support diverse needs. (*How*, p. 40)
- Provide professional learning opportunities for teachers to learn about how to make adolescent curriculum more accessible to all learners (e.g., participate in professional learning provided by district and state and attend conferences and/or institutes. (*How*, p. 40)

4B. Action: Ensure that students receive effective writing instruction across the curriculum. (Emergent and Not Addressed on Needs Assessment--84%)

Why?

Reading Next (Biancarosa & Snow, 2004) has identified fifteen research-based program elements (2 of which relate to effective writing instruction) that improve literacy achievement of adolescent learners:

1.   Effective instructional principles embedded in content, including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area.
2.   Strategic tutoring, which provides students with intense individualized reading, writing, and content instruction as needed.
3.   Intensive writing, including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond. (*Why*, p. 66)

Local school leaders and school improvement teams may examine the quality of teachers' practices in implementing literacy initiatives in the classroom by observing the use of tutoring to assist individual students (Lewis, et al., 2007) (*Why*, p. 131)

Steps we have taken:

- One ELA teacher has attended the state training sessions about the DBQ project and methods for argument writing.
- Pioneer RESA has provided with "The DBQ Project" teacher resources at our school.
- United States History and World History Teachers are working with the Instructional Coaches on alignment of the documents from the DBQ binders to our GPS Social Studies and Literacy Standards.
- ELA and Math teachers attended the DOE Summer Academies.

Our next steps:

- Design a vertically and horizontally articulated writing plan consistent with CCGPS. (*How*, p. 42)
- Develop or identify the programs, protocol, and/or materials necessary to implement the plan at

each level. (*How*, p. 42)
- Develop a coordinated plan for writing instruction across all subject areas to include: (*How*, p. 42)
  - Explicit instruction
  - Guided practice
  - Independent practice
- Provide professional learning on best practices in writing instruction in all subject areas (*How*, p. 42).
- Create a plan that describes how technology will be used for the production, publishing, and communication across the curriculum. (*How*, p. 42)

4C. Action: Teachers work to develop and maintain interest and engagement as students progress through school. (Emergent and Not Addressed on Needs Assessment--56%)

Why?

One of the most salient issues raised in *Reading Next* is that of motivation. Though it is listed as one of nine recommendations for improving instruction for adolescents, the Georgia Literacy Team has taken the stance that this is an area that requires unique focus. Two recommendations are contained in that document. The first is to provide students with a certain amount of autonomy in their reading and writing. To the extent possible, they need opportunities to select for themselves the materials they read and topics they research as well as time during the school day to read. A second is to take deliberate steps promote relevancy in what students read and learn. To facilitate relevance, another suggestion made in *Reading Next* was to coordinate assignments and reading with out-of-school organizations and the community to provide students with a sense of consistency between what they experience in and out of school. (Biancarosa & Snow, 2004, pp. 16 & 22) (*Why*, p. 51)

Steps we have taken:

- Some teachers are currently providing students with opportunities to self-select reading material and topics for research.
- Some teachers are taking steps to provide students with an understanding of the relevance of their academic assignments to their lives.

Our next steps:

- All teachers will understand the need for any or all of the following: (*How*, p. 41)
  - Providing students with opportunities to self-select reading material and topics for research
  - Taking steps to provide students with an understanding of the relevance of their academic assignments to their lives
  - Increasing opportunities for collaborating with peers
  - Increasing access to texts that students consider interesting

o Scaffolding students' background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy
o Leveraging the creative use of technology

Building Block 5. System of Tiered Intervention (RTI) for All Students

5A. Action: Use information developed from the school-based data teams to inform RTI process (see Section 3. E.) (Emergent and Not Addressed on Needs Assessment--79%)

Why?

Response to Intervention (RTI) is a technique of tiered layers of interventions for students needing support. Implementation of RTI requires a school-wide common understanding of the Common Core Georgia Performance Standards (GPS), assessment practices, and instructional pedagogy. Data-driven decision-making must be available at the classroom level. (*Why*, p. 125)

Georgia's RTI process includes
- The use of a variety of ongoing assessment data to determine which students are not meeting success academically and/or behaviorally
- Data Teams comprised of teachers, administrators, parents, and business/community leaders in each school or school district who serve as the driving force for instructional decision making in the building
- Purposeful allocation of instructional resources based on student assessment data (*Why*, p. 125).

Steps we have taken:

Our RTI team was created October 2014. The team members are currently practicing protocols for analyzing SRI screening data and GRASP screening data for Math.

Our next steps:

- Develop protocols for identifying students and matching them to the appropriate intervention. (*How*, p 43)
- Purchase, train, and implement data collection. (*How*, p. 43)
- Purchase, schedule, train providers and implement interventions. (*How*, p. 43)
- Analyze data for individuals to identify students in need of intervention according to established protocols. (*How*, p. 43)
- Monitor to ensure that interventions are occurring regularly and with fidelity. (*How*, p. 43)
- Monitor results of formative assessments to ensure students are progressing. (*How*, p. 43)

5B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections 4. A & B) (Emergent and Not Addressed on Needs Assessment—<mark>79%</mark>)

Why?

Teachers implementing best practices support the RTI pyramid tiers 1 and 2 because the focus is on all students accessing Common Core Georgia Performance Standards. The standards are essential to Georgia's literacy initiatives and support the state's definition of literacy. (*Why*, p. 132)

Tier 1 is limited not only to instruction in the academic content areas but also to the developmental domains such as behavioral and social development. (*Why*, p. 132)

Tier 1 represents effective, strategic, and expert instruction that is available in all classrooms. The use of effective questioning skills is critical in responding to student performance. Bloom's Taxonomy can be a guide to the types of questions asked by teachers for student feedback. (*Why*, p. 133)

Rigorous instruction based on the CCGPS is required. Vertical (across grade level) instructional conversations encourage teachers as they seek to support struggling readers and to challenge all students to demonstrate depth of understanding. Instruction should include such cognitive processes as explanation, interpretation, application, and analysis of perspectives, empathy, and self-knowledge. Alignment of instruction and assessment based on the National Assessment of Educational Progress (NAEP) and the CCGPS will ensure student access to an appropriate and rigorous instructional program. (*Why*, p. 133)

Steps we have taken:
- We have a scheduled time for horizontal instructional planning and student progress conversations. (*How*, p. 44)

Our next steps:
- Develop a plan to strengthen Tier 1 instruction of disciplinary literacy in each content area (*How*, p. 44).
- Ensure that teachers develop and agree upon common classroom-based formative assessments within each subject are to ensure consistent expectations across classrooms (*How*, p. 44).
- Schedule time for instructional planning and student progress conversations vertically and horizontally (*How*, p. 44).
- Use data from universal screening process to identify general weaknesses in instruction for Tier 1 and struggling students (*How*, p. 44).
- Promote the formation of professional learning communities with protected meeting times (*How*, p. 44).
- Establish protocols to support professional learning communities (*How*, p. 44).
- Ensure that communication between teachers and administrators is ongoing and effective. (*How*, p. 44)

5C. Action: Implement Tier 2 needs-based interventions for targeted students (Emergent and Not Addressed on Needs Assessment 88%)

Why?

Interventions at Tier 2 are typically standard protocols employed by the school to address the learning and/or behavioral needs of identified students. These protocols are typically implemented in a specific sequence based on the resources available in the school. (*Why*, p. 126)

Students identified are placed in Tier 2 interventions that supplement the Tier 1 classroom. (*Why*, p. 133)

Movement between Tier 1 and Tier 2 is fluid and flexible. Adequate time should be given for the Tier 1 instructional program to be implemented before determining Tier 2 support is needed. (*Why*, p. 134)

Steps we have taken:

- No systematic formal steps for the total RTI process has been created and communicated at this time.

Our next steps:

- The RTI team will create, communicate, and monitor a systematic plan that will include formal steps for the total RTI process. (*Why*, p. 126-127)
- Identify people to provide interventions. (*How*, p. 45)
- Plan and provide professional learning for interventionists on: (*How*, p. 45)
    o Appropriate use of supplemental and intervention materials
    o Diagnosis of reading difficulties
    o Direct, explicit instructional strategies to address difficulties
    o Charting data
    o Graphing progress.
- Ensure effectiveness of interventions by: (*How*, p. 45)
    o Building sufficient blocks of time into the daily schedule
    o Providing adequate space conducive to learning
    o Ensuring interventions are provided by competent, well-trained teachers
- Monitor student movement between Tier 1 and Tier 2. (*How*, p. 45)
- Provide sufficient resources (time, training costs, materials and implementations of interventions. (*How*, p. 44)

5D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly (Emergent and Not Addressed on Needs Assessment 83%)

Why?

Interventions at Tier 3 are tailored to the individual and in some cases small group. The Student Support Team should choose interventions based on evidence-based protocols and aggressively monitor the student's response to the intervention and the transfer of learning to the general classroom. (*Why*, p. 127)

The data team will confirm the fidelity of implementation of the intervention through frequent contact and observation during instruction. (*Why*, p. 134)

Steps we have taken:
- No systematic formal steps for the total RTI process has been created and communicated at this time.

Our next steps:

- The RTI team will create, communicate, and monitor a systematic plan that will include formal steps for the total RTI process. (*Why*, p. 126-127)
- In addition to everything that occurs at T1 and T2, data teams (expanded to include school psych, ESOL teacher, SLP, etc.) meet to: (*How*, p. 46).
    - Discuss students in T3 who fail to respond to intervention
    - Receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance
    - Verify implementation of proven interventions
    - Ensure that interventionist has maintained fidelity to intervention protocol prior to referral
- Interventions are delivered in small groups during a protected time by a trained interventionist. (*How*, p. 46)
- Ensure that Tier 3 includes proven interventions that address behavior. (*How*, p. 46)

5E. Action: Implement Tier 4 specially designed learning through specialized programs, methodologies or instructional based upon students' inability to access the CCGPS any other way (Emergent and Not Addressed on Needs Assessment 21%)

Why?

Interventions at Tier 4 are specially designed to meet the learning needs of the individual. These specially designed interventions are based on the GPS and the individual learning and/or behavioral needs of the individual. (*Why*, p. 127)

In addition to Tiers 1 through 3, targeted students participate in specialized programs, methodologies, or instructional deliveries. This provides a greater frequency of progress monitoring of student response to intervention(s). Tier 4 is developed for students who need additional support and who meet eligibility criteria for special program placement, including gifted education and special

education. (*Why*, p. 134)

Steps we have taken:
- School schedules are developed to ensure least restrictive environment (LRE). (*How*, p. 47)
- A case manager is assigned to each student with and IEP (i. e., the case manager maintains contact even if the student is served by a different special educator in multiple settings (such as team taught) so that communication with student and parents is seamless. (*How*, p. 47)
- Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings. (*How*, p. 47)
- Case managers regularly participate in open houses, parent conferences and college and career planning activities. (*How*, p. 47)
- IEP teams include key members required to support students' individualized transition plans. (*How*, p. 47)

Next steps:

- A system of checks and balances endures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance. (*How*, p. 47)

Building Block 6. Improved Instruction through Professional Learning
6A. Action: Ensure that pre-service education prepares new teachers for all the challenges of the classroom (Emergent and Not Addressed on Needs Assessment 93%)

Why?

The NABSE study group, who was responsible for the report *Reading at Risk: The State Response to the Crisis in Adolescent Literacy* (2006), stresses the importance of teaching literacy skills within the context of core academic content. This requires the revision of how teacher training is currently done at the college/university level. Content literacy strategies and reading instructional best practices need to be the focus in pre-service courses. Requiring teachers to demonstrate competency in theory and application ensures having a quality teacher in every classroom. (*Why*, p. 150)

Steps we have taken:
- Each new teacher to our high school is assigned a mentor from the faculty.

Our next steps:
- Pre-service teachers participating in field experiences or student teaching will be included in professional learning
- Collaborate with faculty members from local colleges to discuss and improve upon educational program graduate needs.
- Instructional coaches will intensify their support of new teachers.
- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy. (*How*, 48)

- Continue to monitor and support the integration of disciplinary literacy. (*How*, p. 48)
- Provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content areas in order to help them make informed hiring decisions. (*How*, p. 48)

6B. Action: Provide professional learning for in-service personnel (Emergent and Not Addressed on Needs Assessment 73%)

Why?

Because effective professional learning enhances teacher knowledge and skills, improves classroom teaching, and increases student achievement, the crucial role of the Georgia Department of Education is to develop a comprehensive, professional learning system for educators. The recommendations outlined in this document are dependent on supporting the professional learning network currently in place through the Regional Education Support Agencies. (*Why*, p. 141)

Teachers possess the greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve adolescent literacy achievement. In fact, research indicates that for every $500 directed toward various school improvement initiatives, those funds directed toward professional development resulted in the greatest student gains on standardized achievement tests (Greenwald et al., 1996). (*Why*, p. 141)

The goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning. Effective professional learning is linked to higher student achievement. (*Why*, p. 141)

Steps we have taken:

- Administrators, instructional coaches, and teachers take advantage of collaboration and professional learning opportunities offered by Pioneer RESA.
- We have 2 instructional coaches who provide site-based job embedded support and professional learning for staff. (*How*, p. 49)
- Teachers and administrators participate in professional learning opportunities. (*What*, p. 13)
- Time is scheduled during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice. (*How*, p. 48)
- Teacher data, surveys, and teacher observations are used as well as student data to target professional learning needs. (*How*, p. 49)
- Every teacher developed a professional growth plan that included a reading, writing, and an assessment for learning goal.
- Teachers are encouraged to share information learned at professional learning sessions. (*How*, p. 49)
- Each teacher conducts 2 peer observations during the school year.

<u>Next steps:</u>

- <u>Protect</u> time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice (*How*, p. 48).
- Provide targeted professional learning on the CCGPS based on student and teacher needs (*How*, p. 49).
- Revisit professional learning options to utilize experts within the school to develop and support colleagues. (*How*, p. 48)
- Consider the inclusion of some or all of the following personnel in professional learning opportunities: (*How*, p. 49)
    - o Paraprofessionals
    - o Support staff
    - o Interventionists
    - o Substitute teachers
    - o Pre-service teachers working in the school.
- Provide opportunities for teachers to practice techniques in non-threatening situations. (*How*, p. 49)
- Videotape important professional learning sessions for staff to review and share with colleagues within and outside of the school. (*How*, p. 49)
- Continue to encourage "professional talk" among staff and provide time for discussions. (*How*, p. 49)
- Administrators, instructional coaches, and teachers will utilize the professional learning modules created by our state "architects" on the website comprehensivereadingsolutions.com.

(A, B, C, and G) Student Data

The tables below provide a comparison of FCHS's state assessment data for the past three years. Eighth grade reading and writing are included for the purpose of showing student readiness for high school.

8th Grade CRCT – Reading			
	2014	2013	2012
Exceeds	44%	37%	30%
Meets	55%	59%	66%
Does not Meet	1%	4%	4%

Our 8th grade CRCT reading data over the past three years indicates overall that students entering 9th grade are meeting and exceeding in Reading. The number of students who exceed is a concern to us.

9th Grade Literature Data % Meets and Exceeds												
Subgroup	2014				2013				2012			
	Winter		Spring		Winter		Spring		Winter		Spring	
	M	E	M	E	M	E	M	E	M	E	M	E
All	56	37	62	17	65	6	44	39	53	8	44	42
Black	83	17	40	20	63	6	63	6	48	0	56	19
ED	63	28	63	14	67	3	54	25	54	5	51	27
SWD	86	0	55	0	20	0	28	6	9	0	36	0
Gifted	11	89	0	100	50	50	8	92	0	100	0	100

11th Grade American Literature Data % Meets and Exceeds												
Subgroup	2014				2013				2012			
	Winter		Spring		Winter		Spring		Winter		Spring	
	M	E	M	E	M	E	M	E	M	E	M	E
All	67	19	42	50	54	42	72	10	52	40	70	11
Black	58	8	54	23	91	9	67	0	57	14	73	0
ED	71	15	57	28	68	26	73	7	65	25	64	8
SWD	43	0	25	0	67	0	57	0	36	0	38	0
Gifted	0	100	0	100	6	94	50	50	4	96	100	0

Our SWD subgroup indicates the largest gap in performance on both ELA EOCTs in comparison to other subgroups as well as the state performance. Honors classes were taught in the winter of 2012 and 2013. In 2014 Honors classes were taught in the spring. A discrepancy exists between regular students and honor students in the number of exceeds.

Analysis and Identification of Student and Teacher Data
Franklin County High School
Franklin County

Lexile Target American Literature EOCT	2013 % Meeting or Exceeding	2012 % Meeting or Exceeding
≥ 1275	39.4	16.9

According to the last two years' CCRPI reports, 64 -67% of our 8th graders are reading at a Lexile level of 1050 or above. The chart above indicates the percentage of our 11th graders reading at a Lexile of 1275 or above.

8th Grade Writing			
	2014	2013	2012
Exceeds	2%	2%	8%
Meets	74%	76%	71%
Does not Meet	24%	21%	21%

Georgia High School Writing Test Main Administration - % Meets and Exceeds										
Year	All		Black		ED		SWD		Gifted	
	M	E	M	E	M	E	M	E	M	E
2014	83	7	77	0	81	3	47	0	67	33
2013	78	12	74	3	76	9	52	0	59	41
2012	76	9	69	3	76	6	37	10	60	40

Our 8th grade students are not performing as well on the writing test as the CRCT reading test. T 8th grade students passing the writing test ranges from 76% to 79% over the course of the last three years. Although the percentage of students passing GHSWT appears high in comparison to the 8th grade writing results, it should be noted that a smaller number of students take this test and results have plateaued over the last few years. A notable performance gap remains between the SWD subgroup and other subgroups. The number of students who exceed is a huge concern for middle and high school.

Analysis and Identification of Student and Teacher Data
Franklin County High School
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Physical Science % Pass						
Subgroup	2014		2013		2012	
	Winter	Spring	Winter	Spring	Winter	Spring
All	87	82	80	89	50	65
Black	72	50	77	77	100	67
ED	85	80	77	86	33	54
SWD	50	39	47	45	0	67
Biology % Pass						
All	81	68	76	73	78	67
Black	74	51	50	57	67	56
ED	75	61	71	69	71	60
SWD	55	0	0	31	33	45

US History % Pass						
Subgroup	2014		2013		2012	
	Winter	Spring	Winter	Spring	Winter	Spring
All	80	53	72	79	74	65
Black	43	45	50	63	55	60
ED	74	50	71	66	65	60
SWD	25	19	33	40	29	56
Economics % Pass						
All	79	75	71	76	71	85
Black	40	75	48	55	65	51
ED	64	68	60	77	64	73
SWD	14	0	21	38	35	21

Coordinate Algebra % Pass				
Subgroup	2014		2013	
	Winter	Spring	Winter	Spring
All	62	38	66	16
Black	25	9	83	12
ED	59	31	63	13
SWD	0	11	N/A	0
Analytic Geometry % Pass				
All	55	34	N/A	N/A
Black	40	21	N/A	N/A
ED	52	22	N/A	N/A
SWD	0	0	N/A	N/A

All other EOCT data indicates the same gap in performance for SWD as compared to other subgroups.

The Scholastic Reading Inventory Assessment was purchased for the school year 2014-15. The following table indicates the universal screener data for grades six thru nine. At all grade levels more than 50% of our students are performing at the basic and below basic levels according to the September screener.

2014 SRI September Screener				
	Advanced # of students(%)	Proficient # of students(%)	Basic # of students(%)	Below Basic # of students(%)
6th Grade	40 (15%)	63 (24%)	95 (36%)	69 (26%)
7th Grade	35 (12%)	44 (16%)	119 (42%)	84 (30%)
8th Grade	35 (14%)	84 (34%)	79 (32%)	47 (19%)
9th Grade	4 (3%)	33 (22%)	61 (40%)	53 (35%)
10th Grade	3 (3%)	30 (29%)	36 (35%)	5 (42%)

The following table shows the steady increase in FCHS's graduation rate over the past seven years. The data is disaggregated by subgroups for the past three years. Our SWD subgroup still indicates a gap in comparison to all other subgroups; however, our SWD graduation rate has made a significant gain.

Graduation Rate since 2007							
2007	2008	2009	2010	2011	2012	2013	2014
58.9%	68.30%	70.60%	73.10%	74.74%	82.20%	77%	86.20%
Graduation Rate Subgroup Data							
	ED		SWD		Black		White
2014	81.2%		42.9%		78.6%		86.6%
2013	71.4%		29.4%		60%		80.2%
2012	72%		21%		75%		84%

After analyzing EOCT, SRI, and GHSWT data, our Literacy Team concluded that one of the reasons for our students' lack of success is due to a deficit in literacy skills. The deficit in reading and writing affects all content area achievement, especially in the area of exceeds for all students.

(D and E) Teacher Data

Certificate Data				
Certificate Level	Level 7	Level 6	Level 5	Level 4
	5	25	19	25
Years experience				
<1	1-10	11-20	21-30	>30
5	25	19	14	11

Identification of Certified Personnel								
ELA	MATH	SCI	SS	FL	FA	CTAE	PE	SPED
7	11	7	6	1 + one half time	3	11	3 + 2 half time	10
ADMIN 3 + one half time admin/sped lead teacher	Academic Coaches 2	Counselors 2	Graduation Coach 1	Testing Coordinator 1	WBL 1			

Teacher Attrition		
Year	# of Teachers	Percent
2014	12	19.05%
2013	9	13.85%
2012	7	10.77%
2011	12	18.46%

The majority (59%) of our staff has 11 or more years of experience. There is a concern about the rate of teacher turn over and being able to replace staff that is skilled in the implementation of CCGPS

(F) Develops Goals and Objectives Based on Formative and Summative Data

** See goals and objectives in the Project Plan

(H) Teacher Participation in Professional Learning Communities and Ongoing Professional Learning

**See Professional Learning Strategies Section

(A) Needs Assessment Concerns
5.B. Tier I Instruction based upon the CCGPS in grades 9-12 is provided to all students in all classrooms. (79% disagree)
4.A. All students receive direct, explicit instruction in reading. (73% disagree)
4.B. All students receive effective writing instruction across the curriculum. (84% disagree)
*2.A. Active collaborative teams ensure a consistent literacy focus across the curriculum. (93% disagree)
1.E. Literacy instruction is optimized in all content areas. (74% disagree)
*6.B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas. (73% disagree)
(A and B) Striving Readers Project Goal 1
FCHS will provide effective Tier 1 reading and writing instruction to all students in all classrooms. (*What,* p. 10-11)
(B) Objectives for Goal 1

- Develop, implement, and monitor a plan to strengthen Tier 1 instruction of the CCGPS ELA and Literacy standards for grades 9-12.
- Allocate which aspects of literacy instruction students are to receive in each subject area to equal 2-4 hours of literacy instruction daily.
- Refine practices of collaborative teams and establish cross disciplinary teams by providing professional learning on setting expectations, guiding, and monitoring our collaborative team meetings for the following actions:
    - o use protocols to keep team meetings focused
    - o use protocols to analyze student work or data
    - o adjust instruction based on analysis of student work or data
- Provide professional learning on all aspects of reading instruction, best practices for writing instruction, disciplinary literacy and engagement of high school students in literacy.
- Increase students' use and access to print in all subject areas by purchasing substantial amounts of non-fiction and literary texts (print and digital).
- Purchase teacher resources to support implementation of professional learning.
- Revise and create standards-based units and lessons that provide students with rigorous and relevant reading and writing instruction in all subjects.

(C) Measureable Evidence

- Graduation rate
- Student growth and achievement on Georgia Milestones Assessments and GAA
- Student growth from SLO Pre-test to Post-test
- Student growth and achievement on Lexiles measured by SRI
- Schedule of allocated time for literacy instruction and teacher collaboration on master, course, and classroom schedules
- Observations during teacher collaborative team meetings, agendas, and minutes
- Implementation of professional learning
- Classroom walkthroughs and observations focused on literacy instruction
- Professional learning logs and agendas

(A) Needs Assessment Concerns
*3.B. A <u>system</u> of ongoing formative and summative assessment is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction. (74% disagree)
3.E. A clearly articulated strategy for using data to improve teaching and learning is followed. (76% disagree)
*2.A. Active collaborative teams ensure a consistent literacy focus across the curriculum. (93% disagree)
5. A. Use information developed from the school-based data teams to inform RTI process. (79% disagree)
*3.C. Problems found in literacy screenings are further analyzed with diagnostic assessments. (75% disagree)
*6.B. In-service personnel participate in ongoing professional learning in <u>all</u> aspects of literacy instruction.
(A and B) Striving Readers Project Goal 2
FCHS will develop and implement an assessment protocol for ongoing formative and summative assessments to evaluate the effectiveness of instruction and determine the need for and intensity of interventions at all four levels of RTI. (*What,* p. 8)
(B) Objectives for Goal 2
• Purchase and implement effective screening, progress monitoring, and diagnostic tools to identify achievement, growth, and areas of strength and weaknesses for all students.
• Upgrade technology to support assessment administration and dissemination of results.
• Refine practices of collaborative teams and establish cross disciplinary teams by providing professional learning on setting expectations, guiding, and monitoring collaborative team meetings for the following actions:
o use of protocols to keep team meetings focused
o use of protocols to analyze student work or data
o adjusting instruction based on analysis of student work or data
o the creation of common formative and summative assessments that match the CCGPS for Tier 1.
• Provide professional learning on how to administer and use the results of benchmarks, classroom based common assessments, universal screeners, progress monitoring, and diagnostic assessments (RTI levels 1-4) to refine instruction.
(C) Measureable Evidence
• Analysis of SRI data (screening and progress monitoring)   • Examples of common formative and summative assessments for each course   • Student movement within RTI Tiers   • School calendar of administration for all assessments   • Observations of collaborative team meetings, agendas, and minutes   • Implementation of professional learning   • Classroom walkthroughs and observations focused on literacy instruction   • Professional learning logs and agendas

* identified need for multiple goals

(A) Needs Assessment Concerns
*3.B. A <u>system</u> of ongoing formative and summative assessment is used <u>to determine the need for and the intensity of interventions</u> and to evaluate the effectiveness of instruction. (74% disagree)
*3.C. Problems found in literacy screenings are further analyzed with diagnostic assessments. (75% disagree)
5.C. Tier 2 needs-based interventions are provided for targeted students. (88% disagree)
5.D. In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly. (83% disagree).
*2.A. Active collaborative teams (Data or RTI Team) ensure a consistent literacy focus across the curriculum. (93% disagree)
*6.B. In-service personnel participate in ongoing professional learning in <u>all</u> aspects of literacy instruction including disciplinary literacy in the content areas. (73% disagree)
(A and B) Striving Readers Project Goal #3
FCHS will collaboratively analyze assessment data to ensure that students are receiving appropriate literacy interventions and instruction at RTI levels 2-4. (*What*, p. 11-13)
(B) Objectives for Goal 3
• Revise the master schedule to increase the daily amount of time for literacy interventions.
• Utilize the RTI team to create a more formal protocol for identifying and providing literacy interventions to students within Tier 2 and Tier 3.
• Identify and purchase, research-based literacy interventions for Tiers 2 and 3.
• Provide professional learning on research-based literacy interventions and the administration and use of diagnostics assessments.
• Improve communication protocol to all faculty involved with students who are in Tier 3 (SST).
(C) Measureable Evidence • Analysis of SRI data (screening and progress monitoring) • Analysis of student diagnostics • Student movement within RTI Tiers • School calendar of administration for all assessments • Observations and minutes from RTI team meetings • Implementation of professional learning on interventions and diagnostics • Classroom walkthroughs and observations focused on literacy interventions • Professional learning agendas and logs • RTI model and protocol

(A) Needs Assessment Concerns
1.F. The community at large supports schools and teachers in the development of college-and-career-ready students as articulated in the CCGPS. (95% disagree)
2.C. Out-of-school agencies and organizations collaborate to support literacy within the community. (88% disagree)
6.A. Ensure that pre-service education prepares new teachers for all the challenges of the classroom. (93% disagree)
(A and B) Striving Readers Project Goal 4
FCHS will increase community involvement in literacy by collaborating with parents, out-of-school organizations, and local colleges.
(B) Objectives for Goal 4
• Invite stakeholders outside of our school to be members of our Literacy Team.
• Identify key members of the community, civics leaders, and business leaders to serve on a community advisory board. (*What*, p. 7-8)
• Schedule and convene 2 meetings each year of the community advisory board.
• Collaborate with faculty members from local colleges to discuss and improve upon educational program graduate needs.
• Instructional coaches will intensify their support of new teachers.
• Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy
C) Measureable Evidence
• List of members on the FCHS community advisory board
• Agenda and meeting minutes of FCHS Community Advisory Board
• Documentation of collaborative discussions with faculty members of local college
• Instructional coaching and mentor logs

(D) High school students will receive 2-4 hours of literacy instruction through the content areas. Currently, FCHS is operating on a 4 X 4 block model. We will be studying other scheduling options to see how we can ensure 2-4 hours of literacy instruction during the semester for students who do not have ELA courses.

(E) Implementing a RTI model has been a challenge at the high school level. FCHS plans to implement Georgia's RTI process (*Why*, p. 125-126) with the assistance of our newly hired District RTI Coordinator.

(F) Our SRCL grant application has left no teacher or student untouched. All teachers will be required to participate in professional learning and implement the CCGPS Literacy Standards in Tier 1 instruction that includes all of our students.

(G) See needs assessment section for practices already in place when the Literacy team determined our goals and objectives.

* identified need for multiple goals   4

(H) All 4 goals will be funded with SRLC funds, if awarded.

(I) Current instructional schedule with intervention block

7:50-9:20—1st period
9:27-9:59--- Enhancement/Remediation/Possible Intervention
10:06-11:36---2nd period
11:43-11:43---3rd period
1:50-3:20---4th period

(J) Our guide for establishing goals and objectives

The faculty and staff of FCHS intends to ensure that our graduates communicate effectively with others, think and respond critically in a variety of settings to a myriad of print and non-print text, and access, use, and produce multiple forms of media, information, and knowledge in all content areas. Our students will become sustaining, lifelong learners and contributors to their communities and to the global society. (*Why*, p. 26)

Assessment/Data Analysis Plan
Franklin County High School
Franklin County

(A and B) Current assessment protocol with SRCL assessment plan

The table below provides FCHS's current assessment protocol including the required SRCL grant requirements.

Assessments	Required by SRCL	Purpose	Testing frequency	Administration
EOCs	√	Student achievement and growth in the 8 EOCs	At the end of the EOC course completion	Classroom or computer lab managed by assigned faculty and/or testing coordinator
EOPA's		Measure the level of technical skills of pathway completers	Twice a year for students who have completed CTAE pathway(s)	Computer lab managed by testing coordinator
SLOs/Final Exams		Student achievement and growth for CCGPS and GPS	At the end of the completion of the course (all courses but EOC)	Classroom managed by teacher of the course
SRI	√	Screening and progress monitoring in reading comprehension	Students are currently screened twice a semester	Computer lab managed by assigned faculty
Access for ELLs	√	Language screening and progress monitoring	As needed for identified ELL students	ELL teacher
GAA	√	To determine student growth and mastery on IEP goals and objectives for students with disabilities who do not take the EOC assessments.	Completed when student is in 11th grade.	SPED Teacher

(C) How SRI will be implemented

We are currently using Scholastic Reading Inventory assessment as our universal screener for 9th and 10th grades. Block schedule poses a problem for screening ALL students. Only students in ELA blocks are being screened; therefore, approximately half of our 9th and 10th grade students are not being screened or progress monitored each semester. We will continue to use SRI for screening and progress monitoring all 9th and 10th grade students through ELA courses. If we receive the SRCL grant, FCHS will work on a plan to screen ALL 9th thru 11th grade students at least three times during the school year. Students scoring at the below basic level will receive further diagnostic testing to determine the nature of the reading problem.

(D) Discontinued assessments

None of the current assessments listed above will be discontinued. The GHSWT will be discontinued prior to the school year 2015-16, and both language arts EOC's will include a writing component beginning in the school year 2014-15.

(E) Professional learning needs

All 9th and 10th grade ELA teachers, administrators, and instructional coaches have been trained in how to administer the screener and how to interpret results of the screening data. As SRI is implemented in grades 9-11 additional staff will be trained to administer the assessment and interpret the data. Further professional learning will be needed on how to use the results to plan and implement evidence-based literacy instruction as indicated in the "*Why*" document and to translate the results into learning goals for individual students. Professional learning will also need to be provided on using diagnostic reading and writing tests to identify specific student needs.

FCHS does not have a definitive classroom formative assessment protocol. Steps have been taken for course-alike classes to administer common assessments throughout the semester. We are currently working toward creating more effective common assessment and analysis protocols. We will be dependent on the CCGPS and Best Practices professional learning to work toward establishing sound common assessment protocols. We will have a better understanding of the professional learning needs as we continue to work with teachers on assessment protocol. We are committed to providing any additional support/training necessary.

(F) How data is presented to parents and stakeholders

Currently, our student data is shared through individual student/parent/teacher conferences, communication via telephone and email, and the distribution of progress reports and report cards. Guidance counselors continuously meet with students and/or parents to discuss student progress/grades. Student advisors (teachers) formally hold parent conferences at least twice a year. Parents can contact advisors throughout the year to discuss their child's progress and grades. Student data is presented to stakeholders through presentations of disaggregated student achievement data and publication in local newspapers. FCHS will continue communication of data to parents and stakeholders. Data from formative and summative standardized assessments is also analyzed by our district leadership team and communicated to our local board of education.

(G) How data will be used to develop instructional strategies

District office and school based administration shares with staff all assessment data and graduation data as it is released by the state. All teachers will analyze their EOCT, SLO, or final exam data for each semester to adjust their instruction as needed. Course-alike teachers will continue to administer common assessments and work on collaborative protocols. SRI data will be used to develop and adjust instruction and to identify appropriate interventions. The building leadership team meets in the late spring to analyze all school data for the year. The team identifies areas that require a focus for improving student learning for the upcoming year. The team looks at the district goals and aligns the school data with relevant district goals.

(H) Who will perform the assessments?

Assessments will continue to be administered as indicated by the above chart. There will be changes forth coming for administering EOCs and the SRI. Our 9th and 10th grade ELA teachers are responsible for administering the SRI. As we move toward screening more students, the need to train other staff will be necessary. SRI screening will be incorporated into our current assessment schedule.

Resources, Strategies and Materials Including Technology to Support Literacy Plan
Franklin County High School
Franklin County

(A) List of resources needed to implement the literacy plan including student engagement (Proposed)

- E-books and E-readers
- Tablets/Laptops
- Fiction, nonfiction, and informational digital and print texts
- Literacy interventions programs
- Writing resources
- Continuation of SRI and Read 180
- Assistive technology devices
- Update computer labs
- Mobile learning labs
- Subscriptions to periodicals (digital and text)
- Content area literacy materials (digital and text)
- Document cameras
- Professional learning materials
- Diagnostic assessment resources
- Textbooks
- Additional novel sets
- Classroom libraries
- Interventionists (use funds other than SRCL grant funds)

(B) List of activities that support literacy intervention programs (Existing)

- Universal screener to identify students for literacy interventions (SRI)
- A remediation/enrichment block of time is built into the Master Schedule (Enhancement)
- Read 180 Intervention Program
- Analysis of SRI data
- Assessment for Learning Strategies
- Collaboration of course alike teams

(C) List of shared resources within our building (Existing)

Currently FCHS is limited in materials needed to support a high quality school wide literacy program. With the SRCL grant funding, FCHS can promote literacy as the main focus across all content areas.

- 4 computer labs in main building – 3 available for teacher use, 1 for virtual school and credit recovery students
- 1 computer lab in the CTAE building for teacher use
- Computer carts available for Language Arts, Math, Science, and Social Studies department to share

- Copy machines in all teacher work spaces
- Literature/Novels in ELA classes
- Kurzwell lab (read aloud software for students with disabilities)

(D) List of Media Center resources (Existing)

The FCHS media center has a collection of resources for students, teachers, and staff. These resources are available for check out for periods of 2 weeks for students and 18 weeks for teachers and staff. The total number of items checked out during the school year 2013-2014 was 922 items. The circulation data from August 2014 to November 2014 was 388 checkouts and 320 returns. The collection consists of the following items:

- Books – 11,258 with an average age of 1985
- Periodicals – 12 delivered weekly, bi-weekly, and monthly
- Videos – 490
- EBooks – 93
- Audiobooks – 64
- Circulating Equipment – 12 (television, DVD player, cameras, LCD projectors)

As you can see, we have a tremendous amount of work to do to create a culture of literacy in our high school.

 Other library resources include:
- Computers – 22
- Interactive board

(E) List of activities to support classroom practices (Existing)

- Most teachers have participated in professional learning on the Assessment For Learning strategies and Marzano's *Classroom Instruction that Works*.
- Using formative and summative assessments to adjust instruction
- Use of a variety content appropriate texts based on student ability and text complexity
- Use a variety of media, print and non-print, to engage students in meeting content standards
- Providing time for collaboration and planning that demonstrates the use of best practices
- Standards-based units created by teachers
- Providing instructional coaching on a regular basis to support teachers as they implement literacy strategies
- Co-teacher pairs, some elective teachers, and paraprofessionals participated in professional learning on paraphrasing and summarizing (Kansas Strategies) and research based strategies across the content areas in vocabulary development (Suzy Pepper-Rollins).

(F) List of additional strategies needed to support student success (Proposed)

- Differentiated instruction at Tier 1
- Explicit literacy instruction including vocabulary, comprehension, fluency and writing
- Effective progress monitoring and diagnostic tools
- Benchmark testing
- Reading support classes for struggling students
- Increased reading and writing in all content areas that is guided through school wide expectations for quality
- Standards based research-based classroom strategies
- Systematic Implementation of Georgia RTI model for Tiers 2 and 3

(G) List of available classroom resources (Existing)

- Highly qualified teachers
- Trained paraprofessionals
- Curriculum guides, standards, instructional units
- Teacher stations including interactive board, projector, sound system, and computer in all classrooms
- Every teacher has a laptop
- 1 classroom set of textbooks for most courses
- Infinite Campus (SIS)/ SLDS
- Mastery Connect (data collection system) available for all teachers
- Study Island/USA Test Prep
- Classroom calculators for Math

Other resources
- Credit recovery through Grad Point program
- 8 science classrooms including a lab in each classroom

(H) Alignment plan for SCRL and other funding

Area	SRCL Funds used for	Other Funding Sources
Classroom Resources/Literacy Support	Purchase of literacy materials (digital and text) which support CCGPS/GPS in all content areas Purchase of materials to provide classroom libraries with a variety of text	Existing Federal, State, and local funding allocated for these types of expenditures

	resources	
Assessment Materials	Purchase of assessment materials needed to complete the assessment protocol (including diagnostic assessments)	Existing Federal, State, and local funding allocated for these types of expenditures
Professional Learning	Provide stipends, consultation/training fees, sub pay, materials for PL, travel expenses	All Federal, State, and local funds allocated for professional learning
Technology	e-textbooks, e-readers, laptops, tablets, document cameras, assistive technology, computer based interventions, electronic subscriptions to periodicals, licensing fees for software/programs	Existing Federal, State, and local funding allocated for technology, (SPLOST)

(I) Demonstration of how technology purchases support RTI, student engagement, instructional practices, writing, etc. (Proposed)

RTI
- Provides access to print for students in Tiers 1- 4
- Supports building student background knowledge
- Software/programs that support teacher-directed interventions
- Universal screeners, progress monitoring and diagnostic tools

Student Engagement
- Supports motivation and self-directed learning
- Increases access to a variety of text
- Supports student expression in presentations
- Interactive learning opportunities
- Student collaboration
- Relevancy

Instructional Practices
- Regular integration of technology within unit and lesson plans to utilize provided resources that promotes active student engagement and learning
- Support student production of products that demonstrate critical thinking
- Increases the opportunities for research across the content areas
- Provides access to materials to promote literacy
- Provides for individualized student learning

- Provides regular assessment of students' content mastery
- Provides students with practice in weighing evidence across multiple text
- Provides for differentiation

Writing
- Increases opportunities and the volume of student writing
- Word processing programs for composing writing
- Ensures that all genres (argument, informative/explanatory, narrative) of writing are implemented school wide
- Provides opportunities for students to respond to open-ended questioning

Professional Learning Strategies Identified on the Basis of Documented Needs
Franklin County High School
Franklin County

(A and B)

FCHS Professional Learning for FY2013-2014 and Fall Semester of 2014	
Professional Learning Focus	Staff Participating
Infinite Campus Training	100%
TKES Overview	100%
TKES Fact Sheet 4	95%
TKES Fact Sheet 5	89%
Assessment for Learning (AFL Strategies)	90%
Unit Planning Overview	100%
Unpacking Standards and Learning Targets	100%
Standards Type and Assessment Match	100%
Depth of Knowledge Levels	91%
Questioning	89%
Smart Board training	95%
Planet Literacy Strategies	Co- teaching pairs and academic coaches
Math in the Fast Lane	Co-teaching pairs and resource teachers
Mastery Connect	100%
Professional Learning Plans	100%
Georgia Milestones	88%
CCGPS Literacy Standards – R1 and R10	All Social Studies and Science teachers, some CTAE
Standards of Mathematical Practices #1, #4, #6	All math teachers
GACTE Summer Conference	All CTAE teachers

(C) Detailed list of ongoing professional learning

- CCGPS ELA and Literacy Standards
- CCGPS Standards of Mathematical Practices
- RTI process
- Unit writing
- Individual teacher professional learning plans
- SLO implementation and data analysis
- Georgia Milestones Assessment System
- Formative Instructional Practices (AFL)
- Course-alike collaborative teams meet weekly

(D) Programmatic professional learning needs as identified in the needs assessment

Professional Learning Activities
Professional Learning Communities (protocols, roles, and expectations)
Direct, explicit instruction in Reading
Best Practices in Writing
CCGPS ELA and Literacy Standards (disciplinary literacy)
Protocols for data analysis and examination of student work

(E) Process to determine if professional development was adequate and effective

Currently FCHS does not have a systematic process to determine if professional learning is adequate or effective. We have used informal surveys and tickets out the door for formative purposes and teacher perception of professional learning.

(F) Professional Learning plan targeted to stated goals and objectives and literacy plan

Project Goal 1:

FCHS will provide effective Tier 1 reading and writing instruction to all students in all classrooms. (*What,* p. 10-11)

Professional Learning

- Refine practices of collaborative teams and establish cross disciplinary teams by providing professional learning on setting expectations, guiding, and monitoring our collaborative team meetings for the following actions:
    - o use protocols to keep team meetings focused
    - o use protocols to analyze student work or data
    - o adjust instruction based on analysis of student work or data
- Provide professional learning on all aspects of reading instruction, best practices for writing instruction, disciplinary literacy and engagement of high school students in literacy
- Revise and create standards-based units and lessons that provide students with rigorous and relevant reading and writing instruction in all subject areas.

Other Literacy Plan PL related to Goal 1

- Professional learning in literacy leadership in order to support classroom instruction. (*How*, p. 20)
- Administrators, Instructional Coaches, and Teachers will utilize the professional learning modules created by our state "architects" on the website comprehensivereadingsolutions.com.
- Study current research on disciplinary literacy in the content areas (*How*, p. 25).

Professional Learning Strategies Identified on the Basis of Documented Needs
Franklin County High School
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- Teachers will participate in professional learning on the following: (*How*, p. 26-27)
    - Incorporating the use of literary texts in content areas
    - Use of informational text in English language arts classes
    - Writing instruction (narrative, argument, and informational) in all subject areas
    - Supporting opinions with reasons and information
    - Determining author bias or point of view
    - Text complexity that is appropriate to grade levels as required by CCGPS
    - Text complexity that is adjusted to the needs of individual students
    - Guiding students to conduct short research projects that use several sources
    - Teaching students to identify and navigate the text structures most common to a particular content area (e.g., social studies, cause and effect; science, problem/solution)
- Provide professional learning on a systematic procedure for teaching academic vocabulary in all subjects. (*How*, p. 26)
- Provide professional learning on how to use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance. (*How*, p. 31)
- Provide professional learning on the tenets of explicit instruction: (*How*, p. 40)
    - Use of data to inform instructional decisions and explicit teaching
    - Selection of appropriate text for strategy instruction
    - Telling students specific strategies to be learned and why
    - Modeling of how strategy is used
    - Guided and independent practice with feedback
    - Discussion of when and where strategies are to be applied.
- Provide professional learning on research-based differentiated instructional strategies that support diverse needs. (*How*, p. 40)
- Professional learning opportunities for teachers to learn about how to make adolescent curriculum more accessible to all learners (*How*, p. 40)
- Provide targeted professional learning on the CCGPS based on student and teacher needs (*How*, p. 49).
- Inclusion of paraprofessionals and support staff in professional learning opportunities: (*How*, p. 49)

Project Goal 2:

FCHS will develop and implement an assessment protocol for ongoing formative and summative assessments to evaluate the effectiveness of instruction and determine the need for and the intensity of interventions at all four levels of RTI. ((*What*, p. 8)

Professional Learning
- Provide professional learning on how to administer and use the results of benchmarks, classroom-based common assessments, universal screeners, and progress monitoring assessments.

Other Literacy Plan PL related to Goal #2
- Develop and agree upon common classroom-based formative and summative assessments within each subject are to ensure consistent expectations across classrooms (*How*, p. 44).
- Train and support content area teachers on how to use SRI results to select texts for classroom instruction.

Project Goal 3:

FCHS will collaboratively analyze assessment data to ensure that students are receiving appropriate literacy interventions and instructions at RTI levels 2 and 3. (*What*, pg. 11-13)

Professional Learning
- Provide professional learning on the administration and use of diagnostic assessments.
- Provide professional learning on research-based literacy interventions for adolescents.

Other Literacy Plan PL related to Goal 3
- Purchase, train, and implement data collection. (*How*, p. 43)
- Purchase, schedule, train providers and implement interventions. (*How*, p. 43)
- Identify and train teachers on diagnostic assessments, where possible that isolate the component skills needed for mastery of literacy standards (*How*, p. 37).
- Teach the data meeting protocol to the data team members. (*How*, p. 39)
- Train teachers to use a protocol to identify student instructional needs and group them by instructional commonalities. (*How*, p. 39)
- Plan and provide professional learning for interventionists on: (*How*, p. 45)
  - Appropriate use of supplemental and intervention materials
  - Diagnosis of reading difficulties
  - Direct, explicit instructional strategies to address difficulties
  - Charting data
  - Graphing progress.
- Receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance

Project Goal 4:

FCHS will increase community involvement in literacy by collaborating with parents, out-of-school organizations, and local colleges. (*What,* pg. 7)

Professional Learning

- Pre-service teachers participating in field experiences or student teaching will be included in professional learning

Other Literacy Plan PL related to Goal 3

- Collaborate with faculty members from local colleges to discuss and improve upon educational program graduate needs.

(G) Method of measuring effectiveness for professional learning that can be tied back to the goals and objectives

The FCHS Building Leadership/Data/RTI and Literacy teams will continue the process of analyzing formative and summative student data to inform instructional and program decisions. Course-alike collaborative teams will also continue to analyze common assessment data to adjust instruction. "Effective professional learning is linked to higher student achievement." (*Why*, p. 141) As a result of higher levels of literacy, student achievement on all assessments will improve. For a complete list of measureable evidence tied to each project goal, please refer to our project plan section of this grant application.

Sustainability Plan
Franklin County High School
Franklin County

<u>Sustainability Plan</u>

The needs assessment process has given the FCHS literacy team the opportunity to have crucial and deliberate conversations about what we can do to meet the diverse needs of our students. Conversations and survey results have consistently led us to believe that professional learning opportunities are not only necessary to fidelity but also essential to ensuring our literacy efforts will be sustained well beyond the expiration of the grant funding.

(A, C, E) Plan for extending Professional Learning and the Assessment Protocol beyond the Grant Period • FCHS is committed to continued literacy efforts for all of our students. Beyond the grant period we will continue to fund all assessments, including the subscription for SRI. These assessments will be funded through the use of allocated federal, state, and local funds. The creation and use of the Georgia SLDS also allows us access to student data collected by the state. There is no cost to the school or district to utilize this resource. • Our literacy plan/goals/initiatives will be sustained, maintained, and expanded beyond the grant. Administration, leadership and literacy teams, teachers, and instructional coaches will be mindful of locating, promoting, funding, attending, and implementing appropriate professional learning to further the goals of the SRCL grant. • Franklin County Board of Education has supported and provided funding for instructional coaches since 2007. District instructional coaches will participate in all grant professional learning/training to provide job-embedded support for teachers and to ensure that all learning/training is implemented with fidelity. • All teachers will participate in on-going job-embedded professional learning to enhance their effectiveness in student learning and achievement. Franklin County Board of Education continuously supports job-embedded professional learning and will provide funding through Federal, State, and local funds allocated for professional learning.
(B) Developing Community Partnerships • Discussions during the grant writing process have afforded us the opportunity to begin looking outside of FCHS to help build and fund our students' literary proficiency. We will collaborate with our Community Advisory Board to build student literacy, partnerships, and community relationships.
(C, G) Expanding Lessons Learned • Teachers will work collaboratively to develop units/lessons including literacy standards and resources. All teachers will have access to these resources during and after the grant period. FCHS teachers will continually work to improve units and utilize resources to make literacy instruction more effective. Course-alike and cross-disciplinary teams will collaborate and share best instructional practices. As teachers refine their instructional strategies, they will be provided opportunities to conduct training to build teacher capacity.

(C) New Teacher Training
• Mentors and instructional coaches will work intensively with newly hired staff on implementing: units/lessons, CCGPS/GPS, Franklin County Classroom Model (AFL), literacy strategies, assessment protocols, and provide them with any other necessary professional learning/training.
(C, F) Maintaining and Sustaining Technology
• SPLOST funding allowed Franklin County to expand our technology infrastructure. FC district technology coordinator will be responsible for coordinating purchases and maintenance of all technologies via SRCL grant application guidelines. After the grant funding expires, local funds and SPLOST funds will be used to sustain and maintain technology.   • FCHS has a technology support specialist that is equipped to address most technological issues. The technology specialist will maintain all equipment, inventories, installation, and associated technology issues during and beyond the life of the grant.
(D) Replacement of Print Materials
• Local, state, and federal funds will be used to replace print materials. An annual inventory of print materials will be conducted to determine areas of need. Efforts will be taken to maintain the life of all print materials.

Budget Summary
Franklin County High School
Franklin County

The funds provided by the Striving Reader Grant will be used to implement and support four project goals identified by the FCHS Literacy Team based on our needs assessment and data analysis:

1. FCHS will provide effective Tier 1 reading and writing instruction to all students in all classrooms. (*What,* p. 10-11)
2. FCHS will develop and implement an assessment protocol for ongoing formative and summative assessments to evaluate the effectiveness of instruction and determine the need for and intensity of interventions at all four levels of RTI. (*What,* p. 8)
3. FCHS will collaboratively analyze assessment data to ensure that students are receiving appropriate literacy interventions and instruction at RTI levels 2-4. (*What*, p. 11-13)
4. FCHS will increase community involvement in literacy by collaborating with parents, out-of-school organizations, and local colleges.

 For the first three years of the grant, FCHS will focus on goals 1, 2, and 3. Several root causes determined from our needs assessment center around a lack of a systematic, monitored plan for professional learning. If awarded the SRCL grant, year one will focus on intensive, ongoing professional learning and support for teachers and administrators. Topics will include effective Tier 1 reading and writing instructional practices (CCGPS Literacy Standards), text complexity and collaborative analysis of data from new assessments. Large amounts of digital and print materials, assessments, and technology will be purchased based on suggestions from our Literacy Team and other faculty members.

Years two and three will allow for continued professional learning for effective Tier 1 reading and writing instruction as well as the implementation of literacy interventions for Tiers 2-4. Resources and materials will be selected and ordered to support instruction for Tiers 2-4.

Years four and five will focus on continued support for goals 1, 2, and 3. Differentiated professional learning will be more of a focus and purchasing of resources will continue for Tiers 1-4. Although goal 4 will be an added focus for years four and five, our objectives for Goal 4 will not require a significant amount of the SRCL grant funds.

If awarded the SRCL grant, our funds will be divided into two main categories or buckets—professional learning and resources. Each of the main categories will have sub-categories. See the table below:

Categories	Sub-categories	Approximate % of SRCL Funds
Professional Learning	• Teacher stipends for summer work • Substitute pay for teacher release time • Outside expert literacy consultants/trainers • Registration and travel expenses for conferences, institutes, workshops, and seminars • Training costs for purchased assessments/programs and interventions • Professional books • Supplies	50%
Resources	• Possible core program for ELA • Textbooks • Books, periodicals (digital, print, and audio) • Literacy Intervention Materials/Programs • Technology Hardware (tablets, laptops, desktop computers for labs, mobile computer labs) • Software • Equipment (document cameras, printers) • Assessments (universal screeners, progress monitoring, and diagnostics) • Licensing fees for software programs • Supplies	50%