# GEORGIA DEPARTMENT OF EDUCATION

# Striving Readers Comprehensive Literacy Program

## LEA Grant Application

## System Cover Sheet

| Please return to:<br><br>Georgia Dept. of Education<br><br>Attn:<br><br>205 Jessie Hill Jr. Dr<br><br>1758 Twin Towers East<br><br>Atlanta, GA 30344 | DOE Use Only<br><br>Date and Time Received: | DOE Use Only:<br><br>Received By: |
|---|---|---|
| **Name of Applicant:**<br><br><br>Jefferson County Board of Education | | **Project Number:**<br><br>**(DOE Assigned)** |

| Total Grant Request: | System Contact Information: | |
|---|---|---|
| | **Name:** | **Position:** |
| $3,033,719 | Dr. Donnie Hodges | Assistant Superintendent |
| **Number of schools** | **Phone:** | **Fax:** |

*Jefferson County Schools*
*LEA Application*
*1*

| in system: 6 (plus early learning) | applying: 6 plus early learning: 7 | 478-625-7626 | 478-625-7459 |
|---|---|---|---|
| Congressional District: 12th | Email: hodgesd@jefferson.k12.ga.us | | |

**Sub-grant Status**

\_\_\_\_Large District (45,000 or more students)

\_\_\_\_Mid-Sized District (10,000 to 44,999 students)

\_X\_Small District (0-9,999 students)

**Check the one category that best describes your official fiscal agency:**

| X | School District | | Community-based Organization or other Not-for-Profit Organization |
|---|---|---|---|
| | Regional/Intermediate Education Agency | | Nationally Affiliated Nonprofit Agency- other |

## 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: ___Dr. Donnie Hodges_____

Position/Title of Fiscal Agent's Contact Person: __Assistant Superintendent_____

Address: _1001 Peachtree Street_____

City: ____Louisville GA_____ Zip: _____30434_____

Telephone: (_478__) _625-7626_____ Fax: (_478__) __625-7459_____

E-mail: __hodgesd@jefferson.k12.ga.us_____

____Signature on paper copies as per Ms. Morrill_____
**Signature of Fiscal Agency Head (required)**

__Molly P. Howard, Ed.D._____
**Typed Name of Fiscal Agency Head (required)**

__Superintendent_____
**Typed Position Title of Fiscal Agency Head (required)**

_____
**Date (required)**

**LEA Narrative:**

Jefferson County School System is located in eastern Georgia in the 12<sup>th</sup> Congressional District. It is comprised of a geographically large, sparsely populated rural area with three small towns -Louisville, Wrens, and Wadley where the three elementary schools are located - spread out over a 35 mile span along U.S. Hwy # 1 which cuts north to south through the county. The middle schools are in Louisville and Wrens with the high school centrally located between Louisville and Wrens. Louisville is near the geographic center of the county while Wrens is in the north and Wadley is in the south. The poverty rate for Jefferson County is 26.5%, and the school system has 84.35% of students who receive free and reduced lunch. Also, all six schools are Title I school wide projects, making all students eligible for Title I services. Many of the students are from homes where literacy growth and expectations are lacking. As a result, the students often enter school with literacy deficiencies that affect the ability to perform at expected levels on state-mandated standards and assessments. A lack of literacy materials and technology support also has a negative impact on the literacy growth of Jefferson County students.

Jefferson County students have scored below the state and the other CSRA RESA districts on the English Language Arts, mathematics, social studies, and science Georgia High School Graduation Tests GHSGTs and End of Course Tests EOCTs. The graduation rate is just above the state level (81.3%). The Iowa Test of Basic Skills ITBS for fourth and eighth graders also shows significant deficits in reading comprehension and vocabulary. Criterion-Referenced Competency Test CRCT scores for 3<sup>rd</sup> through 8<sup>th</sup> graders also indicate below state and CSRA RESA results in Reading/English Language Arts at most grade levels with 164 students (13.7%) not meeting standards for those grade levels. State writing scores also reflect a deficit in writing skills for 3<sup>rd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> graders. Upon examination of the domain data associated with the state tests and the ITBS, the Jefferson County leadership notes that these deficits reflect a lack of literacy skills, especially in vocabulary, reading comprehension, writing, and speaking. Currently, the school system has created a literacy plan that proposes how to institute a systematic

approach for improving literacy needs for Jefferson County students (see Appendix). The Striving Reader

Project can be the vehicle to make this happen.  The intent of the project is not meant to be considered

as self-standing, fragmented, or appropriate for piecemeal implementation; rather, it will be

implemented in a thoughtful, planned, systematic manner. As a result, the Jefferson County Board of

Education has identified literacy as a key component of the county strategic plan and has pledged to

place monetary assets when available to support a literacy initiative.  They recognize the need for

sustained professional learning in the following areas:

| Early literacy (PK-3) | Adolescent Literacy (4-12) |
|---|---|
| Instructional technology strategies and implementations | Research-based best practices needed for CCGPS literacy demands for all content areas |
| Formative and summative assessments | Monitoring to ensure fidelity |

A major component also includes sustaining a community literacy focus with the early learning

centers in our community. The literacy strategic plan is to include all schools in sustained, quality

professional learning and implementation of research-based best practices in literacy as Jefferson

County implements the CCGPS, the impact of targeted technology instruction on learning, the reading

and writing connection and the responsibility across all content areas, and the importance of monitoring

to sustain and guarantee the impact on instructional growth.

The vision of the Jefferson County School System is to have EVERY CHILD graduate from high

school postsecondary ready based on a mission to partner with the community in creating a learning

culture that challenges, supports, and ensures the success of EVERY CHILD, EVERY DAY.  The school

system has gained state and national attention from several successful partnerships including ones with

the Southern Regional Education Board and the International Center for Leadership in Education

through the leadership of the school system and Dr. Molly Howard who was named the 2008 National Association of Secondary School Principal (NASSP) of the Year out of 48,000 candidates.  Dr. Howard, who is now Superintendent of the school system, has spoken throughout the country on school reform and the dynamics of changing school culture.

The Jefferson County School System has approximately 2,900 students in grades PK-12 for the 2011-12 school year. The system has consistently lost 50-75 students per year over the last 10 years. The system is comprised of 74% minority students with 84.35% of students qualified for the free-reduced lunch program.  Many students come to school with significant literacy delays.  Even though many efforts have been made by the school system to address the overwhelming weaknesses in vocabulary, depth of knowledge, and necessary frameworks for active learning that many Jefferson County students have, much work has to be done on institutionalizing and sustaining a comprehensive approach to literacy that can be ultimately applied in all content areas including special education and Career, Technical, and Agricultural Education (CTAE).  This will require support for teachers through high-quality professional development, a consistent monitoring piece for leaders, and ongoing understanding of curriculum, instructional strategies, and assessment.  Jefferson County leadership members from both the school system and the community pledge to make literacy growth a priority and are willing to create a sustainability plan to continue the efforts after the shelf-life of the grant.

*Eligibility of Schools and Centers*

The following CRCT scores are for the initial spring testing for all students.   (*In some instances, the school applications used the 2nd round AYP CRCT results to determine needs more specifically*.)

| Elementary Schools | % F/R (includes PK) | AYP Status | N DNM CRCT Grade 3 | % DNM CRCT Grade 3 | N DNM CRCT Grade 5 | % DNM CRCT Grade 5 |
|---|---|---|---|---|---|---|
| Carver Elementary | 94.53% | Distinguished | 40 | 7.5% | 46 | 13% |
| Louisville Academy | 84.78% | Distinguished | 81 | 21% | 83 | 15.7% |
| Wrens Elementary | 82.57% | Distinguished | 89 | 12.4% | 108 | 24.2% |

| Middle Schools | % F/R | AYP Status | N DNM CRCT Grade 8 | % DNM CRCT Grade 8 |
|---|---|---|---|---|
| Louisville Middle | 89.30% | Made AYP | 113 | 2.7% |
| Wrens Middle | 78.34% | Distinguished | 86 | 10.5% |

| High School | % F/R | AYP Status | Graduation Rate |
|---|---|---|---|
| Jefferson County High | 82.59% | NI-3 | 81.3% |

**LEA Process for Selecting Schools:** One of the key components of our system strategic plan is for all schools to be more alike than different. A consistent approach and message is critical for vertical and horizontal growth and understanding of progress. Since we are a small school system, it is important not to fracture or splinter programs and initiatives as much as possible. The Board of Education and the system and school leadership teams agree that all schools should be included in this application.

**Experience of the Applicant:**

The school system has not had state or federal grants in the past five years that fit the description in Section IV: Experience of the Applicant: however, the system has had such grants in the

past ten years.  The leadership of the school system is very stable and long-serving, so many of the

current leaders managed these initiatives over the past ten years.

|  | Project Title | Funding Received | Is there audit? | Audit results |
|---|---|---|---|---|
| **LEA** |  |  |  |  |
| LEA (fiscal agent for SHIPS for YOUTH, Inc. | Safe Schools, Healthy Students FY03-FY06 | 2,872,949 | Yes | Clear |
| **Schools** |  |  |  |  |
| Carver Elem | 21$^{st}$ Century (federal)FY02-FY04 | 669,846 | Yes | Clear |
|  | CSR Grant FY06-FY07 | 120,587 | Yes | Clear |
| Carver Elem & Wrens Elem | Reading First FY02-FY05 | 1,423,205 | Yes | Clear |
| Louisville Academy | Tech Literacy Challenge (II-D) FY99-FY02 | 253,000 | Yes | Clear |
| Louisville Middle | Making Middle Grades Work FY06-FY07 | 106,879 | Yes | Clear |
| Jefferson County High | High Schools That Work FY03-FY05 | 192,743 | Yes | Clear |

**Description of Funded Initiatives:** Even though the funding for the initiatives above has ended, the

school system has benefitted greatly from lessons learned.  Through these initiatives, the Jefferson

County School System leadership has worked to establish a culture of learning where teachers accept

responsibility for student learning within a network of support from peers and administrators through

recursive, job-embedded professional learning.  Since most of these initiatives are school-based, the

level of job-embedded professional learning varies school by school; however, the goal is to have a plan

where sustainability and a vertical and horizontal instructional growth pattern emerge.  Therefore, the

current Jefferson County leadership team recognizes the need for a systematic sustainability plan.  The

school system also has current initiatives, RTI, and READ 180 (universal screener and tiered and Read 180) that are being funded through a combination of IDEA, Title I SIP and/or Title-I A funds. The Striving Reader Project activities as set forth by the grant will not only revisit previous professional learning, such as that provided by Reading First, but also will expand to the new literacy demands and assessments needed to create a more sustainable literacy culture in Jefferson County. Because of lessons previously learned, the leadership team is more aware of what steps to put into place to ensure the sustainability piece of the grant.

**Description of Non-funded Initiatives:** The school system has a number of initiatives that are on-going and are being sustained because of job-embedded professional learning and are reflected in the system strategic plan. These include Thinking Maps, roll-out of CCGPS, and CLASS KEYS implementation. Since the Striving Reader activities focus on all aspects of literacy, instructional practices to include the importance of assessments, and monitoring, the current initiatives will not be in conflict with any aspects of the grant. Our current roll-out plan of CCGPS centers on the understanding of the standards and instructional planning for the 2012-2013 school year. Based on the roll-out of the current Georgia Performance Standards in 2005-2006, we note that the more training our teachers can have on the roll-out of the CCGPS will only strengthen their knowledge and implementation practices. The Thinking Maps program represents "thinking" organizers to help students plan and organize their thought process; the maps are strategies and should not be in conflict with other research-based strategies. Currently, Jefferson County teachers are evaluated by CLASS KEYS , but that monitoring piece focuses on instructional practices. The Striving Reader's grant will provide the level of professional learning and training that are needed to take teachers and students to the next level.

**Description of LEA Capacity:**

In their book <u>Switch: How to Change Things When Change is Hard</u>, authors Chip and Dan Heath (Broadway Books, 2010) highlight Dr. Molly Howard, the Jefferson County Superintendent of Schools, for the tough challenge she accepted when she became the principal of the new Jefferson County High School in 1995 where 70% of the students remained in the county making it one of the poorest in the state with less than 50% of the adult population having a high school diploma or its equivalent. Through a High Schools That Work (HSTW) grant from the Southern Regional Education Board and a state designated and funded affiliation with the International Center for Leadership In Education, Howard, along with strong support from the school system, led a school reform effort that received state and national attention culminating in her being named the 2008 NASSP National High School Principal of the Year. Through a research-based reform model guided by the 12 key practices of HSTW, Howard and her leadership team established a School of **H.O.P.E**. based on **H**igher Expectations (abolishing the dual track and putting all students in college-preparatory classes and opening doors for Advanced Placement (AP) courses; offering **O**pportunities for Success (mastery / modular approach to mathematics, "no zero" grading policy, and after-school tutoring with teachers and peers; **P**ersonalizing Learning Environment (teachers-as-advisors stressing relationships, 4 x 4 block scheduling, and face-to-face parent contact); and providing **E**xperiences in Real-World Problem Solving (youth apprenticeship placements in the community through work-based learning and articulation with Oconee Fall Line Technical College for dual enrollment).

Over the past fifteen years, the Jefferson County School System has managed several successful partnerships that resulted in positive project implementation. The school system was the driving force in establishing our community collaborative SHIPS for YOUTH, Inc. This collaborative began as the Jefferson County Family Connection and was established in 1994

through the interagency council with the goals of improving economic capacity, school success, and child health. The Jefferson County Family Connection became a partner with Communities in Schools during the 2000-2001 school year and established SHIPS for YOUTH, Inc., a non-profit agency focused on improving quality of life for families in Jefferson County with the school system serving as fiscal agent and driving partner. Collaborative members include all of the county's social agencies, county government, law enforcement, business representatives, the faith community, our local technical college, parents, and students. Through this strong collaborative, a network of blended opportunities and services for families in the county has been established and is working well. Referrals have been streamlined among agencies that are now more competent in discussing problems and issues through monthly board meetings and quarterly full collaborative meetings. Among its accomplishments, the collaborative received a Safe Schools, Healthy Students federal grant for three years totaling over $2.8 million dollars. The school system served as fiscal agent for this project and was able to use staff and resources to support the full implementation of this community-wide project.

Some of the other successful partnerships that had positive project implementation are ones with Oconee Fall Line Technical College (OFTC), the Southern Regional Education Board (SREB), and the International Center for Leadership in Education (ICLE). The partnership and articulation with OFTC has resulted in the school system often being touted as the model for dual enrollment for the state of Georgia with one of the highest per size rates of seniors graduating with both a diploma and a technical college seal. In working with SREB through both High Schools That Work (HSTW) and Making Middle Grades Work grants, the school system has made significant progress in both academic areas as well as institutionalizing job-embedded professional learning at the high school level. The HSTW efforts at Jefferson County High

School brought national attention to the staff and its principal, Dr. Molly Howard who was named the 2008 NASSP National High School Principal of the year. As a result of a Georgia Department of Education Daggett school designation and working with the ICLE under Dr. Willlard Daggett's direction, Dr. Howard and her leadership staff presented at the 2008 16th Annual Model School Conference in Orlando in a featured session entitled: "Leading for Secondary School Redesign".

**Description of sustainability of initiatives implemented by the LEA**

The Jefferson County School System values professional learning that is job-embedded providing opportunities for teachers to build their content and pedagogical knowledge and to examine practices that are based on student learning data. For example, the superintendent of Schools, Dr. Howard, who is a nationally known professional developer, led over sixty system and school administrators and teacher leaders in a year -long professional learning on assessment during the 2010-11 school year. These sessions were held in the evenings, and attendance was voluntary. The response to these monthly sessions was positive and pervasive. Each of the school teams were involved in re-delivering the assessment information and in bringing feedback from the school staffs. Through this initiative, several significant outcomes resulted. The group spearheaded a shift to move away from ability grouping and to redo how students were assessed and grouped for instruction which was instituted in 2011-12. Other outcomes were an examination of grading practices and policies and a move toward standards-based grading which is being piloted at one of the middle schools. This is just one example of the commitment by the school system to be sure that initiatives are carried out with fidelity and integrity and that professional learning is job-embedded to the point that it is sustained.

**Resources**

**_Align use of Federal and State funds_** (GA Striving Reader Subgrant Application, page 21)

| FY12 | Title I Funds (before carry-over) | Title II Part A Funds | Title VI Part B Funds |
|---|---|---|---|
| **LEA** | • $264,208 for system-level teacher development specialist and instructional coaches to deliver job-embedded professional learning | • | • |
| Each Elementary School | • Carver Elementary $166,693 for teachers & parapros<br>$6,277 Classworks<br>• Louisville Academy $167,765 for teacher & parapros<br>$11,758 Classworks<br>• Wrens Elementary $128,079 for teachers & parapros<br>$11,161 Classworks | • $250 for substitutes<br>• $58,000 salary, benefits for teacher<br>• $2,000 stipends<br>• $7,200 for consultant services<br>• $4,300 registration fees | • $10,740 Classworks software |
| Each Middle and High School | • Louisville Middle $145,235 for teachers & parapros<br>$6,786 Classworks<br>• Wrens Middle $48,102 for teachers & parapros<br>$4,818 Classworks<br>• Jefferson Co. High $195,156 for teachers & parapros | • $250 for substitutes<br>• $1,500 stipends<br>• $11,000 for consultant services<br>• $3,300 registration fees | • $10,740 Classworks software<br>• $1,000 supplies |

- LEA Use of Title I Resources: The LEA uses Title I funds for professional learning in the form of instructional coaches to deliver job-embedded professional learning.

- LEA Use of Title II Resources – Based on the Title II needs assessment in the spring of 2011, funds are used to meet the following system goals: every teacher and paraprofessional highly qualified, reduction of class size in kindergarten through grade three to 18 students per class,

quality professional learning in mathematics and literacy, quality professional learning on differentiated instruction, and creation of a quality mentoring program. To meet these goals, Title II funds are used at each elementary school to fund one teacher to reduce class sizes in the early grades. In addition, funds are used to pay for substitutes and registration fees for teachers to attend professional learning activities with a focus on Lexile scores, integrating technology, differentiated instruction, CCGPS redelivery and literacy (writing workshops, standards based best practices, DOK). A consultant works with staff at each elementary and middle school for nine days during the year on DOK levels, differentiated instruction, and formative assessment, with emphasis on mathematics. Stipends are paid to a teacher at each elementary school to attend a local university to receive the Reading Endorsement and for teachers to mentor new teachers at each school.

- Title I and Title II Resources at Each School – Title I funds are used primarily for personnel. Title I also partially funds the Tier 2-3 portion of Classworks for the three elementary and two middle schools. Since Title II funds are used primarily for reduced class size and professional learning, the only resources located at the schools are professional learning materials for book studies.

**Clear alignment plan for SRCL and all other plans**

In addition to the SRCL grant funding, the Jefferson County School System will continue to invest in literacy efforts, curriculum alignment including CCGPS roll-out, and quality professional learning for teachers and staff members. The system pledges to implement a systematic plan to improve literacy instruction and opportunities by aligning SRCL funding with other programs supported by federal funds including Title I, Title II-A of the ESEA, Bright from the Start, IDEA Act of 2006, and state and local funds. For instance, the school system will continue to fund Classworks, the universal screener and interventions software for RTI Tiers 2-4

through a combination of funding from IDEA, Title I, and Title II-A which will support the

literacy efforts. The system will use Title I and Title II-A funds to reduce class size and to

provide support for interventions which will also enhance the literacy efforts afforded by SRCL

funds. The school system will use its technology team and available e-rate, eSPLOST and local

technology funds to support the software, hardware, and non-print media that the SRCL funds

will bring.

The school system plan is to maximize the benefit of SRCL and other funding for

teachers and students; to communicate clearly that programs will be non-competitive with each

other; to integrate program activities to avoid repetition; and to maximize the benefits to students

and minimize the costs per teacher and students as good stewards of the taxpayers' dollars. One

of the benefits of a small school system is that a small staff makes it easier to communicate and

to consolidate initiatives. There are fewer levels of bureaucracy, and it is much easier to ensure

against duplication and repetition of people. As a result of this effort, the system and each of our

schools have in place a school improvement plan that has decreased previously fragmented

efforts. Our current plans focus on improved academic achievement and assessment practices,

targeted professional learning, instructional technology planning, and curriculum alignment and

development. This more systematic approach to school improvement initiatives has highlighted

a need for a more systematic sustainability plan for the literacy goals, a noted aspect of the

Striving Reader activities.

**List of resources available at each building**

| Elementary | Middle Schools | High School |
|---|---|---|
| Average of 4 non-modern student computers per | Average of 2 non-modern student computers per | Average of 1 non-modern student computer per classroom |

| classroom | classroom | |
|---|---|---|
| Mini lab with 8-9 computers | Mini lab 8-9 computers | 4 vocational labs with 25 computers |
| 4 document cameras | 2 document cameras | |
| 7 digital cameras | 8 digital cameras | 25 digital cameras |
| 30% of classrooms have interactive white boards | 46% of classrooms have interactive white boards | 69% of classrooms have interactive white boards |
| 25 computer lab | Two 25-computer labs | Two 25-computer labs |
| **Generic list of shared resources in every K-12 building:** | | |
| Galileo | | |
| Software for intervention and remediation | | |
| Microsoft Office, including Publisher | | |
| Video distribution, united streaming | | |
| Leveled texts – limited in quantity and diversity | | |
| Trade books – fiction and nonfiction – limited in quantity and diversity | | |
| Thinking Maps | | |
| Adequate print materials in the media center, but up-to-date materials are needed. | | |
| Minimal audio-books, DVDs, Videos, TVs, periodicals | | |
| All classrooms have overhead projectors | | |
| All classrooms have high speed Internet access | | |
| All classrooms have at least one networked printer | | |
| At least 2 sets of student response system per school | | |
| All media centers have at least six computers. | | |
| **Additional shared resources in every K-8 building:** | | |
| Renaissance Place | | |
| Minimal classroom libraries | | |
| **Additional shared resources in every 6-12 building:** | | |
| SRI licenses (through READ 180) | | |
| Wireless Internet access in part of the buildings | | |
| Mobile carts | | |
| READ 180 software for at least 30 students per school | | |

**A plan to ensure that no supplanting takes place**

Even though the school system has been informed that supplanting will be allowed with this grant, the system will make every effort to use funds to support literacy efforts that will supplement and enhance rather than supplant those funds that are already committed because of our efforts to sustain the Striving Reader Project activities.

**Detail of how SRCL will add value to the existing resources in the schools**

The school system has acknowledged that there is noted critical area for literacy improvement is in the early learning centers, pre-school programs, and in the elementary schools. The primary and elementary students have a dire need for extended work in the foundational reading skills, writing skills, and overall literacy components of learning. Jefferson County students often lack any literacy support from home. As a result of the literacy needs of the students, Jefferson County educators need to be equipped to provide students with viable, sustainable skills and opportunities that will not only show an increase in test scores but also more importantly an increase in all literacy expectations, from early literacy skills to literacy strategies for reading, writing, and communication. The literacy focus for Jefferson County will need to extend into a partnership with Head Start, family day care facilities, the Jefferson County library, and SHIPS for Youth (Family Connection and CIS) to target younger children who are not receiving the literacy needs in the home. Not only will Jefferson County teachers need systematic and monitored professional learning opportunities to improve literacy instruction in the classroom to meet the literacy demands of the CCGPS, but also the Jefferson County teachers will provide professional learning that they have received to the early support systems' personnel on Saturdays, in the evenings, or in the summer. The goal is to train personnel in daycares or other early learning centers on different literacy strategies to help young children in their comprehension and vocabulary development. This partnership will create a strong alliance on behalf of the children as they enter the Jefferson County school system. The literacy needs of the younger children will be a critical component in establishing literacy goals for the county because of the rigorous demands of the literary, informational, and foundational reading demands of the (CCGPS).

The second critical literacy need is in improving the content literacy expectations as set forth by the CCGPS and the College and Career Readiness Performance Index. As evident by the performance on the current state assessments, SATs, and other post-secondary measurements, Jefferson County

students are lacking skills necessary in reading, writing, and speaking in the content areas.  A critical

focus will be to improve literacy skills needed to achieve in English Language Arts, math, social studies,

science, and technical subjects, as indicated by the CCGPS.  Again, a systematic and monitored

professional learning community will be essential in training Jefferson County teachers on evidence-

based literacy strategies that are needed to increase the literacy scores of the students. The professional

learning will also need to extend on how to choose appropriate materials and technology to support

students as they work to increase their literacy skills.  Currently, many Jefferson County teachers are

lacking the expertise in this critical area.

Perhaps the most critical component for ensuring a strong literacy plan for Jefferson County is in

the area of literacy assessment and evaluation.   Currently, Jefferson County is using DIBELS as well as

Classworks as the universal screener for students through grade eight.  However, a major concern is the

lack of true understanding as to how to use these instruments effectively to guide instruction and need.

Another concern is the lack of a universal screener for high school students.  Also, a lack of

understanding regarding Lexiles and what that instrument means in selecting reading materials is of

concern.  This concern is only going to increase with the issue of text complexity evident in Reading

Standard 10 in the CCGPS.  Professional learning and training in understanding the different prongs to

measure reading materials will be important:  quantitative, qualitative, and reader to task.  Also,

assistance in selecting appropriate reading measures and how to use them will be necessary.  Most

importantly, the ability to use formative assessments throughout instruction to measure reading growth

will be another component of needed professional learning.

**Management Plan and Key Personnel:**

|  | Individual Responsible | Supervisor |
| --- | --- | --- |
| Project Director | Dr. Donnie Hodges | Dr. Molly Howard |

| | | |
|---|---|---|
| Purchasing | Dr. Donnie Hodges | Dr. Molly Howard |
| Site-Level Coordinators | See chart below | Principals |
| Professional Learning Coordinator | Mrs. Cindy Rabun | Dr. Molly Howard |
| Technology Coordinator | Mrs. Lynn Hopper | Mrs. Cindy Rabun |
| Assessment Coordinator | Mrs. Cindy Rabun | Dr. Molly Howard |

The Jefferson County Public Schools has a qualified and expert infrastructure.  Dr. Donnie Hodges, Assistant Superintendent, will serve as Project Director for the SRCL Project and monitor the day-to-day operation of the early learning portion of the project.  Dr. Hodges has over twenty years experience at the central office level and has written or collaborated in the writing of and managed a number of grants for the school system including *Reading First, High Schools That Work, Making Middle Grades Work*, Ne*xt Generation School Project, 21$^{st}$ Century Community Learning Center, and Safe Schools, Healthy Students.*.  Dr. Hodges has served as Title I Director for the school system for more than ten years and has extensive experience with federal programs and budgets.  Dr. Hodges is currently the Director of Pre-K and has served in that capacity since 1994.  She will wear "two hats" in this project: Project Director for the SRCL Project and Coordinator for Early Learning.

School Project Coordinators for the SRCL Project will be named at all six of the schools.

Even though the principals will be expected to be very involved with the grant, school level directors will be named to be responsible for the day-to-day grant operations.

| SCRL grant operations | School | Position |
|---|---|---|
| Dr. Donnie Hodges | Jefferson County BOE | Coordinator for Early Learning |
| Ms. Tiffany Pitts | Carver Elementary | Assistant Principal |
| Mrs. Dana Williams | Louisville Academy | Instructional Coach |
| Mrs. Ginger Parris | Wrens Elementary | Instructional Coach |

| Ms. Jacqueline Jukes | Louisville Middle | Instructional Coach |
|---|---|---|
| Mrs. Stacy Arnold | Wrens Middle | Assistant Principal |
| Mrs. Stephanie Hildebrant | Jefferson County High | Assistant Principal |

All members of the management team have been closely involved in the literacy task force that worked on the grant at the system level and the school level and in the development of the system literacy plan.  Currently, they are all involved in the roll-out of the CCGPS.  This roll-out, as well as learning to implement the new CCGPS with fidelity, is an essential part of the school system's literacy focus. The members have researched and studied all aspects of the CCGPS initiative and have participated in collaborative discussions to examine the components of the Striving Reader Project that will best benefit the students of Jefferson County.   Each member of the team understands her individual role in serving as the literacy leader in her school.  Each member has had experience in planning and conducting professional learning.  The members are also involved in the writing and implementing of school improvement plans.  Since they have helped to write the individual school plans, they have a full understanding of the existing school data and system needs, forming the basis of the grant.

**Sustainability Plan**

Through this grant, Jefferson County School System leadership has the intent to further efforts to enrich the culture of learning where teachers accept responsibility for student learning within a network of support from peers and administrators through job-embedded professional learning that becomes more and more internalized and institutionalized.  The system will continue to conduct an in-depth study of the CCGPS literacy demands.

As Jefferson County staff becomes more and more familiar with the demands of CCGPS of both

foundational and adolescent literacy, they will be able to lead their own professional learning, thus building sustainability. The professional learning provided will be systematic and connected to all the aspects that participants have learned through the Striving Reader activities.  Also, leadership from the county office will be instrumental in the planning and monitoring of that professional learning.  The professional learning sessions will be monthly and with targeted topics based on data and needs as indicated in the school/system's school improvement plan.  The Jefferson County leadership will participate in the trainings provided through the Striving Reader grant, so they will have first-hand knowledge of all aspects of the professional learning piece. Any outside consultants needed or desired will be determined based on recommendations from the Georgia Department of Education and national research. The purpose of empowering the Jefferson County staff is to allow the staff to embed all aspects of the learning into the existing school day without depending on afterschool, Saturday or summer professional learning time, based on the fact that such programs are expensive and Jefferson County does not have the monetary resources consistently to support such programs.  Also, since Jefferson County staff will become comfortable and knowledgeable with all aspects of the CCGPS particularly through content areas beyond ELA, Jefferson County will not have a need to add any additional staff to sustain the project. The goal is to maximize existing resources and personnel to ensure growth and sustainability.  One approach is to have a teacher training team that will redeliver and train any new teachers or early learning center personnel to Jefferson County. All Jefferson County schools are Title I Schoolwide Projects.  Title I-A and Title II-A funds will be brokered to re-direct the work to support the initiative beyond the grant. It will be imperative that resources including time, materials, and energy be used and allocated wisely to meet student and teacher needs. Time must be allowed and fiercely protected for teacher professional development and data analysis.  The school system plans to assign teacher leaders as instructional mentor teachers to assist and promote content literacy skills to all content area teachers.

The greatest sustainability challenge will be with the technology aspects of the grant.  Jefferson

County's Board of Education, along with early learning centers and school system personnel, are so

dedicated to this effort that existing eSPLOST funds, e-rate, and general funds will be used to maintain

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and expand the technology aspects of the grant.

There is a strong commitment from our community to ensure that the literacy initiative will

benefit our students.  The commitment extends from the high school student association, Jefferson

County Rotary, and Louisville Kiwanis to have ongoing fundraisers to help sustain this effort.  Also, all

school personnel will have the opportunity under a voluntary basis to have money withdrawn monthly

from their pay checks and will be used to fund the FERST foundation subscriptions at the Jefferson

County Library.  The goal is to make literacy the number one effort of the entire Jefferson County

community.

**Appendices are on hard copies as per Ms. Morrill (via email).**

| School Name: | Total Grant Request: |
|---|---|
| **Jefferson County High School** | $470,190 |

| System: | School Contact Information: | |
|---|---|---|
| **Jefferson County** | Name:<br>Dr. Alan Long | Position:<br>principal |

| Number of Students | Phone Number:<br>478-625-9991 | Fax Number:<br>478-625-8988 |
|---|---|---|
| **815** | Email Address:<br><br>longa@jefferson.k12.ga.us | |

| Number of Teachers | |
|---|---|
| **60** | |

| Free/Reduced Lunch % | 82.59% |
|---|---|

| Principal's Name:<br><br>Dr. Alan Long | Other Reform Efforts in School:<br><br>None |
|---|---|
| | Principal's Signature:<br>On paper copies as per Ms. Morrill |

# GEORGIA DEPARTMENT OF EDUCATION
# Striving Readers Comprehensive Literacy Grant

## School and Center Cover Sheet

**SRCL School Application:  Jefferson County High School**

**History.**  Jefferson County High School is a Title I school located in a rural area halfway between Wrens and Louisville, Georgia. The high school serves the three major communities of Louisville, Wadley, and Wrens as well as several smaller communities.

Because of Jefferson County's continuous struggle with poverty, the Board of Education recognized that drastic changes needed to be made to improve the value of public education offered to local children and to increase opportunities for economic growth.  To accomplish this task, the board made the decision to consolidate the two traditional and longstanding high schools of Jefferson County. The consolidation of the two schools into one had many positive effects including lower dropout rates and wider selection of course offerings to better prepare students for post secondary and work ready success.

Seventeen years later, the consolidation of the two high schools has had an immense impact in improving the post-secondary opportunities for all high school students. The dedication and commitment of the faculty and staff, from the beginning, has created the opportunity for the success of Jefferson County High School and the creation of "Warrior Nation." As a result of the commitment of the board, staff, and community, the graduation rate of Jefferson County High School has equaled, and at times surpassed, that of the state average; despite economic disadvantages and high poverty levels.

**Administration and Leadership.**  The administration of Jefferson County High School is well trained in leadership. All administrators have multiple degrees, and most important, a commitment to the students and the school. The administration is committed to school improvement through continuous identification, monitoring, and enhancement of initiatives which ensure student academic success. The Leadership Team of the high school is committed to

building "Teachers as Leaders" within the school. The stringent level of commitment and investment through leadership is on the forefront of the goals and objectives for all school leaders at Jefferson County High School. The Leadership Team is made up of administrators, counselors, instructional coaches, and teachers. The success of all students through targeted assessment and focused differentiation is the main goal of the leadership team in moving the school forward in continuous improvement.

The opportunities to empower teachers as school leaders and develop strength through leadership are goals for stakeholders. Scheduled school leadership meetings with timed agendas and effective communication through published minutes help to create a culture of shared leadership.

**Past Instructional Initiatives.** Since the founding of Jefferson County High School, the core belief has been that all children have the right to a quality education. This belief has been a foundational element of all of Jefferson County High School's instructional initiatives and led to the realization that in order to make this belief a reality we had to do things differently. The administration encouraged and expected collaboration among teachers in order to assure consistency in instruction. The effective implementation of cross curricular connections was emphasized and an extensive effort was made to develop the team concept to school improvement. Much of the foundation of the way JCHS operates today was founded on SREB's *High Schools That Work* initiative that was adopted in the late 1990's. From that work such practices as eliminating lower level courses, teachers as advisors, extended learning time and embedded professional learning were instituted. "Working on the Work," an annual professional learning session, was designed and implemented as a means to provide teachers with the

opportunity to collaboratively revise existing curriculum and create effective instruction as well as targeted interventions to improve student success.

In addition, research based practices such as Learning Focused strategies were implemented into each department's curriculum.  Pacing guides and curriculum maps were developed in each content area to ensure foundational alignment for each course. Georgia Performance Standards were unpacked and implemented into the curriculum to guide effective instruction. Unit Plan Development sessions were also held to build standards-based curriculums and classrooms.  Essential Question practices were also used across the curriculum to focus lessons and to encourage higher order questioning.  In order to effectively incorporate the use of technology into the classroom, technology training for teachers was routinely provided to afford a better understanding and implementation of the use of active boards.

**Current Instructional Initiatives.**  The continuation of "Working on the Work" enables teachers to develop and strengthen curriculum in all content areas. The "Working on the Work" initiative has been expanded to include the analysis of data such as EOCT, course assessments, and graduation tests to better determine students' needs and to improve student performance.  In order to deepen student understanding, Depth of Knowledge analysis and questioning has become an integral part of curriculum planning.  Teacher teams meet regularly to determine DOK levels of standards and align questions, assignments, and assessments at the appropriate DOK level.  A school wide improvement initiative to ensure at least 50% of all questioning strategies are moved to level 2 DOK questions has been implemented.

Another major initiative at Jefferson County High School is to provide effective differentiation for students in all courses.  This led to a complete overhaul of Math I and Math II.  In order to provide effective differentiation for students in these classes, an intervention referred

to as A/B Day has been initiated. The A/B concept is designed to identify students who have lagging skills and to "catch them up". A/B days are scheduled within the Math department each period to enhance Math support. Students are given standards-based instruction on A days and provided targeted Math support on B days. Although this model requires intense daily planning and commitment from the Math teachers, they do this willingly to promote student success.

**Professional Learning Needs.** Professional Learning Teams are being used to target staff development for teachers' instructional needs. Teachers are teamed by planning period across the curriculum to develop customized professional learning within the school. These teaming sessions are also utilized to identify the strengths and weaknesses of each teacher's instruction. An emphasis is placed upon the mastery of domains and strands contained within Class Keys. The Class Keys evaluation process has been implemented to identify teacher weaknesses and to provide them with assistance in instructional improvement.

Another foundational element of professional development at JCHS is the focus on the instructional framework. The instructional framework sets a certain expectation for standards based practices using opening, content, and closing methodology that is universal throughout the school. Continuous professional learning for this instructional framework will generate perennial improvement.

**Need for a Striving Readers Project.** From its beginning, Jefferson County High School recognized the need for literacy support. With a current poverty level of 26.5% and only 8.9% of citizens with post-secondary education as well as an average household income of $15,000, it is no surprise that students in Jefferson County are woefully lacking in literacy skills. Several disadvantages associated with the high poverty level include low access to technology, low Lexile scores, poor academic performance, and limited access to cultural experiences which lead

to a high at-risk population.  In response to this need, a literacy coach was named and there was a school wide focus on literacy in the content areas.

**Past and Ongoing Instructional Initiatives**

**2003-2005:  Writing Across the Curriculum. Ongoing.**

The Writing Focus Team comprised of department representatives met monthly to document evidence of weekly writing and make recommendations to teachers on the basis of the evidence.  Administrators and selected school faculty provided training on writing strategies.

**2006-2007:  Reading in the Content Areas and Implementing the 25 Book Georgia Performance Standard. Ongoing.  School Literacy Team becomes synonymous with School Improvement Team.  Monthly meetings of SIT become focused on implementing and monitoring the School Improvement Plan of which literacy is a major portion.**

Two part-time literacy/instructional coaches were charged with developing in-house professional learning for teachers on how to implement the new reading standard.  In fall 2006, faculty examined reading practices in their curriculum.  Following an examination of current departmental reading practices in the Fall of 2006, Phase I of Reading in the Content Areas was implemented in January 2007 (see Appendix) and professional learning was provided on various topics including "Things Good Readers Do," "Before-During-After Reading Strategies," and "Best Practices in Vocabulary Instruction." [Note: 30% of seniors in the HSTW network instructional coaches and assistant principal for instruction were responsible for monitoring the inclusion of reading strategies in lesson plans and for doing observations of best practices.

**2007-2008: Thinking Maps. Ongoing.**

In the fall of 2008, instructional coaches provided professional learning (after having attended summer Training the Trainer sessions) to all faculty on the use of Thinking Maps to

support reading and writing in the content areas.  The initial presentation, called "Extending and Refining Best Practices: Not More, Just Better," given in the fall of 2008 was followed by a series of focus walks during the year to observe and monitor the use of Thinking Maps in the classroom.  We utilized both in-school and out-of-school personnel for this purpose.

**2007-2008: Implementation of Read180.  Ongoing.**

As a result of finding that approximately 40% of our incoming 9th graders read below grade level, and after considerable research, we implemented Scholastic's Read180 program for developing readers.  Three teachers were specially trained and worked in conjunction to implement the program for approximately 30% of incoming 9th grade class.  As an outgrowth of this program, the ELA department has been able to use the software to determine the Lexile of every student enrolled in ELA classes.  With this information, teachers are better able to differentiate reading materials and to provide the appropriate scaffolds necessary to move students toward reading at the appropriate text difficulty band.

**2010-2011:  Higher Order Thinking and Depth of Knowledge Assessment**

As a result of Norman Webb's research and a continuing need to add rigor and relevance to our instructional activities, especially in the areas of reading and writing, the School Literacy Team agreed unanimously to seek an out-of-school expert to instruct the full faculty on higher order thinking and depth of knowledge.  In January 2011, we received our initial professional learning and since that time, we have been working in departments to increase the DOK level of both our instructional tasks and our assessments (to align to the level at which the standard stipulates and at which the element/standard will be assessed).  A school focus for 2011-2012 is to revise instruction and assessment so that 50% is taught/assessed at DOK Level 2 or above.

**Literacy Team Schedule**

Since the School Improvement Team functions in large part as the School Literacy Team, our responsibilities toward the literacy components of the School Improvement Plan and our ongoing initiatives are generally addressed during those bi-monthly meetings. In addition, the Literacy/Instructional coaches meet weekly with the principal and the assistant principal for instruction. During these meetings, we focus on the day-to-day support mechanisms for teachers implementing literacy – and other – initiatives. The bi-monthly School Improvement Team meetings are the primary way the administrators and instructional coaches share ideas, analyze data, and plan for professional learning sessions.

*Analysis and identification of student and teacher data*

| A. School/Student EOCT Data | | | |
|---|---|---|---|
| **2010-2011 EOCT** | **Does Not Meet** | **Meets** | **Exceeds** |
| **9th Grade Literature** | 34% | 47% | 19% |
| **American Literature** | 21% | 59% | 20% |
| **Physical Science** | 29% | 36% | 35% |
| **Biology** | 43% | 43% | 14% |
| **U.S. History** | 53% | 35% | 12% |
| **Economics** | 48% | 35% | 17% |

| B. High School Graduation Data | | | | | |
|---|---|---|---|---|---|
| **Year** | **All** | **Black** | **White** | **SWD** | **Eco. Dis.** |
| **2011** | 81.3% | 78.1% | 89.8% | 46.7% | 79.8% |
| **2010** | 71.9% | 68.9% | 78.8% | 34.1% | 68.5% |
| **2009** | 73.4% | 70.6% | 85.5% | 18.9% | 73.2% |

**C. Early Learning Readiness**

The Early Learning Readiness Grant will address the issues of early learning readiness.

**D. Disaggregation of 2010-2011 EOCT Data in Subgroups**

| **All Students** | **Black** | **White** | **Students with Disabilities** |
|---|---|---|---|

|  | Meets | Exceeds | Meets | Exceeds | Meets | Exceeds | Meets | Exceeds |
|---|---|---|---|---|---|---|---|---|
| **9th Grade Lit.** | 66% | 19% | 60% | 13% | 75% | 38% | 23% | 0% |
| **American Lit.** | 79% | 20% | 74% | 11% | 93% | 35% | 32% | <1% |
| **U. S. History** | 48% | 11% | 42% | 1% | 68% | 25% | 21% | <1% |
| **Economics** | 52% | 17% | 43% | 13% | 73% | 25% | 16% | 0% |
| **Physical science** | 71% | 35% | 64% | 28% | 87% | 56% | 50% | <1% |
| **Biology** | 57% | 14% | 48% | 1% | 80% | 31% | 29% | 0% |

Based on the EOCT data, *GA High School Writing scores, *SAT trends, and high school graduation rate (*see appendix), we made several observations and recognized challenges related to the literacy achievement of our students. A direct correlation exists between students' literacy skills and their performance on high stakes testing. We attribute the significant gain from 66% passing in ninth grade literature to 79% in eleventh grade literature to the focused remediation offered to targeted students in grade nine. However, we recognize our History, Biology and SAT scores reflect a lack of concentration in critical reading and informational text in all content areas. Recognizing the literacy demands that will be required of students with the CCGPS rollout in ELA and the implementation of the new content literacy standards for Social Studies, Science and CTAE, we recognize the challenges set before us.

**E.  Teacher Experience and Retention Data for Previous Two Years**

|  | **2009-2010** (Total = 62; Gifted – 1; ESOL – 1) | **2008-2009** (Total = 64; Gifted – 1; ESOL – 1) |
|---|---|---|
| Annual Teacher Retention Rate | 88.4% | 76.2% |
| Experience Continuity Ratio | 0.86 | 0.8 |
| Principal Experience Continuity Ratio | 1 | 1 |
| Number of Master Teachers | 0 | 0 |
| Highly Qualified Teachers | 94.3% | 100% |
| Percentage with Level 4 Certification | 33.9% | 35.9% |
| Percentage with Level 5 Certification | 50% | 50% |
| Percentage with Level 6 Certification | 12.9% | 9.4% |
| Percentage with Level 7 Certification | 1.6% | 3.1% |
| Average teaching experience in years | 11.7 | 11.3 |
| Teachers w/ fewer than 3 years experience | 14.5% | 17.2% |
| Teachers w/ 3 to 20 years experience | 67.7% | 67.2% |
| Teachers w/ more than 20 years experience | 17.7% | 15.6% |

JCHS has highly qualified, stable faculty with a high percentage of advanced degrees. The school is also a professional development school for Augusta State University, providing a source of new teachers with fresh ideas. Our stable faculty allows for continuity of professional learning and eliminates the need for a constant cycle of new training on on-going initiatives.

E. **Teacher Participation in Professional Learning.** JCHS expects that **all** certified teachers participate in the ongoing professional learning at our school. For a detailed list, please see **Professional Learning Strategies** section.

## *Needs Assessment*

A. **Description of Materials Used in the Needs Assessment**

| Material | Description |
|---|---|
| EOCT Data | Analyzes student performance |
| SAT Data | Assesses college readiness |
| End of Pathway Data | Assesses career readiness |
| COMPASS data | Assesses technical college readiness |
| ITBS Data | Pertinent info. on 9th grade performance |
| CRCT Data | Identifies students' strengths and weaknesses |
| Lexile Testing | Determines reading lexile ranges |
| GA Graduation Tests | Analyzes core academic performance |
| Needs Assessment Survey | Measures teacher competencies |
| Class Keys/Focus Walks | Assesses teacher performance |

B. **Description of the Needs Assessment Process.** Our needs assessment process begins with data being analyzed at the teacher, course, then department level at which point interventions are discussed and proposed. That information is then shared with the JCHS school improvement team for further refinement. At subsequent meetings the outcomes of the interventions are discussed and "next steps" are outlined.

Surveys and Focus Walks are conducted and analyzed by the instructional team. Results are conveyed to the school improvement team and professional learning needs are planned at the school, department, and individual teacher level.

**C. Listing of Individuals who Participated in Needs Assessment.** The Jefferson County High School Leadership Team spearheads the process. Those serving on the needs assessment team include all administrative staff, immediate instructional team (principal, assistant principal of instruction, and two instructional coaches), and our School Improvement Team which consists of department chairs from all disciplines, the administration, counselors, media specialist, and instructional coaches.

*Areas of Concern*

**A. Clearly identifies the areas of concern as they relate to the researched-based practices.**
Based on the information gleaned from the needs assessment, we identified several key areas of concern. These areas of concern will be addressed through our school-wide literacy plan that we are aligning with both the state literacy and county literacy plans. The following key areas of concern directly correlate to instructional improvements necessary for an effective literacy program:

| Key Areas of Concern |
|---|
| **Focused Professional Learning on:** |
| o using technology for student engagement |
| o using technology for differentiation |
| o providing explicit critical and informational reading instruction |
| o assessing at correct DOK level in both formative and summative assessments |
| o providing timely feedback and using an effective protocol for looking at student work |
| **Meaningful literacy instruction in all content areas to ensure that students receive 2-4 hours of literacy instruction** |
| **Additional resources to:** |
| o ensure students have access to varied kinds and levels of texts (i.e. informational, multi-cultural and technical) |
| o provide students opportunities for collaboration through the use of technology |
| o provide students with opportunities to explore beyond cultural and regional boundaries |

| in a virtual environment |
| --- |

**B. Identifies the specific age, grade levels, or content areas in which the concern originates.**

Our data clearly indicates that there is much work to be done in order to make our students college and career ready. Specifically, lagging EOCT scores in U.S. History, Economics, Biology, 9th grade Lit, SAT scores and CTAE End of Pathway Assessments are the source of our greatest concerns. Our inability to raise student performance on these measures despite our current literacy initiatives is especially alarming to us as the implementation of the CCGPS will demand more intensive focus on reading skills in order to be successful in all content areas.

**C. Steps the school has or has not yet taken to address the problems**

*Steps We Have Taken*

o   We have provided professional learning on the following:  engaging students with interactive whiteboards, differentiation, explicit reading instruction, and aligning standards to appropriate DOK levels.

o   To address the issue of pervasive literacy instruction, we have initiated a reading and writing across the curriculum program.

o   To address lack of resources, we have incorporated a bookless curriculum into the social studies department and provided training on virtual learning environments.  At this point, steps have been taken to establish and implement an effective protocol for assessing student work in some departments, but not all.

**Steps Not Taken**

o   Specific steps have not been taken to ensure that students consistently receive two to four hours of literacy instruction on a daily basis.

o   Steps toward meeting the goal of providing our students with culturally rich experiences have not been taken.

***Root Cause Analysis.***    After careful examination of data and reflection of our areas of concern in our needs assessment, we have determined the root causes of our areas of concern include:

***Root Cause #1:  Literacy Deficiencies***

**Specific Grade Levels:**  Incoming freshmen as well as all grade levels.

**Rationale:**  Studies indicate that "69% of 8th grade students fall below the proficient level in their ability to comprehend the meaning of grade-level text" (Lee, Griggs, and Donahue, 2007: NAEP, 2007).  Furthermore, "25% of students read below the basic, proficiency level, which means they do not have minimal reading skills to understand and learn from text at their grade level" (Kamil, Borman, Dole, Kral, Salinger, and Torgesen, 2008).  This problem, compounded with a high poverty rate and low rate of higher education in our communities, contributes to students' lack of cultural experiences as well as their inability to access information through technology at home.

**What Has Been Done in the Past:** We provide focused intervention program for our struggling readers in ninth grade, differentiated instruction, and extra help both during and after school.

**New Information the Needs Assessment Uncovers:**  Survey indicates that teachers believe that they provide adequate and frequent literacy instruction and opportunities.  However, focus walk and classroom observations fail to corroborate their perceptions.

***Root Cause #2:  Lack of Engaging Materials for Content and Literacy Instruction***

**Specific Grade Levels:**  This affects all grade levels and content areas.

**Rationale:**  One of the belief statements of the Georgia Literacy Task Force is "strategic literacy instruction integrated into all curriculum areas is critical for the development of students' ability

to use language."  Additionally, the Task Force emphasizes the fundamental belief that it is a responsibility of all Georgia educators and citizens to ensure that our students successfully meet the demands of global communities.  A key element of this responsibility includes a "need for heightened critical literacy skills in the inundation of globally disseminated information" (Mills, 2006).  In order to achieve this we need the resources of technology and print and non-print materials that have the relevance to engage our students.

**What Has Been Done in the Past:**  Our technology and media center resources are continuously updated but demand for resources is outstripping availability.

**New Information the Needs Assessment Uncovers:**  Teachers' perception of their implementation of explicit literacy instruction is not always evident in classroom observations, artifacts, and test data.  We are not doing enough to sustain student engagement and improvement and enable our students to become college and career ready.

*Root Cause #3: Lack of Meaningful and Pervasive Literacy Strategies and Writing Instruction*

**Specific Grade Levels:**  This affects all grade levels and content areas.

**Rationale:**  Research from the National Commission on Writing (2004) shows that "two-thirds of salaried employees in large American companies have some writing responsibility."  In addition, "More than 40 percent of responding firms offer or require training for salaried employees with writing deficiencies." Despite previous professional learning, we have a need for more targeted and differentiated learning for teachers.

**What Has Been Done in the Past:**  Professional learning on effective literacy instruction and writing.

**New Information the Needs Assessment Uncovers:**  There are areas in the school in which literacy and writing instruction is pervasive as evidenced in test scores and classroom

observations.  However, it is not wholly pervasive throughout the school and across all content areas.  Disaggregated data supports this conclusion and reveals low achievement where students are asked to read critically especially in nonfiction text.

### *School Literacy Team*

Although JCHS had an active School Literacy Team through the 2005-2006 school year, the direct functions of the team were absorbed by newly hired instructional coaches the same year.

The tiered responsibility for literacy development at the school begins with the principal and assistant principal for instruction who meet weekly with the instructional coaches to evaluate data, including Focus Walk and ClassKeys observation data.  Findings and proposed courses of action are presented and discussed with the School Improvement Team members as listed below.  These meetings are held informally with department chairs on an as-needed basis and with the full School Improvement Team twice a month.   The minutes for the Literacy Team for the SRCL grant proposal are in the **Appendix.**

| Literacy Team Members | Position |
|---|---|
| Alan Long | Principal |
| Stephanie Hildebrant | Assistant Principal for Instruction |
| Patricia Easterlin | Instructional Coach, part-time |
| Connie Gay | Instructional Coach, part-time |
| April Standard | Media Specialist |
| **School Improvement Team Members** | **Position** |
| Barbara Jordan | Assistant Principal for Student Services |
| Ellen Farmer | Guidance Counselor |
| Cullen Porter | Guidance Counselor |
| Valerie Roberson | ELA Department Chair |
| Alysia Flakes | Social Studies Department Chair |
| Brenda Reagan | Mathematics Department Chair |
| Teris Lambert | Science Department Chair |
| Linda Merritt | Fine Arts Department Chair |
| Tammy Hodges | CTAE Department Chair |
| Lisa Roberson | Special education Chair |

## Project Goals and Objectives

| A. Clear list of goals | B. Clear list of objectives |
|---|---|
| Goal 1: Students will read, write, speak and listen independently at or above grade level and will graduate college and career ready, as defined in the Content Literacy Standards articulated in CCGPS. | o **Objective 1:** Differentiate materials according to level and interest, while providing a wide-variety of literary and informational text.<br>o **Objective 2:** Explicitly teach reading strategies and meta-cognitive skills in all content areas, based on best practices in reading instruction.<br>Objective 3: Provide CCGPS-based benchmark assessments, formative and summative, that both teachers and students use to inform next steps.<br>o **Objective 4:** Provide a tiered system of interventions that clearly identify individual student need, direct instructional interventions, and allow for re-assessment |
| **Goal 2: Students have a deep understanding of the ongoing need for literacy development**<br>*a)    Students realize that literacy skills development is a life-long process closely related to interest and motivation* | o **Objective 1:** Provide choice in reading materials and opportunities for self-directed learning.<br>o **Objective 2:** Embed aligned literacy skill instruction in all curricular areas, providing 2-4 hours of documentable literacy instruction in every student's school day<br>**Objective 3:** Allow students to discover the need for and relevance of literacy skills in college and career arenas. |
| *b)    Students understand that academic literacy leads to informational literacy which aligns to regional, national, and global demands* | o **Objective 1**: Provide students opportunities to use technology to explore the literacy demands in regional, national, global communication systems |
| *c)    Students understand that literacy involves accessing, evaluating, collaborating on, producing, and publishing multi-media text.* | o **Objective 1:** Provide students multiple and varied opportunities to accessing, evaluating, collaborating, producing, publishing, as intentional strategies for maintaining engagement<br>o **Objective 2**: Expose students to a myriad of virtual learning environments, providing them with the requisite technological skills, in which they can explore a range of texts and communication platforms<br>o **Objective 3**: Students use collaboration to solve problems at a high level of rigor and relevance |

**C. Research Based Practices Used to Guide Establishment of Goals and Objectives**

| Goal | C. Research-Based Adolescent Literacy Strategy | D. Relevant Best Practices Currently Utilized at JCHS |
|---|---|---|
| **Goal 1: Students read independently at or above grade level and will graduate college and career ready.** | o Direct, explicit comprehension instruction<br>o Spaced learning over time<br>o Diverse texts<br>o Strategic tutoring | o Differentiation according to Lexiles in ELA<br>o Provide professional learning on and have some areas who implement the explicit use of reading strategies<br>o Common lesson plans with formative and summative assessments |
| **Goal 2a: Students realize that literacy skill development is a life-long process related to interest & motivation.** | o Motivation and self-directed learning<br>o Effective instructional principles embedded in content | o Bookless curriculum in social studies<br>o Some use of Web 2.0 tools<br>o Professional learning on Web 2.0 and Moodle<br>o Wireless access school wide |
| **Goal 2b: Students will realize academic literacy leads to informal literacy that aligns to regional, national, and global demands.** | o Technology component<br>o Connect and integrate abstract and concrete representations of context | |
| **Goal 2c: Students realize literacy involves accessing, evaluating, collaborating on, producing, and publishing multi-media text.** | o Technology component<br>o Text-based collaborative learning<br>o Intensive writing<br>o Interleave work-examples solutions with problem solving exercises | |
| **Goal 2d: Students will have the self-knowledge to perceive their prejudices, personal style, projections, and habits of mind that shape and impede their understanding.** | o Motivation and self-directed learning<br>o Technology component | |

**D. Goals to be funded with other sources.**

| Goals to be funded | Other sources of revenue |
|---|---|
| Instructional coaches | Title I |

| | |
|---|---|
| Reduced class size | Title I |
| Print and other media | JCHS SIP, QBE |
| Technology purchases | JCHS SIP, General fund and SPLOST |
| Basic infrastructure | E-rate and general fund |
| Professional learning | JCHS SIP, Title II, Part A |

## **Scientific, Evidence-based Literacy Plan**

As stated in the Jefferson County School District Literacy Initiative, our schools have "the responsibility to promote a strong, viable curriculum that allows all students to gain 21st century skills." In order to do so, our understanding of literacy must go beyond simple notions of reading and writing to a more complex understanding of literacy as "the ability to speak, listen, read and write, as well as view print and non-print text in order to achieve the following:

- o Communicate effectively with others [defining "others" broadly],

- o Think and respond critically in a variety of settings to a myriad of print and non-print text, and

- o Access, use, and produce multiple forms of media, information, and knowledge in all content areas." (Source: Georgia State Literacy Plan)

Jefferson County High School, while actively engaged in promoting literacy in all content areas, has not formally or systematically shared the state or the district literacy definition or adopted a definition of literacy. A shared understanding is critical to a successful school-wide literacy plan and implementation, especially since a comprehensive definition of literacy forms the underpinning of the Common Core Georgia Performance Standards. Professional learning will need to address this deficit.

In order to implement our goals and objectives, our classrooms must reflect an approach to learning that better prepares our students for the collaborative and communicative demands of the 21st century post-secondary environments. To that end, we must change the "work" that

students do as well as the "work" that teachers do.  Students must come even further out of books that present text isolated from its natural context and that go beyond a set of questions that differ only in their location relative to the text (before, aside, after).  Students must write more in response to text, informally and formally.  Students must have authentic reasons to practice reading, writing, speaking and in different ways, at different speeds, for different purposes.  Direct instruction and guided practice interwoven with a problem-solving need to access and produce text must become the new norm.

**The Who and What of the Literacy Plan**

| Goal 1: Students read independently at or above grade level and will graduate college and career ready. | | |
|---|---|---|
| a. Objectives | b. Who will implement | c. What will take place |
| Differentiate materials according to level and interest, while providing a wide-variety of literary and informational text. | Instructional coaches and ELA department members will assist content area teachers | <ul><li>Perform diagnostic assessment of students' present reading level</li><li>Create and administer an Interest Inventory to determine student reading interests</li><li>Provide teachers with a list of database resources with a wide range of reading complexity</li><li>Provide professional learning on teachers assisting students in selecting appropriately leveled texts</li></ul> |
| Explicitly teach reading strategies and meta-cognitive skills in all content areas, based on best practices in reading instruction. | Instructional coaches and identified "experts in the building" | <ul><li>Survey and Assess teacher readiness and level of instructional literacy skills</li><li>Provide differentiated, professional learning on teaching reading strategies and metacognitive skills</li><li>Model effective instructional strategies for teaching reading and metacognitive skills</li></ul> |
| Provide CCGPS-based benchmark assessments, formative and | Classroom teachers with assistance from department chairs, instructional coaches, | <ul><li>Create appropriate benchmark assessments that both teacher and students will use to inform next steps</li></ul> |

| | | |
|---|---|---|
| summative, that both teachers and students use to inform next steps. | and assistant principal for instruction | o Teachers will meet collaboratively to develop benchmark assessments<br>o Use benchmark assessment data to inform next steps.<br>o Design and share laser-focused interventions for student remediation based<br>o Use benchmarks and interest inventories to understand students' range and parameters of their communication style. |
| Provide a tiered system of interventions that clearly identify individual student need, direct instructional interventions, and allow for re-assessment | RTI Team (formed fall of 2011)<br>Department chairs<br>Resource teachers | o Develop tiered interventions based on identified student needs<br>o Re-assess students learning following interventions |
| **Goal 2: Students have a deep understanding of the ongoing need for literacy development  a)** *Students realize that literacy skills development is a life-long process closely related to interest and motivation* | | |
| a. Objectives | b. Who will implement | c. What will take place |
| Provide choice in reading materials and opportunities for self-directed learning | All teachers in all curricular areas | o Work with the media specialist to provide choice in reading materials and self-directed learning.<br>o Provide students with a wide variety of appropriate reading materials, considering the demands of the CCGPS, student interest, and student reading ability.<br>o Document choice and self-directed learning |
| Embed aligned literacy skill instruction in all curricular areas, providing 2-4 hours of documentable literacy instruction in every student's | All teachers working in course/department collaborative teams, assisted when necessary by members of instructional team. | o In all curricular areas explicitly teach and assess students' abilities to use a variety of literacy strategies within the content area, including reading strategies and writing strategies.<br>o Embed appropriate literacy skill instruction for reading and writing |

| | | activities. |
|---|---|---|
| Allow Students to discover the need for and relevance of literacy skills in college and career arenas | Student advisors (most of the certified staff at the school) All teachers | o Incorporate activities that allow student to explore real-world skills needed in college and/or careers<br>o Provide opportunities for students to develop and practice reading, writing, speaking, and listening |

**b. *Students. …academic Literacy leads to informational literacy that aligns to regional, national, and global demands***

| a. Objectives | b. Who will implement | c. What will take place |
|---|---|---|
| Students will have multiple opportunities to use technology to explore the literacy demands in regional, national, global communication systems | All teachers | o Use technology to expand regional and cultural boundaries to establish networks beyond the confines of the school.<br>o Redesign lesson frameworks to illustrate for students the relevance of informational literacy skills in national and global arenas.<br>o Provide opportunities in all curricular areas for students to use research and technology to support their writing. |

***c. Students will understand literacy involves both accessing, evaluating, collaborating on, producing, and publishing multi-media text.***

| a. Objectives | b. Who will implement | c. What will take place |
|---|---|---|
| Students will have multiple and varied opportunities to access, evaluate, collaborate, produce, publish, as intentional strategies for maintaining engagement | Teachers with assistance from instructional team | o Re-imagine instructional tasks in order to provide students with a progression of skill-based work leading to multi-media products and performances<br>o Provide access to the technology, and other resources, necessary to access, create and share a variety of texts in a variety of formats for a variety of purposes. |
| Expose students to a myriad of virtual learning platforms, providing them with the requisite technological skills, in which they can explore a range of texts | All teachers, with assistance from instructional team | Utilize benchmarks to better understand students' range and parameters of their communication style. |

| Provide students opportunities to use collaboration to solve problems at a high level of rigor. | All teachers, with assistance from instructional team | Revise instructional plans to reflect objective. |
|---|---|---|

In order to implement the plan and achieve our established goals and objectives, the following are necessary:

I. Provide technology necessary to achieve strategic goals and objectives:

    a. Tablets with removable keyboards for 24 English language arts, math, and science classrooms with an additional mobile set and cart for Fine Arts, Health/PE. This technology will allow us provide the kinds of real and virtual experiences that are frequently denied to them by a) the level of poverty, and b) rural location.  The tablets will explode our ability to access a wide-variety of non-fiction and/or authentic texts.

    b.    Headphones – 50 per department (for station work or Text to Speech software)

    c.    Supplemental Applications for Tablets

    d.    Camcorder and mikes – 3 sets of recording technology for uploading video

    e.    Laptops – equipped to support multimedia purposes

    f.    Ebooks – book budget of $10,000

II.    Provide professional learning and support, in order to implement plan, on

a.    CCGPS and Content Literacy Standards – Assistant Principal for Instruction and Instructional Coaches will participate in training on the new standards and help to design and deliver training on the new standards.

b. Web 2.0 tools – Media specialist working in conjunction with the computer science and business instructors will provide the professional learning on a wide range of Web 2.0 tools, including but not limited to:

| Wordle | gives prominence to words in a text that appear more frequently |
|---|---|
| Wallwisher | allows students to express their thoughts easily on a common topic |
| iCyte | web research management tool |
| VoiceThread | collaborative multimedia slide show |
| Diigo | allows users to attach sticky notes to specific highlights or a whole webpage |
| Google Docs | allows users to create and edit documents online while collaborating in real time with other users (NOTE: JCHS faculty received professional learning via our Business Department) |
| 60 Second Recap | provides one minute video commentaries on aspects of books commonly studied in secondary schools |
| Vidinotes | allows users to create their own notes of a video, including images taken directly from the video |
| Typewith.me | collaborative real-time editor, allowing authors to simultaneously edit a text document |
| Google Voice | telecommunications service providing free PC to PC voice and video calling worldwide |

c.    Literacy strategies and metacognitive skills – Assistant principal for instruction and instructional coaches, working in conjunction with department chairs will provide the necessary professional learning or secure outside consultants to provide professional learning on the following literacy skills and metacognitive strategies, including but not limited to

   i.    Previewing, predicting, paraphrasing, summarizing, visualizing, questioning, concluding/inferring, evaluating

   ii.    Think-alouds (Note – Many faculty have had professional learning and are currently teaching these strategies to students, but implementation is not pervasive)

IV.    Devise a structure for monitoring the attainment of objectives as outlined in the Goals and Objectives, including a system for data collection and analysis – Administrative team, working in conjunction with department chairs, will develop, share, and maintain a structure for the collection and assessment of data.

V.    Revisit traditional 4x4 instructional schedule, including

a. Year-long Read180 program for first year students not ready to transition to 9th grade literature, followed by back to back placement in 9th and 10th grade English during year two (resulting in year long English for 2 consecutive years)

b. Organizing a Student Scheduling Team to supplement advisor responsibilities in the purposeful and strategic placement of students into classes.

c. Examine the use of "Skinnies," ½ period classes that allow for acceleration, extra help, additional literacy instruction, enrichment and extension of classroom learning.

VI. Develop a system of data collection and analysis that will

a. Determine the effect of the plan implementation on student learning and achievement

b. Suggest refinements, improvements, and "next steps."

**D. Master Schedule:** JEFFERSON COUNTY HIGH SCHOOL, 2011-2012 (authentic format from PowerSchool Scheduler)

| TEACHERS | 1ST PERIOD | 2ND PERIOD | 3RD PERIOD | 4TH PERIOD |
|---|---|---|---|---|
| **LANG ARTS** | | | | |
| L. BROWN   A15 | *COMM SKILLS (21)* | EXAM TEACH PROF (1) | | LIT/COMP 9 (3) |
| P. EASTERLIN   A11 | AP LIT/COMP (1) | | *HONORS AM LIT (20)* | |
| E. GAY   A10 | *COMM SKILLS (22)* | LIT/COMP 10 (2) | | LIT/COMP 10 (5) |
| S. JONES   A3 | | ENG LIT (2) | ENG LIT (3) | ENG LIT (4) |
| S. PASTOR-PRICE A2 | ENG LIT (1) | | LIT/COMP 9 (2) | DRAMA 1-4 (1) |
| K. POSTELL  A5 | LIT/COMP 9 (1) | LIT/COMP 10 (3) | LIT/COMP 10 (4) | |
| V. ROBERSON  A4 | AM LIT (1) | *HONORS AM LIT (10)* | AP LIT (2) | |
| L. WALTERS  A1 | LIT/COMP 10 (1) | AM LIT (2) | AM LIT (3) | |
| H. HERNANDEZ  A9 | SPANISH 1 (1) | | SPANISH 1 (3) | SPANISH 1 (5) |
| A. PALMER  A7 | | SPANISH 1 (2) | SPANISH 1 (4) | SPANISH 2A (1) |
| **MATHEMATICS** | | | | |
| A. BANU   B8 | | CALCULUS | MATH 2S (1) | MATH 2S (2) |
| P. CHAPMAN  B9 | MATH 1 (1) | | MATH 1 (5) | MATH 1 (9) |
| J. COFER  B7 | MATH 4 (1) | *ACC MATH 3 (1)* | | MATH 4 (2) |
| A. KHATOON   B13 | MATH 1 (2) | | MATH 1 (6) | MATH 1 (10) |

| | | | | |
|---|---|---|---|---|
| **I. KITTLES   B10** | MATH 1 (3) | | MATH 1 (7) | MATH 1 (11) |
| **O. KUJALA   B11** | MATH 3 (1) | MATH 3 (2) | | MATH 2 (8) |
| **A. McCUTCHEON   B12** | MATH 1 (4) | | MATH 1 (8) | MATH 1 (12) |
| **L. SIEGEL   B13/11** | MATH 2 (1) | MATH 2 (3) | MATH 2 (5) | |
| **B. REAGAN   B16** | MATH 2 (2) | MATH 2 (4) | MATH 2 (6) | |
| **SCIENCE** | | | | |
| **B. BIRAPAKA   B4** | | BIOLOGY (2) | BIOLOGY (3) | BIOLOGY (5) |
| **D. BYRAPAKA   B3** | PHY SCIENCE (1) | | PHY SCIENCE (4) | PHY SCIENCE (5) |
| **T. ERVIN   B5** | CHEMISTRY (10) | CHEMISTRY (1) | | CHEMISTRY (2) |
| **T. LAMBERT   B1** | BIOLOGY II | PHY SCIENCE (2) | HS TRANSITION (2) | |
| **S. NAZNEEN   B6** | | PHY SCIENCE (3) | ENV SCIENCE (1) | ENV SCIENCE (2) |
| **C. RUTLAND   B2** | BIOLOGY (1) | ANATOMY & PHYS (1) | BIOLOGY (4) | |
| **SOCIAL SCI** | | | | |
| **T. BROWNE   A18** | | US HST (1) | US HST (2) | US HST (4) |
| **A. FLAKES   A17** | US HST (15) | WOR AREA STUD (1) | US HST (3) | |
| **M. GLADIN   A21** | AM GOV'T/ECON (1) | AM GOV'T/ECON (3) | | HS TRANSITION (3) |
| **D. LAND     A16** | AM GOV'T/ECON (2) | AM GOV'T/ECON (4) | AM GOV'T/ECON (5) | |
| **P. WAY   A20** | PSYCHOLOGY (1) | HS TRANSITION (1) | | HS TRANSITION (4) |

## Plan for Tiered Instruction

| | E. RTI for Student Academic Success | F. Materials use for instruction | G. Time, Personnel, and Strategies |
|---|---|---|---|
| Tier I | Standards-Based GPS and CCGPS instruction delivered via best-practices including:<br>• Differentiated learning through flexible grouping<br>• Formative and summative assessments to gauge mastery and inform instructional planning and interventions<br><br>Induction class for all in-coming 9th grade students | • Interactive Whiteboards<br>• Netbooks (Social Studies only)<br>• Content area textbooks<br>• 2 computer labs (26 computers)<br>• 1 wireless lab (26 computers) | • Daily via 90 minute classroom instructional periods.<br>• All teachers have been trained in and utilize the Learning Focused School framework.<br>• Resource teachers aid content area teachers in all four core content areas. |

| Tier II | Needs-Based Learning including:<br>• READ180 for targeted 9th grade students reading below grade level<br>• After-School Tutorial<br>• Grouping for instruction in Math "B-day" sessions<br>• Advanced Placement courses in English (2), science, social studies, art, and math.<br>• Writers' Workshop, Communication Skills (ELA), Study Skills (Social Studies and Science) for 11th and 12th grade students who have not yet met standards<br>• Inclusion classes, as specified by student IEPs | • Scholastic Read180<br>• Classworks<br>• Computer labs<br>• Resource teachers<br>• Text to Speech software<br>• Netbooks (Social studies and science)<br>• Interactive whiteboards<br>• LCD projectors<br>• Textbooks<br>• Leveled texts<br>• High stakes testing practice books<br>• USA Test Prep and DOE Express Program | • Teachers trained to implement READ 180 90 minutes everyday for targeted 9th graders<br>• Trained AP teachers<br>• Special Education resource teachers in single curriculum area<br>• Daily or as needed; tutorial is offered Tuesdays and Thursdays (Busses run to major communities within county).<br>• Media specialists maintains calendar for use of computer labs; teachers sign up as needed |
|---|---|---|---|
| Tier III | Problem Solving/Assessment Driven<br>• Course Credit Recovery<br>• Adapted reading assignment<br>• Adapted writing assignment<br>• Summer school<br>• Virtual School | • Leveled texts<br>• Unique scaffolds and support documents<br>• Targeted one-on-one tutoring<br>• Supplemental software | Implemented by special education teachers under the guidance of Assistant Principal for Student Services |
| Tier IV | Special Education Services | Driven by IEP/504 | Special Education teachers |

H. Jefferson County High School has no conflict with other initiatives.

***Strategies and Materials Including Technology to Support Literacy Plan***

| a. Current Classroom Resources | b. Shared Resources | c. Library Resources | d. Resources needed to implement plan |
|---|---|---|---|
| Wireless Internet Access<br>Interactive Whiteboards<br>6 Classroom Sets of Netbooks<br>6 Mobile Netbook | 2 computer labs with 45 computers<br>2 sets of response devices for interactive whiteboards<br>1 LCD projector | • Print Fiction, Nonfiction, and Reference Materials<br>• Professional Materials Supporting Literacy, approximately 35,000 volumes | • 425 Tablets<br>• 9 Mobile Tablet Charging Carts<br>• 425 Wireless Keyboards<br>• Digital Applications for |

| Carts | per department<br>1 video camera<br>Shared drive<br>(networked) | • 17 Desktop Computers<br>• Supplemental<br>  Visual/Audio Materials<br>• Online Research &<br>• Informational databases | Tablets<br>• E-books and other<br>  Supplemental<br>  digital content |
|---|---|---|---|
| **e. Classroom Activities** | **f. Literacy Intervention Activities** | **g. Student Success Strategies** | |
| • Direct, explicit instruction<br>• Text based collaborative learning<br>• Self-directed learning<br>• Consistent student feedback<br>• Model use of reading<br>• Intensive writing | • READ 180<br>• Differentiation according to Lexile levels<br>• Flexible Grouping<br>• Consistent student feedback<br>• Extended learning time | • Additional Read180 licenses<br>• Virtual and community-based "field" experiences<br>• School-wide focused vocabulary acquisition practices<br>• Student advisement program | |

### *Project Procedures and Support*

   a. **Details a sample schedule by grade level showing tiered instruction. (See above)**

   b. **Shows students in high school receive 2-4 hours through content area (See above)**

### *Professional Learning Content and Strategies Identified on the Basis of Documented Needs*

**Jefferson County High School 2010-2011 Professional Learning Activities**

| A. Activity  *Denotes ongoing professional activities | B.Hours | C. % of Staff attended |
|---|---|---|
| Aug. 24, 2010—Using "Depth of Knowledge" questioning to enhance Higher-Order Thinking* | 1 | 100% |
| Aug. 30-Sept.3—Department ClassKeys meeting on Professional Growth Plans | 1 | 100% |
| Sept. 8, 2010--Supporting High Stakes Writing Assessments: Writing Across the Curriculum* | 1 | 100% |
| Sept. 14, 2010—Karen Bailey Formative and Summative Assessments Part I | 8 | 15% (redelivery team) |
| Sept. 20, 2010--Maximizing Instructional Time: Depth of Knowledge and Higher Order Thinking* | 1.5 | 92% |
| Sept. 20, 2010--Maximizing Instructional Time: Rituals | 1.5 | 92% |

| | | |
|---|---|---|
| and Routines | | |
| Oct. 13, 2010--Reading Strategies for Improved Instruction* | 1 | 100% |
| Oct. 15, 2010--Using Data from Formative & Summative Assessments* | 1 | 87% |
| Nov. 1, 2010--DOK Strategies to Strengthen Reading in All Content Areas* | 2 | 100% |
| Nov. 2, 2010--Roundtable follow-up on Reading strategies* | 1 | 100% |
| Dec. 1, 2010--Advisement--reviewing Spring Schedule; Graduation Rule, Career Pathways | 1 | 100% |
| Dec. 7, 2010—Karen Bailey Formative and Summative Assessments Part II | 8 | 15% (redelivery team) |
| Jan. 4, 2011--Using DOK while providing for modifications and accommodations (Strategies to move low-level learners)* | 2 | 100% |
| Jan. 18, 2011  Classroom Demonstrations (school-wide) | 30 min-1hr | 78% |
| Feb. 1, 2011 Advisement 2011 scheduling & Ramp-up for GHSGT | 1 | 100% |
| Mar. 15, 2011 Discipline: Managing Difficult Students | 1 | 78% |
| Mar 17, 2011—Karen Bailey Formative and Summative Assessments Part I | 8 | 15% (redelivery team) |
| April 19, 2011 Preparing for WOW '11 | 1 | 20% Department leaders + Instructional Team |
| May 31-June 3, 2011 Working on the Work Curriculum Development* | 32 | 88% |
| July 28, 2011Standard-Based Grading and Philosophy | 1 | 100% |
| August 31-Sept. 8, 2011—Department ClassKeys meeting on Professional Growth Plan | 1 | 100% |
| Sept. 13, 2011 CCGPS Rollout Session I: Timeline | 2 | 90% |

| | | |
|---|---|---|
| Sept. 15, 2011 Using Moodle as Virtual Learning Environment | 4 | 18% (Social Studies only) |
| Sept. 21, 2011 CCGPS via GPTV stream | 1 | 75% |
| Sept. 28, 2011 CCGPS Session 2: DOK & text complexity | 1 | 89% |
| Oct. 7, 2011 CCGPS Session 3: Language of Standard | 1 | 89% |
| Oct. 19, 2011 Using Google Docs and Google Surveys | 1 | 50% (Voluntary only) |
| Nov. 3, 2011 CCGPS—Revising Curriculum ELA | 6 | 20% (ELA only) |
| Nov. 29, 2011 CCGPS—Revising Curriculum Math | 6 | 18% (Math only) |
| Nov. 30, 2011 Using Web 2.0 tools | 1 | 50% (Voluntary only) |

*D. Detailed List of Ongoing Professional Learning*

| Activity | Description |
|---|---|
| Writing Across the Curriculum | Ongoing initiative since 2005. Expectation implemented that students write at least once weekly in all academic areas. |
| Literacy Strategies | Explicit instruction in reading and writing strategies with expectation that teachers implement in their classrooms regularly. |
| DOK Analysis | Strategies for assessing the DOK level of the standard and creating assessments of DOK level two or higher. |
| Using Formative Assessments for Differentiation | Provide training in creating formative assessments and using that information to differentiate based on student need. |

**E. Preferred Method of Delivery for Professional Learning**

The preferred method for the delivery of professional learning at JCHS is to use "In-House Professionals." While the majority of instruction comes from Instructional Coaches and Assistant Principal for Instruction, we also use teacher experts to present.

**F. Programmatic Professional Learning Needs Identified in the Needs Assessment.** The greatest need identified in our Needs Assessment is technology in order to promote student

engagement, provide students access diverse texts, provide virtual cultural experiences, and

provide avenues for student collaboration

Another programmatic need is to examine the schedule to determine areas which can be

enhanced to ensure students receive 2-4 hours of intensive literacy instruction and tiered

instruction as needed.

**Assessment/Data Analysis Plan**

| Assessment | Purpose | Skills | Frequency |
|---|---|---|---|
| End of Course Tests | Summative | Course Standards/Critical Reading | At the end of the course; Fall or Spring Semester |
| End of Pathway Exams | Summative | CTAE career readiness | At the end of the CTAE course; Fall or Spring |
| GHSGT Writing | Summative | Writing ability | Fall of Junior year |
| SRI | Diagnostic | Reading ranges | At the beginning of 9th grade and end of 9th grade |

B. Test Data analysis protocols

| Assessment | Data Analysis Protocol |
|---|---|
| **EOCT & End of Pathway Exams.** | Each teacher analyzes pass/fail/exceeds rate and provides commentary on the following aspects: <br> areas of strengths and weaknesses, <br> reasons for trends in weaknesses, <br> needs for curriculum adjustments, <br> professional learning needed before curriculum adjustments. <br> Teachers meet and share within courses and then within departments. Department leaders then report curriculum adjustments to be made to school improvement team and other ideas are added (i.e. adding reading components to increase scores, etc. |
| **GHSGT Writing.** | The results of this test are analyzed by the Instructional Team including the ELA department chair. <br> We have seen a significant increase in these scores. <br> We will be continue to have professional learning sessions in fall to encourage and equip all teachers to include persuasive writing in their units before the GHSGT is given in September. |

| SRI | The SRI is given to incoming 9th graders.<br>ALL teachers use the information to select varying reading material with Lexile range. |
|-----|------------------------------------------------------------------------------------------------------------|

C. Comparison of JCHS protocol with SRCL plan and D. How new assessments will be implemented into current assessment schedule  Both SRI and EOCT are used in our plans; however, we will include SRI testing in beginning middle and end of tenth and eleventh grades and provide all teachers with professional learning on how to use the lexile ranges to assist in selecting varied texts.

E. No assessments will be discontinued as a result of the implementation of SRLC

F. Professional Learning Needed: Training in using SRI data to inform teachers of lexile ranges as well as training needed to select appropriate reading for students while stretching their reading through explicit reading instruction.

G. Data is shared with parents through fall and spring parent/teacher advisement meetings as part of the JCHS advisement program.  Parents are informed of student progress and this information assists parents, students, and advisors in scheduling courses for students and supporting their learning for courses.


**Appendices are on hard copies as per Ms. Morrill (via email).**