School Profile

Created Tuesday, September 18, 2012

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School Information

School Information	District Name:	Bartow County School System
School Information	School or Center Name:	Adairsville High School

Level of School

High (9-12)

Principal

Principal	Name:	Bruce Mulkey
Principal	Position:	Principal
Principal	Phone:	770-606-5841
Principal	Email:	bruce.mulkey@bartow.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information	Name:	Venita Bruton
School contact information	Position:	Assistant Principal
School contact information	Phone:	770-606-5841
School contact information	Email:	venita.bruton@bartow.k12.ga.us

Grades represented in the building

example pre-k to 6

9-12

Number of Teachers in School

70

FTE Enrollment

983

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: _Elizabeth Williams_

Position/Title of Fiscal Agent's Contact Person: _AnneMarie Wiseman_

Address: _65 Gilreath Rd_

City: _Cartersville_   Zip: _30121_

Telephone: (_770_) _606 - 5800_ Fax: (_770_) _606 5166_

E-mail: _Buffy.williams@bartow.k12.ga.us_

John J. Harper
_____
Sig**nature** of Fiscal Agency Head (District Superintendent or Executive Director)

John F. Harper
_____
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

_____
Date (required)

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

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

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

- any person owning more than 20% interest in the Applicant
- the Applicant's corporate officers
- board members
- senior managers
- any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.

i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

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

        1. Disqualify the Applicant, or

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

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

b. Employee Relationships

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

        1. The names of all Subject Individuals who:

            a. Participated in preparation of proposals for award; or

            b. Are planned to be used during performance; or

            c. Are used during performance; and

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

        1. The award; or

        2. Their retention by the Applicant; and

        3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and

        4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

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

Conflict of Interest & Disclosure Policy

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

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

[ ] No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.
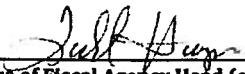
II. Disclosure of Conflict of Interest after Agreement Execution

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

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

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

_____
Signature of Fiscal Agency Head (official sub-grant recipient)

_____Todd Harper_____CFO_____
Typed Name of Fiscal Agency Head and Position Title

_____10/10/2012_____
Date

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

_____John F. Harper   Superintendent_____
Typed Name of Applicant's Authorized Agency Head and Position Title

_____10/10/12_____
Date

_____
Signature of Co-applicant's Authorized Agency Head (if applicable)

_____
Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

_____
Date (if applicable)

Preliminary Application Requirements

Created Tuesday, October 09, 2012

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

General Application Information

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

- Yes

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

SRCL Rubric

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

- Yes

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

Assessment Chart

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

- Yes

Assessments

I understand that implementing the assessments mentioned on page 5 in General Application Information is a necessary part of receiving SRCL funding.

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

Any costs not allowed for Federal projects per EDGAR, which may be accessed at
http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html.
NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses please e-mail your questions to jmorrill@doe.k12.ga.us

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

Å JBhsff

Grant Assurances

Created Thursday, October 11, 2012

Page 1

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Page 2

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Page 3

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

- Yes

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

- Yes

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

- Yes

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

- Yes

System History

Bartow County School System (BCSS) is located in the Northwest Georgia Area in the foothills of Georgia's Appalachian Mountains. It is home to Allatoona Lake, Etowah Indians Mounds, Red Top Mountain State Park, Booth Western Art Museum, Tellus Museum and Barnsley Gardens. Shaw Carpets, Toyo Tire, Anheuser Busch, Ameri-Steel, Cartersville Medical Center, Georgia Power Plant, Atlanta Sod and several other smaller industries make up our workforce. Local industries are supportive of a STEM program in our district.

BCSS continues to update its vision, mission, belief, and goals as part of Strategic Planning and SACS accreditation every four years. We have a strong commitment statement, *Graduation and Beyond...Creating Lifelong Learners.* Bartow County historically has had a cycle of literacy poverty. Nine schools in our System and Cartersville City received the SRG in 2012, allowing our community to have a focus on literacy. Involvement of our remaining schools, local daycares, and private schools will build literacy community-wide.

System demographics

Bartow County's population is 97,098 based on Census estimates; by 2013, Bartow County's population will be 112,137 with a projected 2.92% growth per year.

Current Priorities

Literacy begins at birth and our plan is focusing on breaking the cycle of generational poverty in literacy. Root-cause analysis indicates that birth to 4 remains one of our weakest areas. Bartow County currently serves 396 Pre-K students with a waiting list of 100.

Part of our schools received Striving Reader Grants (SRG) last year. The literacy team conducted a needs assessment of non-striving reader schools; analysis of this assessment and

disaggregated data resulted in our application for a second grant, needed in order to build continuity and sustainability system and community wide. Forty-one percent of teachers do not use data to evaluate/adjust instruction to meet student needs. Forty percent of teachers do not use intervention programs to support struggling students or allow extra time/tutoring for them. Reading is being interrupted and we do not have a sufficient amount of time for reading as indicated by 48% of staff. Professional development is needed as indicated by 47% of the staff to support assessment/instruction for reading priorities, and to identify reading interventions shown to be effective through documented research. Sixty-three percent of staff needs training on measurement administration, scoring and data interpretation. Teachers (51%) indicate need for time to analyze, plan, and refine instruction to meet student needs.

We are trying to complete a cycle between community and school so that each student has a personal laptop to use at home and school. Equal access to technology is urgently needed for all students to be successful. Receiving this grant will result in every school being part of a birth to high school community wide literacy initiative.

Large achievement gaps are evident with our Students With Disabilities (SWD) compared to students without disabilities, and students who are Economically Deprived (ED) compared to students who are not. The following tables show these patterns:

Table 1: Gap Analysis for All Students and Subgroups

Grade Level	% DNM Economically Disadvantaged (ED)	% DNM Not ED	Gap	% DNM Students with Disabilities (SWD)	% DNM SWD	Gap
3	8%	3%	-5	16%	4%	-12
4	13%	7%	-6	32%	7%	-25
5	5%	3%	-2	18%	2%	-16
6	9%	6%	-3	36%	4%	-32
7	13%	6%	-7	38%	6%	-32

8	3%	2%	-1	17%	1%	-16
	% DNM ED	% DNM Not ED	Gap	% DNM SWD	% DNM not SWD	Gap
ECOCT Literature	28%	14%	-14	58%	15%	-43
GHSGT ELA	17%	8%	-11	40%	9%	-31

Table 2: Percent of Students in Grades 3, 5, and 8 not meeting standards on current CRCT

3rd Grade	Reading	ELA	Math	Science	Social Studies
	6.3%	6.1%	15.1%	18%	20.3%
5th Grade	Reading	ELA	Math	Science	Social Studies
	5%	4%	9.7%	19%	25.2%
8th Grade	Reading	ELA	Math	Science	Social Studies
	5.7%	5.7%	31.4%	24.7%	23.8%

This analysis showed weaknesses in disciplinary literacy at all grades. Increasing numbers of students do not meet standards in science and social studies. As we transfer from the CRCT to PARRC Assessment this existing gap may widen.

Table 3: Percent Not Meeting on Georgia Writing Test GAPS 5-8

School	5				8			
	All	SWD	Not SWE	ED	All	SWD	Not SWD	ED
Elementary Schools								
Third Grade								
Fifth Grade	1020	56%	13%					
Middle Schools								
Adairsville Middle					24%	69%	17%	31%
Cass Middle					21%	59%	16%	26%
South Central Middle					24%	61%	19%	25%
Woodland Middle					18%	58%	13%	21%

Table 4: Percent Not Meeting: High School Writing Test

School	All	SWD	S Without D	Gap	ED
Adairsville High	9%	30%	5%	25%	15%
Cass High	7%	31%	5%	24%	11%
Woodland High	6%	28%	4%	24%	8%

Table 5: District Graduation Data

	2008	2009	2010	2011
Adairsville High	70.1%	76.9%	83.2%	68.9%
Woodland High	71.5%	75.4%	85.5%	68%%

Principals of 10 target schools met with district leaders to discuss grant requirements related to needs assessment, identification of gaps in school literacy practices, and proposal writing. Schools literacy teams examined data and revised their literacy plans.

System Priorities:

1. Expand a comprehensive literacy plan for birth to 4 year olds.
2. Improve learning outcomes for all students through Universal Design for Learning.
3. Improve student achievement in writing across all contents and grades
4. Integrate literacy with science and technology, engineering, and mathematics (L-STEM)
5. Develop an infrastructure to support new literacies through technology use and application in *every* classroom.
6. Summer Intervention Convention will include families with children ages birth to 4.

Strategic Plan

The goals and objectives of our plan reflect our priorities:

Student Achievement: Improve curriculum mastery (Rigor, Relevance, Relationships); completion rates; reduce student achievement gaps

School and Community Relationships: Increase parental, community, student, and staff engagement.

Organizational Growth and Improvement: Develop competent, accountable work force; effective organizational communications/culture

Operational Support: Provide safe/secure facilities, efficient/effective student support services; ensure effective administrational processes; sustain positive fund balance.

Professional learning (PL) is the key structure that supports literacy plan for BCSS in the area of the core reading program, writing, the four tiered literacy intervention continuum, RtI, depths of knowledge, thinking maps, and vocabulary development. Assessment PL supports screening, progress monitoring, and diagnostics. Teaching units have been developed to support the common core and benchmarks. System approved reading and gifted endorsements support disciplinary literacy.

Table 6: Past/present district initiatives

Action	1996	1998	2000	2003	2004	2006	2008	2010	2011	2012
Georgia Reading First	←		→							
America's Choice; Literacy Coaches					←	→				
Coaches position discontinued						✕				
Adopted Scott Foresman Reading Program					←		→			
System literacy survey							↔			
Elementary program alignment						←		→		
Project Focus							←		→	
Literacy Specialist hired							←		→	
Scientifically evidence-based programs purchased								←		→
CCGPS Math Units developed									←	→
K-5 Science Units developed										↔
DIBELS Next										→
Social Studies Units developed										→
SRG (SRG) Cohort 1										→
SIM-CERT										→
Scholastic Reading Inventory										→

Literacy Curriculum

- BCSS has a standards based literacy curriculum aligned to Common Core Standards. During the past 7 years the curriculum has been standardized throughout the system to address the frequent moves of many students between schools. A core program is used in grades PreK-5. Unit plans to support the implementation of the CCGPS are being developed K-12.
- Reading taught as a separate class in middle school. Some intervention programs are available to support middle school/high school struggling students.
- System-wide literacy assessments to screen and to progress monitor such as: PALS, Peabody Picture Vocabulary Test, DIBELS Next Benchmark/Progress Monitoring, Informal Phonics Inventory, OAS Benchmark Assessments, Scholastic Reading

Inventory for all middle schools and Cass High. We use ACCCESS for our ELL learners. Outcome based assessments are the CRCT and End of Course Tests.

Plan for Management of the Grant Implementation:

Dr. Buffy Williams, Executive Director of Elementary Curriculum and Literacy, has overall responsibility for managing the grant implementation and supervises the district's literacy specialist and the administrative assistant. Mr. Mark Bagnell, Director of Technology supervises the nine instructional technology specialists who will coordinate the installation and maintenance of technology and train teachers on the pedagogical uses of mobile technology. Dr. Williams' staff will be available to carry out grant activities, such as coordinating, scheduling, and, at times, providing professional-learning; training teachers on new formative and summative assessments; purchasing and distributing print materials. The principals of the Striving Readers' schools will oversee grant-focused literacy activities in their schools as part of a long-term strategy to institutionalize high-impact instructional practices. BCSS's Business Office has the capacity to drawdown Striving Readers grant funds as it currently does for numerous state and federal grant programs. Under the direction of Dr. Williams, the administrative assistant for curriculum and instruction and grant management will enter and process purchase orders, and will receive, inventory, and distribute purchased items and services.

List of Individuals Responsible for the Day-to-Day Grant Operations and responsibilities of the People Involved with the Grant Implementation

	Individual Responsible	**Supervisor**
Purchasing	Todd Hooper	Dr. John Harper
Site-Level Coordinators	Dr. Buffy Williams	Dr. John Harper
Professional Learning Coordinator	Janice Gordon	AnneMarie Wiseman
Technology Coordinator	Mark Bagnell	Dr. John Harper
Assessment Coordinator	Dr. Paul Sabin	Dr. John Harper

Responsibilities of People Involved with the Grant Implementation:

The following table shows the format for Timeline of Grant Activities and Individuals Responsible

Objective	Strategy	Resources	Person Responsible	Budget Needs	Timeline	Training Dates	Method of Evaluation	Funding Source	Completed

Executive Directors of Curriculum, Dr. Buffy Williams and Mr. Jim Gottwald have read each individual school's plan and reviewed each application with both the system and school teams. In reviewing the subgrants, we looked for continuity of professional learning and training; use of contractors for training and summer literacy plans and all budget plans. Upon reviewing all of this information we clearly understand each school's plan and will support each school's roll-out plan. The goals and objectives for each school will be a focus for our system literacy plan as the system literacy team meets monthly. Monthly reports will be sent to the system level of how each school is progressing on their implementation timeline. The system literacy team will review each monthly report to plan for the upcoming month on how to support each school. The budget will be reviewed monthly by the system team and a report will be given to our superintendent and chief financial officer. We will share these updates with our local board of education. This grant will be in accordance with all rules and regulations required by the GaDOE. The Fiscal Requirements of Internal, Operating, Accounting and Compliance Controls will be followed as a commitment to our project.

The system literacy team is composed of leadership from each school and from the school district. This team is involved in all aspects of budget development, performance plans, and professional learning. Time for the Literacy Team to meet twice monthly is built into the annual calendar, and the team meets at least once monthly. Minutes are maintained of team meetings and shared with the Superintendent and School Board. The System Literacy Team has met on the following dates:

August 2, 2012; September 25, 2012; October 4 and October 30, 2012; November 9 and 29, 2012;

December 14.

Experience of Applicant

Single Audit Report Information – Five Year Timeline					
Year		**Project Title**	**Funded Amount**	**Is there an Audit?**	**Audit Results**
2006	LEA Grants	Title IA	$2,005,305	yes	*Procurement and suspension and debarment – not considered to be a material weakness *Schoolwide program not fully implemented (non-material – non-compliance)
		Title IIA	$421,327	Yes	None
		Title III	$54,238	No	N/A
		Special Ed. Cluster		Yes	none
		SPL	$306,828	no	N/A
2007		Title IA	$1,985,399	Yes	None
		Title IIA	$414,594	No	N/A
		Title III	$80,073	No	N/A
		Special Ed. Cluster	$2,648,330	No	N/A
		SPL	$324,690	no	N/A
2008		Title IA	$1,931,307	No	N/A
		Title IIA	$411,351	No	N/A
		Title III	$110,089	No	N/A
		Special Ed. Cluster	$2,830,364	yes	none
		SPL	$333,938		N/A
2009		Title IA	$2,538,166	No	N/A
		Title IIA	$466,043	Yes	Semi-annual Time and Effort Sheets
		Title III	$110,840	No	N/A
		Special Ed. Cluster	$2,868,141	Yes	none
		SPL	$342,944	no	N/A
2010		Title IA	$2,564,690	Yes	none
		Title IIA	$432,464	no	N/A
		Title III	$110,074	no	N/A
		Special Ed. Cluster	$2,862,075	yes	Semi-annual Time and Effort Sheets
		McKinney Vento	$31,214	No	N/A
		SPL	$345,478	no	N/A
2011		Title IA	$2,788,789	Yes	None
		Title IIA	$449,844	no	N/A
		Title III	$96,712	no	N/A
		Special Ed. Cluster	$2,811,108	Yes	Semi-annual Time and Effort Sheets
		McKinney Vento	$51,400	no	N/A
		SPL	$303,785	no	N/A

Other initiatives with which the LEA has been involved.

Action	1996	1998	2000	2003	2004	2006	2008	2010	2011
Participated in initial Georgia Reading First	←	——	→						
Participated in Georgia's Choice; Literacy Coaches				←	——	→			
Coaches position discontinued (budget constraints)						✕			
Adopted Scott Foresman Reading Program				←	——	——	→		
School surveyed to determine how literacy taught; 27 different programs used for reading						←→			
Elementary literacy program alignment begins							←	——	→
Project Reading Focus (system funded)								←	→
System Literacy Specialist hired								←	→
Schools begin to purchase scientifically evidence-based core and interventions (system funded)								←	→
DIBELS Next (system funded)									>

Table 8 Initiatives the LEA has implemented internally and with no outside funding support.

Action	1996	1998	2000	2003	2004	2006	2008	2010	2011	2012
Adopted Scott Foresman Reading Program				←	——	——	→			
School surveyed to determine how literacy taught; 27 different programs used for reading						←→				
Elementary program alignment begins							←	——	→	
Project Focus (system funded)								←	→	
System Literacy Specialist hired								←	→	
Schools begin to purchase scientifically evidence-based core and interventions (system funded)								←	——	→
System ELA Benchmarks aligned to GPS								←	→	
Classic Core Vocabulary Read Aloud Initiative								←	——	→
DIBELS Next									>	
PSC Approved Reading and Gifted Endorsements										→
Develop ELA Unit Plans aligned to CCGPS										→

A description of the LEA's capacity to coordinate resources in the past.
- The initiatives implemented by the Striving Reader Grant will continue to be supported through state and federal monies as a commitment of the district curriculum and leadership teams. Millions of dollars' worth of formula and competitive grants are coordinated each year under the direction of Ms. AnneMarie Wiseman, Director of Title I, Ms. Janice Gordon, Coordinator of Professional Learning (Title II), and Ms. Paula Camp, Coordinator for ESOL (Title VII), and Dr. Scott Smith (Title VI). Dr. Buffy Williams manages Cohort 1 of the Striving Reader Grant and will manage Cohort 2. System personnel routinely coordinate grant budgets with other federal, state, and local fiscal resources.

A description of the sustainability of initiatives implemented by the LEA.

- **Project Focus.** The goal of Project Focus was to teach children to lift print from the page fluently while embedding comprehension strategies, vocabulary, and language syntax/structures in order to comprehend grade level expository text. The objective was to provide direct explicit targeted reading instruction to rising second grade students that are achieving below grade level so that they exited at or above end of the year grade level. Scientifically research based reading programs were selected to be used in the program, including an accelerated intervention program (Torgeson, 2007; and a scientifically evidence-based grade level core reading program (Pressley, Torgeson, 2006). Explicit vocabulary instruction and reading in the content area were embedded into the program using quality picture books aligned to science and social studies Georgia Performance Standards and writing in response to reading was incorporated multiple times daily. In order to identify eligible participants, student data was analyzed. Students were eligible if they meet the following criteria: 1) Three DIBELS scores showing students at-risk, 2) Progress monitoring showing progress in the RTI process, 3) CRCT Scores – Level I or borderline Level II. This program has been in place since 2008.
- **Core Reading Program** The system phased in a scientifically evidence based core program. When system monies were not available; principals used their monies to put the core in place system wide from Kindergarten through fifth grades. T
- **DIBELS Next.** In 2011 the system made the decision to change the screening and progress monitoring instrument from the DIBELS 6th Edition to DIBELS Next. Accuracy of data is critical. The Literacy Specialist received training leading to certification as a DIBELS Next Trainer and Mentor. Official DIBELS Next Transition training was delivered during the summer and fall of 2011 to teachers responsible for administering and scoring the DIBELS Next in grades K-5.
- **Reading Endorsement.** Bartow County has many teachers with Reading Endorsement. Beginning in 2000, the county participated in the training of trainers for Reading Endorsement through Northwest Georgia RESA. In the interim years, 120 teachers in the county were endorsed in the area of reading. When professional learning funds were cut for budgetary reasons, in 2009-2010 Bartow County School System wrote and was approved as a Professional Standards Commission provider for the Reading and Gifted In-field Endorsements. The Reading Endorsement Program was written to reflect the scientific evidence base in reading and embeds theory to practice in application of new learning in the participants' classrooms. Currently, twelve administrators and 11 teachers are completing the endorsement. This initiative has full sustainability beyond the life of the grant. This opportunity will be expanded next year and in subsequent years during and beyond the life of the Striving Readers Comprehensive Literacy Grant in order to infuse best practices in literacy in every school in our county.
- **Classic Core Vocabulary.** In 2010 the system implemented the Classic Core Vocabulary initiative. Two classic books were selected per grade level, tier 2 vocabulary identified, and explicit vocabulary instruction was developed by a team of teachers. The initiative has been expanded each year, and now four complex classic read alouds with accompanying instruction are in place at each grade level.
- **CCGPS Units.** The system is the processing of developing and revising units that align to the Common Core Georgia Performance Standards. This work began in 2010, and is

continuing. Writing in response to reading and for research purposes is being expanded and aligned to the CCGPS.

AHS School Narrative

School History

Adairsville High School is in the foothills of Georgia's Appalachian Mountains and is one of three high schools in the Bartow County School System. The school and its community are situated on the Interstate 75 corridor between Atlanta and Chattanooga, a prime location for growth in industry, agriculture, and manufacturing. Since the early 1900s, Adairsville High School has served several generations of residents in the Adairsville community and maintains a strong sense of community and tradition. The school currently has 953 students, 66 teachers, 8 paraprofessionals, and 3 administrators. The student population is comprised of 52.3% students of economic disadvantage, 14.3% gifted students, 12.2% students served in special education, and 10.5% remedial students.

Administrative and Teacher Leadership Team

Adairsville High School is led by Principal Bruce Mulkey and Assistant Principals Mr. Steve Adams and Dr. Venita Bruton. All administrators hold post-secondary degrees in educational administration, and Dr. Bruton also holds Georgia's Reading Endorsement. The School Literacy Team (SLT) leads the implementation and measurement of the success of the school literacy plan and improvement process. The SLT is comprised of administrators, academic department heads, teacher leaders, the media specialist, and classified personnel. Our needs assessment began with the SLT retreat in July 2012 to develop our school improvement plan, and the SLT continues to meet on a twice monthly throughout the school year with additional meetings called as needed. Department heads disseminate information to the faculty from the SLT meetings and receive input and information to present back to the SLT.

Past Instructional Initiatives

Adairsville High School implemented a Freshman Academy to focus on students' transition from middle school to high school. Students were housed in the geographical center of the upper floor of the school and were enrolled into true freshmen classes; that is, they were in academic courses with only their fellow first-year ninth graders. Data for the two years of holding a Freshman Academy have not demonstrated the success we expected. However, a Freshman Academy is in place for the current school year with an increased focus on high school transition in weekly advisement lessons.

A second instructional initiative was a remediation and enrichment time called RENT. RENT was a designated block of time during the school day when students who wanted tutoring or needed to catch up on missing work could go to specified teachers for help. Management of student transitions for RENT made student supervision difficult. While teachers initially supported the idea of remediation and enrichment time and believed that students would benefit from help and while some students found that RENT was beneficial for them, most students and teachers came to believe that the time spent was ineffective and the implementation inefficient.

Current Instructional Initiatives

In this 2012-2013 school year, several initiatives are in progress. Our primary focus is on increasing student literacy. Tutoring is available to all students each morning before school in the media center and is staffed by teacher volunteers from each academic department. Literacy and numeracy enrichment and remediation are offered bi-weekly, with the school's daily schedule altered to allow for students to be scheduled for help and to support our struggling students more fully. Additionally, students' instructional needs are the focus of daily departmental collaborative planning. A common planning period is provided daily to address

departmental concerns as well as to provide time for subject-alike planning in courses. Data inquiry is an important focus during these meetings.

Additionally, we offer credit recovery through NovaNet, a computer-based program for our students who failed a previous academic course with a grade of 60 or higher. NovaNet is scheduled during the school day, and it is available two afternoons weekly for students whose schedule cannot accommodate it during regular school hours as well as for students who want more time to work on their NovaNet courses beyond the instructional day.

However, with our overarching goal of increasing student literacy, our SLT has agreed that there needs to be a greater focus on Science, Technology, Engineering, and Math (STEM) beginning this school year. Thus, our school will hold Career, Technical, Agricultural, and Engineering (CTAE) Pathway Day, based on course clusters that students schedule as electives during their high school career, that support school literacy and STEM objectives, and that focus on college and career preparation. Student choice will figure largely into the implementation of Pathway Days, which will be held bi-weekly.

We recognize that our prior initiatives were based upon a strong belief that they would help students with reading achievement; however, those activities were put in place with little solid research to back such implementations. Thus, they are not sufficient to demonstrate student achievement and College and Career Readiness. In order to address our students' literacy and post-secondary readiness, our plan includes the following:

- Identification of student skills through screening
- Progress monitoring of student growth
- Incorporation of technology to assist student growth
- Implementation of research-based strategies in reading comprehension targeting non-fiction content, disciplinary literacy, and our school's STEM focus

Acknowledging that our plan is a continuous-growth model, we will continue to modify our literacy plan as we continue research and receive further training.

Professional Learning Needs

As we implement CCGPS and develop our STEM focus more fully during SY2013, we need to provide universal design for learning training to support disciplinary literacy. Training is also necessary to prepare teachers in using disciplinary literacy strategies and common writing rubrics, to integrate literacy in content and technology areas, to screen and progress monitor students in order to determine literacy needs, and to use data to identify and plan instruction tailored to student needs. Additional training is needed in implementing the RTI process. Our building also must upgrade technology, and training will be needed on the use of new technology and how it can support student literacy and learning.

Need for a Striving Readers Project

The Striving Readers Survey was provided in an online format. Results indicated that Adairsville High School staff identified a need to establish a clear literacy plan, beginning with literacy goals; an assessment and progress monitoring protocol; and training to implement programs and processes in the AHS literacy plan and to select research-based and appropriate interventions. The Georgia Literacy Plan Needs Assessment (GLPNA) was conducted with the faculty members and supported the findings of the Striving Readers Survey, which indicated several areas of concern. The majority of our staff found we are "emergent" or "not addressed" in the following areas: (a) an active literacy team (53.9%) , (b) literacy across the curriculum (59.6%), (c) community involvement in literacy (73.1%), (d) a school-wide universal screening and progress monitoring protocol (63.4%), (e) implementation of literacy interventions (63.4%), (f) adequate time for literacy instructions (55.7%), and (g) pre-service and professional learning

support for literacy and interventions (61.5%). Additionally, our data indicate alarming double-digit gaps of up to 53% in the graduation rate data and summative assessment data in our African-American, SWD, and students of ED populations. We must close achievement gaps, and we feel a moral obligation to develop each of our students' literacy skills to prepare them for post-secondary education and careers. In tough economic times, the SRLC grant is necessary for AHS to establish a strong foundation that will ensure we achieve our system's vision of "Graduation and beyond . . . Creating lifelong learners!"

AHS Scientific Evidence Based Literacy Plan

Adairsville High School Literacy Plan: The "Why" and the "What"

AHS Literacy Plan: The "Why" and the "What"

Building Block 1. Engaged Leadership   Before a school can engage in any form of school-wide literacy program, it is essential and crucial that the administration, leadership team, departmental, other school leaders, and student leaders be committed entirely to any change initiatives. No changes will occur without guidance, "buy in," and the development of a continuous program of literacy instruction from the input of these school leaders. In essence, engaged leadership acts as the commanding yet supportive and guiding entity (as described in the Models of Coaching in "The Why," pp. 148 & 149) that quells any mutinous tendencies among all potential participants in an effective literacy program initiative ("The Why," p.156).
A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school
AHS leadership has always been committed to increasing student learning. The school literacy team (SLT) annually reviews summative assessment data, attendance data and discipline data to inform the annual draft of the school improvement plan. Meetings are held bi-monthly to review aspects of the school improvement plan and make revisions as needed. Currently we have teacher leaders within our building in math and ELA who serve on LEA committees for curriculum mapping in support of CCGPS implementation. Our school is committed to a strong focus on STEM and college and career readiness. The majority of our staff believes that school leadership is committed to learning about best practices in literacy instruction (GLNPA, p. 1). Even more, 82 percent of our staff identified us as fully operational or operational in having a school culture where teachers accept responsibility for literacy instruction as articulated in the CCGPS (GLNPA, p. 1). However, based on the GLPNA, we are not fully operational in any of the engaged leadership components. Fifty-six percent of our school staff identified us as emergent and/or not addressed in the Use of Time and Use of Personnel in School Scheduling and Collaborative planning (GLNPA, p. 1). Another need identified in the GLPNA is that 78.9 percent of our staff sees our school as only operational or emergent in optimizing literacy instruction in all content areas (GLNPA, p. 1). However, the most glaring need identified in the GLPNA is that 73 percent of our staff does not feel that the AHS community supports schools in the college and career development of students (GLNPA, p. 1).
B. Action: Organize a Literacy Leadership Team
At Adairsville High School a school literacy leadership team (SLT) is in place and consists of school administration, department chairpersons, faculty representatives and a classified employee. Community members and parents are members of our school council which meets monthly with our school principal and their input informs SLT decision making ("The What," p. 5). The Adairsville High School community envisions a school in which all stakeholders unite to prepare all students to be the best they can be academically, morally, culturally and physically in order to be fully equipped for an ever changing future. Our mission is to prepare all students for success by helping them move onward, upward, and ever forward ("The What," p. 5). The SLT meets in an annual retreat and looks at multiple sources of data (assessment, attendance, discipline and survey) to analyze, identify needs, determine root causes, and develop school goals for the upcoming year ("The What," p. 5).

Additionally, our school has conducted a literacy needs assessment utilizing the Striving Reader's Survey and the GLPNA. These needs assessments identified areas of need that the SLT is working to incorporate into our school literacy plan ("The What," p. 5).

C. Action: Maximize the use of time and personnel through scheduling and collaborative planning

Adairsville High School has a daily schedule that allows teachers to plan collaboratively by academic department. Our daily schedule is also adjusted one day each week to provide time for our teacher as advisor program and for pathway days, which is a college and career readiness program with a STEM focus that is spearheaded by our CTAE department. Our school provides a literature support class and morning and afternoon tutoring which is staffed by teacher volunteers. Our school also has a writing focus across the curriculum where teachers embed writing in their instruction. The GLPNA indicated that our teachers feel strongly that this dimension is emergent (19.2%) or not addressed (36.5%). Scheduling and collaborative planning must be addressed by dedicating time for interventions and instructional time for literacy in all content areas and into the school's daily schedule. Additionally, while common planning is available within each academic departments, it needs to be expanded across academic departments ("The What," p. 6). With the school STEM focus, content areas need to be blocked so that teachers can work strategically on collaborative instruction. It is incumbent upon Adairsville High School to maximize the use of time and personnel to identify struggling readers and writers as they enter school and intervene quickly so they can be successful at the high school level and so they can be prepared for what comes beyond graduation.

D. Action: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards

In our needs assessment 82 percent of our staff feels that our school is operational (48.1%) or fully operational (34.6%) in the existence of a school culture where teachers accept responsibility for literacy instruction. We need to improve our school's performance in this dimension by designing professional learning on literacy strategies with a focus on discipline literacy and by designing a form that would be utilized school-wide to ensure consistency of best practices across all content areas ("The What," p.6).

E. Action: Optimize literacy instruction across all content areas

The GLPNA indicate that only 13 percent of our staff believe that literacy instruction is optimized in all content areas; however, only 5.8 percent believe it is not addressed. Seventy-eight percent think we are operational or emergent, which indicates a need for professional learning in literacy and instruction strategies. To accomplish this, teachers need to adopt a research-based common procedure for teaching academic vocabulary and incorporate writing in every class every day ("The What," p. 6). With a school focus on STEM a disciplinary literacy focus is crucial in all contents not just ELA.

F. Action: Enlist the community at large to support schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards

The greatest need in the engaged leadership building block has to do with the perception of how the community at large supports school and teachers in the development of college and career ready students. Seventy-three percent of our school staff feels that supporting student literacy is not addressed by our community (26.9) or only emergent (46.2) ("The What," pp. 6-7). We need to utilize a community advisory board with school members, community members, and parents to achieve our school's literacy goals. Community supports need to be in place within the community, social media needs greater utilization, and academic successes need to be communicated through traditional and

online media ("The What," p. 7).

Building Block 2: Continuity of Instruction

Students enter our classrooms with a wide variety of needs. Adhering to the Universal Design for Learning, no one mode of instruction, learning, and assessment will suffice (The "Why," p. 44). Inarguably, literacy has been deemed important in learning communities, but it has largely been the responsibility of one department—the ELA department. Literacy instruction, however, is changing with the needs of the 21st century learner with the focus of literacy shifting from simply reading, writing, and speaking to digital age literacy, inventive thinking, effective communication, and high productivity (The "Why," p. 57). The need for a changing school culture of shared and continuous disciplinary literacy instruction is imperative with the changing learner. In order to provide a relevant and continuous program of instruction, a disciplinary literacy curriculum must be a school-wide initiative in which literacy instruction in one class supports the work of another and beyond. For example, STEM's written lab reports promote the writing of technical documents (ELA) and digital modeling (digital literacy to support CTAE classes) ("The Why," p. 45). In summary, everyone is responsible for the 21st century learner's literacy.

A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I. D., E.)

While our school provides a common planning time for academic departments, the time does not ensure a consistent literacy focus. According to the GLPNA, 59.6% of our staff feels that we are emergent (28.8%) or not addressing a consistent literacy focus at all (30.8%) (GLNPA, p. 2a). To address this need, AHS needs to continue to ensure common planning. Additionally, we need to identify and implement protocols for collaborative planning as teachers analyze student literacy data to inform instruction ("The What," p. 7). Even more, we need to broaden the scope of common planning to include cross-disciplinary teams and align specific, measurable student achievement goals across the curriculum ("The What," p. 7).

B. Action: Support teachers in providing literacy instruction across the curriculum

In the GLPNA, 65.4% of our staff feels that we are operational (34.6) or emergent (30.8) in providing literacy instruction (GLPNA, p. 2). While our staff feels more positive about providing literacy instruction, we are not fully operational. We need to establish instructional coaching and modeling of best practices ("The What," p.7). We need to utilize a school-wide writing rubric in every classroom that is aligned to the CCGPS ("The What," p. 7). Importantly, there needs to be a greater focus on all types of literacy across the curriculum for 2-4 hours throughout a student's day, with a focus on utilizing technology to support student literacy ("The What," p. 7).

C. Action: Collaborate with supporting out-of-school agencies and organizations within the community

As in Building Block 1, the community aspect of this Building Block shows the greatest need. In the GLPNA, 48.1% of our staff feels that agencies and organizations outside of our school do not collaborate to support literacy in our school. (GLPNA, p. 2). No doubt, we need to open avenues of communication among in-school and out-of-school personnel and agencies to know our resources, what is being utilized, and how we can support each other toward the goal of increasing student literacy ("The What," p. 8). These need to take place virtually or in person, and electronic technologies need to be used more creatively and effectively. While we have a school website, Facebook, and Twitter available, we need to explore more and better ways to develop our collaboration with our community ("The What," p.8).

Building Block 3. Ongoing formative and summative assessments

    Disciplinary literacy instruction should be designed and based upon the needs of the learner. These needs, however, cannot be discerned if students and data are not assessed at regular intervals and via multiple measures that will be used for diagnoses and monitoring tools. The purpose of these assessments will be to identify students' strengths and weaknesses, to establish learning goals, to match students effectively to instruction for learning, to evaluate the effectiveness of programs in meeting the goals of the students, and to monitor student progress. A unified assessment plan is needed at Adairsville High School to assist educators in identifying how to use assessment data, identify multiple assessment tools for further diagnostic and/or progress monitoring feedback, designing and using daily classroom instruction for further diagnostic and/or progress monitoring feedback, and learning how to interpret and analyze results from multiple sources to set goals for students and to identify appropriate instructional strategies (The "Why, p. 96). This plan must also address how often to assess students' progress in our school-wide literacy initiative (i.e., benchmarks) and involve a cyclical approach in which Adairsville High School (with system-level support) monitors the data to inform instructional programs and revisits the data often to determine if current instructional practices are valid or should be modified to meet the needs of the learner (The "Why." p. 103).

A. Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction

According to the GLPNA (p. 3), our staff finds our school at the operational level (44.2%) or the emergent level (34.6%). Only 11.5% find us fully operational, and only 7.7% believe we do not address this dimension (GLPNA, p. 3). There is a screener used only with our special education population, which may explain the fully operational percentage. We do administer annual state-mandated summative assessments, specifically EOCTs, the GHSGT, and the GHSWT. However, we have not identified a school-wide infrastructure with effective screening, progress monitoring, and diagnostic tools ("The What," p. 8). We are in early efforts to build common mid-course and benchmark assessments ("The What," p. 8). Once we establish this infrastructure, it will be necessary to develop a calendar of formative and summative assessment, align assessments and interventions to students' needs and organize a data collection plan ("The What," p. 8).

B. Action: Use universal screening and progress monitoring for formative assessment

Little formative assessment is available except for teacher-designed assessments. We lack valid and reliable formative assessments, and no screening instrument or progress monitoring is done school-wide. Only 15.4% of our staff found us to be fully operational on the GLPNA, and 7.7% found that we do not address this dimension (p. 3). Most of our staff (78.8%) found us operational (42.3%) or emergent (36.5%) (GLPNA, p. 3). To achieve fully-operational status, a system for universal screening for all students and progress monitoring literacy achievement for struggling students is a definite need. As well, there needs to be a balanced assessment system that provides mid-term and benchmark assessments to ensure mastery of CCGPS in all courses ("The What," p. 8). Interventions must be identified, implemented, and measured, with adequate technology infrastructure ("The What," p.8). Initial and on-going training to support interventions and use of technologies must be provided, with an emphasis on sustaining the literacy plan to support all students, whether struggling, high achieving, or advanced learners ("The What," p. 8).

C. Action: Use diagnostic assessment to analyze problems found in literacy screening

Our staff found our school to be mostly emergent (42.3) in this dimension, and 25% found us operational. Only 11.5% found us fully operational, and 21.1% found the dimension not addressed (GLPNA, p. 3). The diagnostic assessments that currently take place are through AIMSWeb or within individual classrooms. Our school needs a protocol to ensure diagnostic assessment of students who are identified at-risk using a common screening instrument ("The What," p. 9). These assessments should isolate component skills, and should be part of interventions that have multiple entry points ("The What," p. 9).

D. Action: Use summative data to make programming decisions as well as to monitor individual student progress.

The AHS SLT uses summative standardized assessment data, attendance data, discipline data, and stakeholder survey results at an annual summer retreat. The data analyses identify school needs, and root cause analyses are conducted. The process informs goals, actions, and strategies in the school improvement plan, and meetings continue to be held bi-monthly throughout the school year ("The What," p. 9). The GLPNA found that 63.5% feels that school leadership is committed to supporting literacy instruction, 32.7% feels we are emergent, and only 3.8% feel literacy instruction is not addressed (GLPNA, p. 1). Summative data are used to make programming decisions, but we need to focus strategically on using data to monitor the progress of individual students. To ensure we achieve fully-operational status, we need dedicate time in common collaborative planning to review and analyze aggregate and disaggregate data, determine instructional implications to reduce learning gaps, and ensure a universal design for learning for all students ("The What," p. 9).

E. Action: Develop a clearly articulated strategy for using data to improve teaching and learning

A clearly articulated strategy for using data to improve teaching and learning is not currently in place at AHS. While the SLT and many teachers use data, it is not a clearly-articulated school-wide strategy that is communicated to all AHS teachers. Thus, we need to develop and use a protocol for the use of data, create an adequate data storage and retrieval system, and establish procedures and expectations for our staff as they review, analyze, and disseminate assessment results ("The What," p. 9).

Building Block 4. Best Practices in Literacy Instruction
High school students are not blank slates. Instead, they enter high school with varying degrees of experience as well as various ability levels in literacy. Adairsville High School faces the daunting statistic that "twenty-five percent of students read below the basic level which means they do not have sufficient reading ability to understand and learn from text at their grade level" ("The Why," p. 65). According to the State Education Resource Center (SERC) (2012), "In a multi-tiered model of school support, about 80% of all students in the school should be showing adequate progress using a particular curricular element or program. If more than 20% of the students are not making acceptable gains in an area, the school must improve the core curriculum and/or the manner in which the curriculum is delivered to the students" (retrieved from http://ctserc.org, para.3). In order to provide literacy instruction to the diverse learners at Adairsville High School, a systematic approach to literacy must be designed, supported through the appropriate literacy and technology programs as well as created for scaffolding students who are struggling to meet the literacy standards that are set forth in the school-wide literacy plan. The school literacy plan will foster literacy through the best practices outlined in "fifteen research-based program elements that improve literacy achievement of adolescent learners" in order to meet the needs of our diverse learners (The "Why," pp. 66-67).

A. Action: Provide direct, explicit literacy instruction for all students

As indicated on the GLPNA, 75.1 percent of our staff believe that our they are trained to give students appropriate reading instruction (p.4). However, only 47.8 percent believe that it is actually being implemented ("The What," pp. 9-10). A smaller portion of our faculty (34.7%) feel we would benefit from training and/or a program to help us investigate further root causes to determine best practices for improvement. AHS can benefit from team meeting protocols ("The What," p. 7). Additionally, AHS needs to utilize a school-wide tool to evaluate the degree to which literacy instruction is evident ("The What," p. 7). One such tool is Georgia's Literacy Instruction Observation Checklist, which could be adapted specifically for the AHS literacy plan goals and objectives.

B. Action: Ensure that students receive effective writing instruction across the curriculum

As indicated by the GLPNA (p. 4), a large majority of our staff believes that training for writing across the curriculum is a work currently in progress with 82.7 percent labeling it emergent or operational. Our school will benefit from a coordinated plan that will provide training for teachers and, upon full implementation, will improve our efforts for a school-wide, cross-curricular writing program ("The What," p. 10). In order for our students to experience success, we need to establish a schoolwide writing rubric and purchase new technology that will allow students to produce, publish and communicate their work with others in varied print and digital media ("The What," p. 10).

C. Action: Teachers work to develop and maintain interest and engagement as students progress through school.

A large percentage of our faculty (61.5%) feel we are not giving extended/adequate time for literacy instruction which would allow for more time for reading and writing in all subjects. AHS will need to establish a schedule that provides a daily 2-4 hours of early and disciplinary literacy as well as time to support students at Tier 2, 3, and 4 ("The What," p. 10).

D. Action: Action: Teachers work to develop and maintain interest and engagement as students progress through school.

Adairsville High School firmly believes that teachers are working effectively to keep students interested, engaged, and on track as they move through our school, measuring it at 75 percent on the GLPNA and validating the importance of students' interest and engagement ("The What," p. 10). Teachers should constantly strive to help students make connection to their education and their lives now and in the future. By building on the strong relationships we already have with our students and incorporating new, better technologies, we can make connections and create lessons that have life applications for the students ("The What," p. 10).

Building Block 5. System of Tiered Intervention (RTI) for All Students
   Universal Design for Learning (UDL) is a set of principles for curriculum development that gives all individuals equal opportunities to learn through multiple means of representation, action and expression, and engagement (www.udlcenter.org). When addressing the diverse learning needs of high school students, a tiered instruction model with appropriate interventions must be designed in order for there to be an effective, school-wide literacy initiative. UDL should be implemented at each of the four tiers on Georgia's Response to Intervention continuum ("The Why," p. 128). Additionally, the school literacy team and teachers should modify instructional practices for students in all tiers ("The Why," P. 131). Administrators and other qualified individuals must also decide student placements in the least restrictive environment (LRE) as well as create courses that support struggling literacy learners. The cycle of analyzing assessment data and designing a literacy program with varied (but goal-specific) resources for all students in all tiers of RTI will allow for an optimal literacy-based environment ("The Why," p. 130).

A. Action: Use information developed from the school-based data teams to inform RTI process (see Section 3. E.)

AHS has utilized the SST process and is working to implement Georgia's RTI tiers of instruction ("The What," p. 11). While the majority of our school (65.4%) feels we are fully operational or operational, only 26.9 percent of our staff feels that we are fully operational in using information from data teams to inform the RTI process. We need to implement the RTI process fully and with fidelity so we can become fully operational and see the greatest gains in student literacy. We must know the literacy needs of our students and maintain data on the percentage of students we are serving ("The What," p. 11). Once we know who needs support, enrichment, or remediation, we must determine and monitor interventions frequently and revise them as needed to ensure students' progress ("The What," p. 11).

B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections 4. A & B)

Based on the GLPNA (p. 5), 11.5 percent of our teachers feel that Tier I instruction is provided to all AHS students (GLPNA, p. 5). Only 21.1percent feel we are fully operational. This may be due to a lack of understanding of RTI tiers of instruction even though AHS staff has received some training in the RTI process. All AHS students receive Tier I instruction based on the CCGPS in their classrooms. However, we need to provide more training in the implementation of RTI, in a universal design for learning that supports the CCGPS, and in assessing students' success in disciplinary literacy so that we know when fewer than 80 percent of students are not demonstrating success. AHS needs a school-wide understanding of assessment data and anticipated levels of student mastery. We need a school-wide literacy instruction checklist, collegial observations using the checklist, and the development of direct, explicit instructional strategies in disciplinary literacy, vocabulary acquisition, reading comprehension, and writing skills ("The What," pp. 11-12).

C. Action: Implement Tier 2 needs-based interventions for targeted students.

This dimension indicated the greatest area of need based on the GLPNA. The majority of our staff (57.4%) found this dimension is emergent (44.2%) or not addressed (13.2%) (GLPNA, p. 5). In fact, our staff struggles with identifying effective, research-based interventions for their struggling students and often does not recognize interventions that are already in place that are actually Tier 2 interventions. We currently provide tutoring for struggling students before and after school, but it is voluntary. We have a credit recovery program where students can get back on track with courses required for graduation. Additionally, we remediate for all high-stakes standardized testing so that students have the best chance for success and especially for students who have not passed a portion of the tests required for graduation. However, we need a screening and diagnostic process, more training on RTI, and training for school-level interventionists and teachers who help its implementation ("The What," p. 12). The school's daily schedule needs to optimize time for collaborative discussion, planning, and blocks of instructional time. As well, adequate space conducive to learning needs to be allocated ("The What," p. 12).

D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly

On the GLPNA, 50 percent of our staff found we are fully operational in this dimension (p. 5). Our SST teams are becoming more and more data driven, and we have held professional learning on the SST/RTI process that has informed our SST process. Still, 30.8 percent found we are emergent, indicating a need to improve in this area (GLPNA, p. 5). To move our school to becoming fully operational, we need to (a) expand the SST membership to include the school social worker, school

psychologists, the ESOL teacher, and counselors to discuss student progress; (b) implement targeted interventions, and (c) ensure fidelity to a data-driven SST/RTI process ("The What," p. 12). The Tier 3 team needs an established protocol to determine why progress is not being made ("The What," p. 12).

E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies or instructional based upon students' inability to access the CCGPS any other way

AHS teachers understand that Tier 4 is indicative of our special education population and rated it as 66.9 percent fully operational (44.2%) or operational (32.7%). We do need to become more fully operational, and we need to continue to ensure that students are scheduled into the least restrictive environment ("The What," p. 12). Our school leaders need to become more cognizant of maximizing funding formulas for students served in special programming ("The What," pp. 12-13). Additionally, we need to ensure our best teachers are with our students with the most significant needs and that special education, ESOL, and gifted teachers are supported in professional learning communities to ensure alignment to the CCGPS in their classroom environment ("The What," p. 13).

Building Block 6. Improved Instruction through Professional Learning
With the acknowledgement that all students deserve multiple means of representation in learning and expression, it must also be conceded that professional development takes place in stages ("The Why," p. 142), and that it is required for faculty "buy-in." A faculty of knowledgeable "builders" is needed in order to construct a united literacy program using the building blocks of literacy. Many teachers at the high school level, however, do not feel equipped with the proper toolkits to provide literacy instruction especially those outside of the ELA department.

A. Action: Ensure that pre-service education prepares new teachers for all the challenges of the classroom

As new teachers enter Adairsville High School, they are not being prepared for literacy instruction according to GLPNA (p. 6) with 32.7 percent of teachers believing literacy instruction for new teachers is not addressed and 28.8 percent citing AHS as emergent in this category. Despite this perception, new teachers must attend the Bartow County New Teacher Orientation program for several days before the beginning of the school year. Additionally, new teachers are assigned mentors who assist in instruction and development of curriculum. AHS, as it develops its literacy plan, must ensure that these new teachers are "on board" and that the systemic approach to literacy is being utilized in their classrooms. Ideally, Bartow County will communicate these literacy training needs to teacher preparation programs in our area and/or require reading endorsement for all new hires in core content areas.

B. Action: Provide professional learning for in-service personnel

Forty percent of the existing faculty believe they are receiving adequate, ongoing professional learning in literacy instruction, scoring AHS as "operational" (GLNPA 6B). This is quite possibly due to the ongoing CCGPS training in which literacy across the curriculum is a focus. Additionally, teachers are provided common planning times within their departments ("The What," p. 13). In order to move past a rudimentary understanding of literacy across the curriculum, however, a "teacher as learner" culture must be garnered through additional professional learning, peer and off-site observations with analysis, and training programs to implement literacy programs and interventions ("The What," p. 13). This culture of learning among the faculty is indicative of what we expect from our students, and will serve as an example of the type of learning environment desired—one in which we all work for a common good—literacy.

AHS Needs Assessment, Concerns, and Root Cause Analysis

Needs Assessment, Concerns, and Root Cause Analysis

The administration at Adairsville High School administered the *Georgia Literacy Plans Needs Assessment: Evaluation Strengths and Needs* (GLPNA) survey electronically to all certified staff members of Adairsville High School through www.surveymonkey.com. Every certified educator received the survey, including academic teachers, electives teachers, administrators, counselors, the media specialist, and the school social worker. The survey was based on the five following building blocks for literacy: (a) Engaged Leadership, (b) Continuity of Instruction, (c) Ongoing Formative and Summative Assessments, (d) Best Practices in Literacy Instruction, (e) System of Tiered Intervention (RTI) for All Students, and (f) Improved Instruction through Professional Learning. Table 1.1 illustrates the results from the Needs Assessment Survey and establishes our major areas of concern at Adairsville High School in regard to literacy. We determined root causes and assessed what we have done and the things that we need to do to improve these areas.

Table 1.1

AHS Striving Reader Needs Assessment Results

Identified Concerns Aligned to Literacy Plan Blocks	Root Cause (numbers indicate page number from "The What" document)	What We Have Done (numbers indicate page number from "The How" document)	What We Have Not Done (numbers indicate page number from "The How" document)
Active Literacy Team	• Lack of understanding in best practices of school-wide literacy or interdisciplinary literacy practices.—6 • Lack of understanding in reading comprehension theories and strategies—6	• Provide common planning—22-23 • Active SLT—21 &22 • Highly qualified new hires—48 • SLT uses data to create/adjust school improvement plan –37& 38 • School commitment to STEM—41&42	• Regular literacy observations—21 • Professional Learning for SLT in literacy—48 & 49 • Improve our technology used for literacy—47 • Looked at data regarding literacy—37 & 38 • Better use time and personnel in school scheduling

		• Administer surveys to staff, students and parents—28 • Assess data on attendance, discipline and assessment—37 &38	and planning—22 & 23
Literacy Across the Curriculum	• Need for professional learning – reading endorsement, reading theory, reading and writing across the curriculum—7 & 8 • Best practices needed for literacy to support STEM focus—7 &8 • Expand focus into all contents all the time	• Developed a STEM focus—41 & 42 • Common Planning – 22&23	• Provide professional learning—48&49 • Adopt a research-based common procedure for teaching academic vocabulary and writing—26 • Common planning should address a consistent literary focus—23 • Align goals for literacy across the curriculum/disciplinary literacy—30
Community Involvement in Literacy	• Lack of communication using face to face, virtual, and e-communication (i.e. social media, blogs, wikis, email)—7 &8	• Social media is used to distribute information—28 • Local media promotes school related events—28 • School council meets monthly—28	• Create an advisory board including community members to support and promote literacy—28 • Broaden our use of social media and print media (i.e., webpage, Facebook, Twitter, electronic newsletter, CCTV in commons areas, LED outdoor signage)—28 • Create and implement a program to communicate and teach early and adolescent literacy strategies to AHS students' parents and to the community at our school and in community-based forums and workshops—32 &33 • Train students who are already parentsand AHS parents in literacy strategies—32 • Train ECE students interning in the on-site PreK classroom, to read aloud in to elementary aged students—32
Implement necessary assessments	• We do not have a school-wide universal screening and progress monitoring instrument.—8 &9	• Implemented for special needs students—36 • Benchmarks and common mid-terms are being implemented now, notably in	• Develop a school wide-screening program for literacy assessment and progress monitoring—37 • Employ a balanced

for Diagnostics	• We do not have a clearly articulated school-wide protocol for formative assessment and progress monitoring—8 &9	Science courses and some in Social Studies —34 • AIMSWEB is used—36 • Individual teachers have classroom diagnostic tools in current use—34	assessment system that provides benchmarks and midterms in all content areas to ensure compliance of the CCGPS literacy strtegies—36 • Provide technology for these assessment tools—34 & 35 • A clear process for data collection, dissemination of data and data analysis—34 & 35 • Professional learning needed in the use of data—48 & 49
Implement necessary interventions	• Lack of understanding of appropriate interventions—11-13 • Limited funds for interventions—11-13 • Lack of understanding of adolescent literacy needs—11-13 • Lack of teacher training in diagnosis of student needs and designing interventions--11	• SST—46 &47 • RTI—43-47 • Tutoring available before and after school daily—45 & 46 • Credit recovery available—45 & 46 • Remediation for testing (GHSGT and high stakes testing)—45-46 • SPED in LRE—47	• Collegial observations—44 • Continue to educate and implement RTI process—43-47 • Differentiate between tier 1,2,3 interventions and teach accordingly—43-47 • Expand SST to include school social worker, psychologist, ESOL and counselors—46-47
Professional learning for literacy and interventions	• Initial professional learning is not sustained to support initiatives—13 • Difficult to find credentialed instructors—13 • Lack of understanding of UDL and disciplinary literacy • Limited time to implement professional learning—13 & 14	• Ongoing CCGPS training—48 • Common planning time—48 & 49 • Extensive new teacher orientation and training—48	• Train new teachers in literacy—48 • Implement training programs for literacy (all teachers)—48 &49 • Promote teacher "buy in" for any implemented literacy program and training.—48 &49
Provide adequate time for literacy instruction	• Balancing graduation requirements and repeating courses with time for reading intervention • Limited personnel	• Credit recovery during and after school • Two staff members who hold a reading endorsement • Use of Pathway Day time every other week for ELA remediation	• Explicit time set aside for disciplinary literacy instruction beyond ELA • Use of assessment system to identify students' literacy needs • Schedule with blocked time for early literacy

	- trained in literacy deficits - Lack of student motivation to participate outside the school day - Narrowed focus on ELA; less focus on ALL contents		- skills support - Computer-based program with multiple entry points to support struggling literacy learners - Reading Endorsement professional learning for more AHS teachers

Based on the needs assessment results, we need to ensure an active literacy team. We also want to develop a STEM focus in our school by improving our literacy across the curriculum. The survey also indicated that our school needs a greater involvement from our community in literacy programs. In order to move forward with our literacy plan we have determined from the needs assessment that we must implement necessary assessments to diagnose and assess literacy problems with our students. Once this assessment process is implemented, we can begin the necessary interventions for students and monitor their progress. The final two areas of concern were providing an adequate amount of time to implement literacy instruction and interventions and also providing the training our staff needs to implement this plan.

AHS Analysis of Student/Teacher Data

Analysis of Student/Teacher Data

Adairsville High School is the smallest high school in the Bartow County School System. Having fewer students engenders a culture of family, and we are strong in building relationships in our school, both with each other and, especially, with our students. As Table 1.2 indicates, AHS serves 954 students in grades 9-12. We are 87.5% White, 4.9% African-American, and 3.4% Hispanic. The student population is comprised of 52.3% students of economic disadvantage, 14.3% gifted students, 12.2% students served in special education, and 10.5% remedial students.

Table 1.2

Enrollment Data SY2013

Grade Level	Total in Grade	African-American	Hispanic	American Indian	Hawaiian Pacific Islander	Asian	White	Not Classified
9	294	12	12	0	0	2	257	11
10	244	15	7	2	0	2	211	7
11	225	10	9	2	0	1	196	7
12	191	10	5	1	0	1	171	3
Total	954	47	33	5	0	6	835	28

As illustrated in Table 1.3, we are making gains in the numbers of students graduating from AHS. If we discount the 2012 data that has not been corroborated by the GaDOE based on the cohort formula, about 30% of our students do not graduate. That is not acceptable; we must increase student retention from ninth grade through graduation.

Table 1.3

Graduation Data through SY2012

	Graduation Rate				
Year	**All**	**Black**	**White**	**SWD**	**ED**
2012*	72.9	78.6	73.3	52.0	79.2
2011	76.8	61.2	77.8	42.3	64.3
2010	84.3	77.3	85.3	50.0	71.6
2009	76.9	78.6	76.4	46.4	64.9
2008	70.1	60.0	70.9	27.6	54.4
2007	62.2	42.9	64.8	40.0	49.3
2006	69.8	86.7	67.1	18.2	56.4
2005	67.1	NA	68.2	16.7	51.3
2004	69.3	50.0	60.6	19.0	50.0
2003	71.9	NA	NA	NA	NA
*Note: Data for SY2012 are not verified yet by the Georgia Department of Education and are provided as a precursor to verification. Revisions are expected for the percentages for SY2012.					

Additionally, we must address gaps in the graduation rate. Looking at SY2011, the most recent year of state-validated data, there is a 15% gap between All students (76.8%) and Black students (62.2%) and a 36% gap between All students (76.8%) and SWD (42.3%). Also, a 12% gap exists between All students (76.8%) and students of ED (64.3). Any identified initiatives should ensure that gaps are addressed and remediated.

These gaps extend to AHS EOCT data for SY2012. When comparing groups by the percentage that failed subject area EOCTs, Table 1.4 shows that gaps exist for all subgroups across all tested subject areas. These areas are highlighted with the percentage who failed and their difference compared to White students' failure percentage in the same subject. In 9th

Literature, about the same percentage of African-American students failed compared to their White peers; however, fewer African-American students exceeded compared to White students. In US History, 33% of White students and students of ED failed, and, similarly, fewer students of ED exceeded.

Table 1.4

Disaggregated EOCT Data SY2012: Percentages of Students Failing, Passing, and Exceeding

2012 EOCT Subject	Failure Percentage					Pass Percentage					Pass+ Percentage				
	All	White	Black	SWD	ED	All	White	Black	SWD	ED	All	White	Black	SWD	ED
9th Literature	22	16	15	61 +45	20 +4	49	48	77	36	57	29	36	8	3	23
American Literature	15	16	38 +22	61 +45	22 +6	63	62	44	36	67	22	22	19	3	11
GPS Algebra	46	45	72 +27	83 +38	53 +7	40	49	22	17	45	13	6	6	0	2
Math II	58	48	83 +35	89 +41	64 +16	41	44	17	11	32	1	7	0	0	4
Biology	31	26	76 +50	62 +36	32 +6	54	46	24	34	34	14	26	0	4	34
Physical Science	21	26	40 +14	61 +35	40 +14	40	34	33	23	47	38	42	27	16	13
US History	29	33	45 +12	58 +25	33	39	36	36	21	43	32	31	18	21	24
Economics	17	14	67 +53	46 +32	31 +17	43	54	20	42	44	40	32	13	12	24

Achievement gaps on the EOCT existed in every subgroup's performance in every subject, and Table 1.4 indicates the gap in the failure rate of each subgroup. The gaps are significant throughout the table and are highly significant in identifying a glaring need at AHS. However, these gaps are not exclusive to AHS. According to *Georgia's Literacy Conceptual Framework for Birth-to-Grade 12*, "A disproportionate number of students of color, English Language Learners (ELL), and economically disadvantaged are represented among struggling readers" ("The Why," p. 65). We must move students from "Fail" to "Pass" and more and more into the "Pass+" category.

As the GaDOE phases out the GHSGT in ELA, Math, Science, and Social Studies, the one constant remains the GHSWT. Table 1.5 shows historical data for the past four years and indicates our students who took the GHSGT for the first time succeed near or above 80%. Of course, we still need to increase our students' writing test success and move student into the "Exceeds" category.

Table 1.5

Historical Georgia High School Writing Test Data

	Did Not Meet	Meets	Exceeds
2012	14	84	2
2011	11	86	3
2010	14	79	7
2009	16	81	9

Aggregate data are not sufficient to provide indications of school needs. When data are disaggregated by subgroup, needs become evident. Table 1.6 illustrates achievement gaps that exist when subgroups are compared. As with the graduation rate and EOCT scores, gaps are significant in our African-American, SWD, and students of ED populations.

Table 1.6

Disaggregated SY2012 Georgia High School Writing Test Data

	Did Not Meet /	(Gap)	Meets	Exceeds
All	14		85	2
White	13		85	2
Black	42	(+29)	50	8
SWD	48	(+35)	52	0
ED	18	(+5)	81	1

Our achievement gaps are evident in all subjects and in all measures of our students' achievement. At AHS, we must implement initiatives that close this gap for African-American students, SWD, and students of ED.

Fortunately, we have the staff at AHS to accomplish our school's literacy goals. Table 1.7 provides a breakdown of our faculty's demographics. We have a highly-qualified blend of new and veteran teachers, who bring varied experiences and instructional expertise to their classrooms. Table 1.10 in the "Professional Learning Strategies" section of the SLRC grant application provides evidence of a sustained focus on professional learning at AHS.

Table 1.7

AHS Personnel SY2012

		Administrators	Teachers
Personnel	**Full-time** **Part-time**	3 0	66 0
Gender	**Male** **Female**	2 1	31 35
Certificate Level	**4 Yr Bachelor's** **5 Yr Master's** **6 Yr Specialist's** **7 Yr Doctoral** **Other ***	0 1 1 1 0	24 25 14 3 0
Race/ Ethnicity	**Black** **White** **Hispanic** **Asian** **Native American** **Multiracial**	0 3 0 0 0 0	2 60 1 0 0 3
Years Experience	**< 1** **1-10** **11-20** **21-30** **> 30** **Average**	0 0 2 1 0 22.60	0 31 24 13 2 13.25
Retention Rate		75%	91.5%

We had a 91.5% teacher retention rate last year, losing only six teachers. Three teachers retired, two transferred to other school systems, and one was called to active military duty. We lost one

administrator due to a reduction in force. As we move forward with implementing our school's literacy plan with fidelity and our school's STEM focus, we will strategically strengthen our focus on a universal design for learning and our students' disciplinary literacy.

AHS Project Plan, Procedures, Goals, Objectives, and Support

Project Plan, Procedures, Goals, Objectives, and Support

AHS is committed to student literacy and believes it begins at birth. We are uniquely poised to address literacy needs in our community and in our school well before students enter 9th grade. We are a closely-knit community, and most of our students live less than five miles away. Plus, our school actually houses a PreK class, which is supported by student interns in our Early Childhood Education CTAE pathway.

Currently, the school district coordinates professional learning for CCGPS implementation and curriculum mapping in academic content areas. Intervention programs are school-funded and are extremely limited due to the current economic downturn. However, as we work within our building and community to build literacy skills from birth through high school graduation, the following goals emerge from the "why" and the "what" of our literacy plan and address our areas of concern as we continually work to ensure our students' college-and-career-readiness.

Goal 1 emerged from our needs assessment to address disciplinary literacy as well as perceptions of our community's support of literacy.

- **Goal 1:** Ensure student literacy by implementing research-supported literacy strategies in a universal design for learning in all disciplines and in our community.

    o **Objective 1:** Embed the use of technology in all classrooms to increase student motivation (Merchant as cited in "The Why," p, 53).

        ▪ **Support Needed:** 1:1 student computers; teacher computers, classroom instructional technologies (i.e., projectors, whiteboards); STEM lab;

1

professional learning for the use of technology in instructional design,

Georgia's LDS, and data assessment.

- **Objective 2:** Implement a universal design for learning model to support a
school-wide and community focus on literacy strategies for reading and writing in
all disciplines (CAST Universal Design for Learning, 2011; "The Why," pp. 65-
69).

  - **Support Needed:** professional learning on (a) UDL and (b) best practices
for adolescent disciplinary literacy; provide training in early childhood
reading strategies to AHS students who intern in the Pre-K classroom;
provide informational and instructional community forums in pre-school,
early childhood, and adolescent literacy concerns and practices.

All schools need a school-wide literacy plan; indeed, Georgia provides a template for its
development. AHS has developed its literacy plan, but its implementation necessitates an
understanding of research-based best practices that will ensure our students' literacy learning
in every classroom.

- **Goal 2:** Implement a school-wide literacy plan that provides in-depth and ongoing
professional learning in best practices for teaching content area reading and disciplinary
literacy.

  - **Objective 1:** Address areas of concern identified in the analysis of the "Georgia
Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12" data (pp.
1-15).

    - **Support Needed: (a)** efficient use of print, virtual, one-on-one, and
electronic communication between staff and with the community (e.g.,

improve use of electronic newsletter, Twitter, Facebook); **(b)** a

program for a school-wide screening, diagnostic, and progress

monitoring protocol; **(c)** adequate time in the school daily schedule for

assessing and intervening with struggling students; and **(d)** initial and

ongoing professional learning that support UDL and student literacy

initiatives and interventions

o **Objective 2:** Provide professional learning on (a) the use of formative and

summative assessment data to improve instruction, (b) disciplinary literacy

strategies, (c) screening and progress monitoring students' literacy skills, (d)

literacy interventions at each RTI tier, (e) using new technologies and digital

literacy in the classroom to support literacy instruction ("The Why," p. 37).

AHS does not have a systematic, school-wide screening, diagnostic, and progress-

monitoring program in place, which is addressed in Goal 3. Research indicates this is an

essential piece of a school's literacy plan ("The Why," pp. 94-95). We plan to utilize the

Scholastic Reading Inventory (SRI) as the school-wide program for identifying and

addressing the literacy needs of our students.

- **Goal 3:** Implement screening and progress monitoring instruments and provide training

in using them to diagnose student needs and plan appropriate instruction.

o **Objective 1:** Find and purchase a scientifically research-based assessment

program that provides for universal screening, diagnosing, and progress

monitoring students ("The Why," pp. 94-95).

▪ **Support Needed:** system and/or school level funding to purchase an

identified assessment program; technical support on its installation

- **Objective 2:** Provide professional learning on the use of the selected assessment program and how to use data to improve student literacy ("The Why," p. 37).

  - **Support Needed:** initial and ongoing vendor technical support; initial vendor training for our teachers; ongoing professional learning provided by the state, system, or school to support implementation

Since AHS will begin the use of SRI to identify and diagnose students' literacy needs, the next step is to design interventions as detailed in Goal 4. AHS will use Georgia's tiered Response to Intervention model.

- **Goal 4: Response to Intervention.** Identify and purchase gold standard, scientifically proven, research-based, and/or evidence-based interventions for Tier 2, Tier 3, and Tier 4 and provide teacher training and support to ensure fidelity of implementation.

  - **Objective 1:** To obtain training in two areas: (a) interventions that can implemented throughout content delivery and (b) based on the analysis of student needs following implementation of a universal screener, to research gold-standard literacy interventions that meet the diagnosed needs of our students, which will require training and coaching to implement the interventions with fidelity ("The Why," pp. 124, 131-134).

    - **Support Needed:** provide professional learning in (a) improving RTI implementation, (b) how to research appropriate, effective literacy interventions, (c) best instructional practices in disciplinary literacy, (d) literacy practices for a school-wide STEM focus

o **Objective 2:** Develop an intervention continuum for the high school identifying appropriate interventions and student supports for each tier and train teachers in the use of the continuum ("The Why," pp. 124-127).

■ **Support Needed:** time in the daily schedule to develop the continuum, initial training and ongoing support for its use

As seen in Table 1.8, AHS has developed a schedule for a minimum of 190 minutes of daily disciplinary literacy and time for Tier 2, 3, and 4 interventions. The schedule is tentative and flexible. As AHS moves forward with the implementation of a vigorous school literacy plan, it will be necessary to revise the schedule to plan for additional time for literacy instruction, assessment, and intervention.

Table 1.8

AHS Daily Literacy Time Schedule

	Daily Literacy Time Schedule	Tier 2	Tier 3	Tier 4
	Disciplinary Literacy			
English	40			
Social Studies	40			
Science	20			
Mathematics	20			
World Languages	30			
CTAE	20			
PE/Health	10			
Fine Arts	10			
Grade Recovery		4 hours total within 3 weeks		Individualized through IEP
Credit Recovery			Extra academic class daily; offered 2x weekly after school	
Literacy Types			Extra academic class daily	
Tier 3 Intervention Program			Extra core class daily	
Tier 4 Intervention Program			Extra core class daily	

The SRLC grant will provide necessary funding for many of the initiatives detailed in the AHS literacy plan. However, AHS works to ensure responsible use of funds already available and will continue to do so. Title IIa funding will continue to support ongoing professional learning opportunities in our building. We also work to ensure fiscal accountability for our local school funds, which are prioritized for purchase of instructional resources that most benefit our students as well as for substitute teachers in support of professional learning.

AHS Assessments/Data Analysis Plan

Assessments/Data Analysis Plan

AHS currently relies on summative data from EOCTs, the GHSWT, and graduation data. Formative data is limited to teacher-created assessments in subject-alike courses and teacher observation. The Georgia Literacy Plan "promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction" ("The Why," pp. 94-95). To ensure student literacy and close the achievement gaps among our African-American, SWD, and students of ED populations, it is essential to develop a robust RTI implementation using summative and formative assessment data and analysis. Our school literacy plan will expand the use of data to include a universal screening for all students and progress monitoring protocols for struggling learners. Progress monitoring will utilize probes from a school-wide screening, diagnostic, and progress monitoring program as well as benchmark and mid-term assessment data in classrooms.

Our summative, high-stakes tests must be "complemented by a coordinated system of assessment that are ongoing and of smaller scale to direct instructional decision making. This system should include: **universal screening, progress monitoring, and diagnostic assessment**" ("The Why," p. 99). Table 1.9 illustrates our assessment schedule.

Table 1.9

AHS Assessment Schedule

| Assessment Type	Who's Responsible	When Administered	How Analyzed
Universal screening using the Scholastic Reading Inventory (SRI)	Trained program teachers	August 2013	Use program recommendations and the flow chart in "The Why" p. 103 that is embedded below this table

Diagnostic assessment	Trained program teachers	August-September 2013; as needed	Use program recommendations to identify areas for intervention
Progress monitoring	All teachers	Course benchmarks three times per year; course mid-term exam	Collaboratively in data teams: Scale score; item analysis; disaggregated by classroom, gender, ethnicity, SWD, and ED
	Trained program teachers	As recommended by program; at least monthly	Data provided in program reports; collaborative data team analysis; trend lines; rate of progress; intervention effectiveness, identification of RTI tier level for instruction and/or support
EOCT	Principal, school test coordinator	December 2013, May 2014, mid-month during school year	Georgia LDS exports; disaggregated by All, ethnicity, SWD, ED, Gender, Gifted; data and preliminary analysis disseminated to departments and content teachers; data teams continue analysis for areas of concern; root cause analysis; identify instructional implications of data analysis
GHSGT	Principal, school test coordinator	Retests in June, September and November 2013; main administration in March 2014	Georgia LDS exports; disaggregated by All, ethnicity, SWD, ED, Gender, Gifted; data and preliminary analysis disseminated to departments and content teachers; data

			teams continue analysis for areas of concern; root cause analysis; identify instructional implications of data analysis
GHSWT	Principal, school test coordinator	Main administration September or October 2013; retests in February 2014	Georgia LDS exports; disaggregated by All, ethnicity, SWD, ED, Gender, Gifted; data and preliminary analysis disseminated to departments and content teachers; data teams continue analysis for areas of concern; root cause analysis; identify instructional implications of data analysis
PARCC Through-Course Tests	Principal, school test coordinator, trained teachers (no training has been scheduled at this time)	Field test SY2013 or ST2014; begin in SY2014 or SY2015 4 assessments per course per year before the end-of-year assessment Schedule of assessments not yet determined Not currently in place; will become Georgia's assessment to measure CCGPS achievement	Georgia LDS exports; disaggregated by All, ethnicity, SWD, ED, Gender, Gifted; data and preliminary analysis disseminated to departments and content teachers; data teams continue analysis for areas of concern; root cause analysis; identify instructional implications of data analysis

Figure 1.1

Flow Chart of Suggested Screening Process ("The Why," p. 103)

Figure 1: Flowchart of a Suggested Screening Process
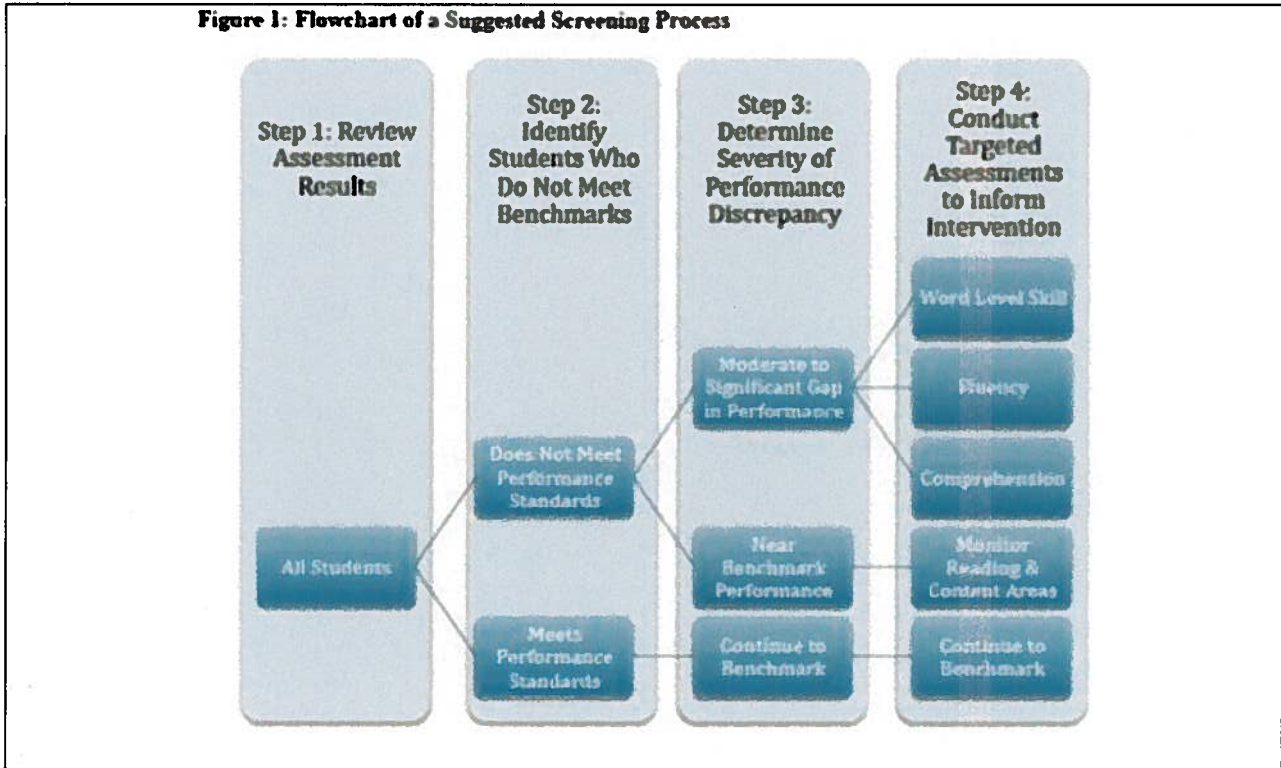
The purpose of all data analysis is to support student literacy. Use of data from each formative and summative assessment will make sure our teachers identify students' strengths and weaknesses, diagnose disciplinary literacy skills that are lacking, set goals based on the GPS/CCGPS, match instruction to learning, evaluate the effectiveness of instruction or interventions, and monitor student progress ("The Why," p. 96). Professional learning in data analysis and the use of data to inform instruction will be an essential adult learning focus at AHS. Teachers will need support in implementing an assessment plan so that they can learn how to use existing data, identify new tools and strategies for diagnosing skill deficits and progress monitoring, use their classroom practices as progress monitoring tool, and learn how to analyze results from a variety of resources to set students' literacy goals and identify the most effective instructional strategies ("The Why," p. 96).

As Georgia fully implements the CCGPS, the assessments will change to align to the CCGPS. Georgia is a member of the PARCC consortia, which is designing Common Core assessments and guidelines for their administration and scoring ("The Why," p. 119). When the PARCC assessments are implemented, several assessment processes in place at AHS will change. Currently, most standardized assessments are administered as pencil-and-paper, multiple choice tests. PARCC will change this. At the high school level, the assessments will only be administered online ("The Why," p. 119). Our current technology does not support online assessment of all students; more computers will be required.

The test format will change to a "combination of constructed-response items, performance tasks, and computer-enhanced, computer-scored items" ("The Why," p. 119). Assessment will be administered in a summative, "Through-Course" design four times a year. Our teachers and students will require information and training on the new format if we are to be successful. As we implement our school literacy plan and assessment plan, we will equip our students to succeed on whatever assessment they are given. Additionally, we will develop a strategic plan for disseminating and explaining test results to our students, their parents, and to our community, making sure to celebrate successes at every opportunity.

Whether summative or formative, teacher-created or vendor-created, the key to any assessment is how the resulting data are used to improve teaching and learning. AHS has accepted NCEE recommendations for the use of data:

Classroom-level recommendations

1. Make data part of an ongoing cycle of instructional improvement

2. Teach students to examine their own data and set learning goals

Administrative recommendations

3. Establish a clear vision for school-wide data use

4. Provide supports that foster a data-driven culture within the school

5. Develop and maintain a school-wide data system ("The Why," p. 120-121)

We are committed to ensure every teacher in our building learns (a) what data are available; (b) how to analyze data in collaborative data teams using all available technologies (i.e., Excel, LDS, our student information system); (c) how to interpret results; and (d) how to design interventions to support struggling learners so that we provide the best learning environment and guarantee our students' disciplinary literacy.

AHS Resources, Strategies and Materials (Existing and Proposed)

Resources, Strategies and Materials (Existing and Proposed)

AHS has some resources and materials in place to support our school's literacy efforts.

However, our need to close achievement gaps and ensure interventions for our struggling literacy

learners is paramount. Table 1.10 provides information on current resources as well as resources

and materials we will need to implement our literacy plan fully.

Table 1.10

Current and Proposed Resources and Materials for the AHS Literacy Plan

Resources & Materials	Currently in Place	Needed to Implement AHS Literacy Plan for:			
		Student Engagement	Literacy Intervention	Support of Disciplinary Literacy Best Practices	Supporting Student Success
1:1 computers for 9th graders		✓	✓	✓	✓
1:1 teacher computers	Limited		✓	✓	✓
21st-century technologies for classrooms, computer labs, and the media center		✓	✓	✓	✓
Additional computers for students and teachers in classrooms and labs	Limited		✓		✓
STEM lab		✓		✓	✓
Software to assess/analyze student literacy with a universal screener, diagnostic, and progress monitoring capability			✓		✓
Computer programs with multiple entry points for literacy interventions at Tier 2, Tier 3, and Tier 4		✓	✓		✓
Ebooks		✓	✓	✓	✓
Ereaders		✓	✓	✓	✓
Informational texts (electronic and print) aligned to CCGPS		✓	✓	✓	✓
Interactive boards and projectors in classrooms and	Limited				

labs					
Professional learning and training	✓	✓	✓	✓	✓
Improved infrastructure and network to support a 21st-century school building		✓	✓	✓	✓
Shared Resources:					
• 10 document cameras	✓				✓
• 10 scanners	✓				✓
• 2 computer labs with 20-25 operational computers in each	✓	✓			✓
• 10 computer tablets	✓				✓
Media Center Resources:					
• 18 student computers	✓	✓		✓	✓
• Class sets of novels aligned with standards	✓		✓		
• 16,000 novels to improve literacy	✓		✓		✓
• Projector	✓	✓		✓	✓
• Closed circuit television system	✓	✓		✓	✓
Classroom Resources:					
• Overhead projectors	✓				
• LCD projectors in about 1/3 of classrooms	✓	✓		✓	✓
• Several LCD projectors for teacher check-out	✓	✓		✓	✓
• 4 Promethean boards in classrooms	✓	✓		✓	✓
• TV and DVD/VCR players	✓	✓		✓	✓
• Print/Other Resources ○ Class sets of textbooks	✓				

In addition to materials and resources outlines above, AHS needs to look at the activities and strategies that are currently in place as well as those that we need to expand or introduce and develop.

Existing Activities that Support Literacy and Classroom Practices:

- Differentiation of instruction
- Access to Georgia's Online Assessment System and LDS
- Common planning
- Common benchmark tests
- Remediation for high-stakes testing
- Before-school tutoring in academic subjects
- Credit recovery during and outside of school
- Standards-based classroom instruction
- Standardized summative assessments program
- Emergent formative assessment program in academic content areas
- Emergent focus on writing in all contents

Strategies Needed to Support Literacy and Student Success:

- Have more teachers obtain the Reading Endorsement – so they can diagnose reading problems and address deficiencies.
- Establish protected literacy time throughout every school day in all classrooms and for students at Tier 2, Tier 3, and Tier 4.
- Develop a content-specific literacy plan for classes other than English.
- Design and implement an initiative for community members to invest in literacy for our schools and community.
- Community Collaboration
  - Community forums/workshops on reading theory and best practices for pre-school and adolescent literacy
  - Training for mentors of AHS students in effective literacy strategies
  - Reading training for Early Childhood Education interns who assist in the PreK class on the AHS campus
  - Literacy learning vignettes with both early and adolescent literacy focuses for parent and community education—linked from our website and shown on CCTV in all commons areas at AHS and on outdoor advertising in public areas (i.e., gymnasium and/or athletic fields)

If the SRLC grant is awarded to AHS, the school literacy team will ensure that all

funding is fully aligned to our school and system literacy goals. District administrators will

allocate funding equitably to ensure alignment and provide budgetary guidance for federal, state,

and system funds. Additionally, discretionary local school funds will continue to be provided to

support classroom instruction and student literacy. We believe that all proposed resources and

materials, especially those that support greater technology integration, RTI interventions, and our

school's STEM focus, are warranted by our school's demonstrated literacy needs. We are only in the beginning stages of full implementation of a universal design for learning that (a) instills best practices for disciplinary literacy in every classroom, (b) embeds a school-wide writing focus, (c) provides a systematic process for identifying students' needs and (d) follows Georgia's RTI model to ensure every students' literacy learning.

AHS Professional Leaning Strategies

Professional Leaning Strategies

AHS staff members currently participate in many and varied professional learning opportunities. Table 1.11 shows our most recent professional learning and current or ongoing professional learning opportunities that support AHS initiatives. Funding for these opportunities comes from either Title IIA or from local school funds.

Table 1.11

Adairsville High School Professional Learning SY2012 and SY2013

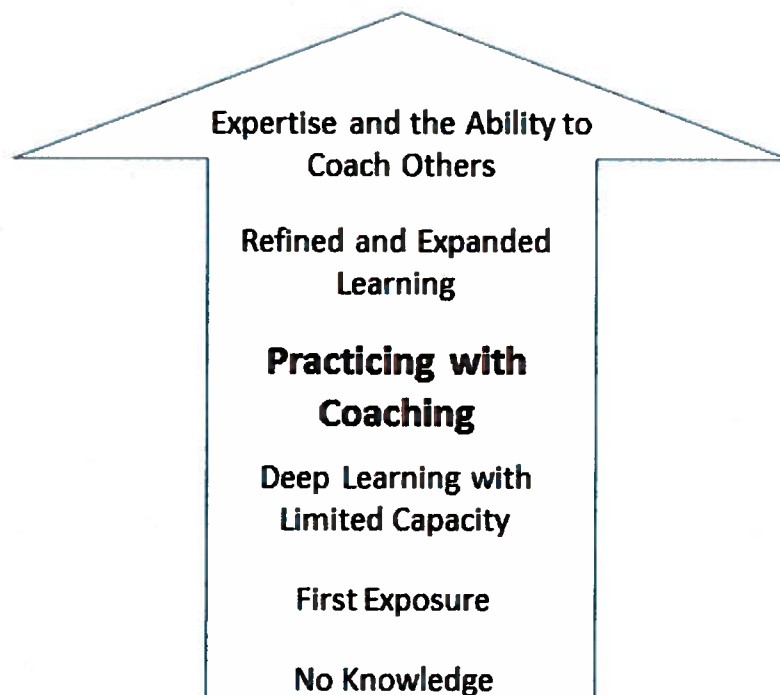| SY2012	
Topic	**% Staff Participating**
Math Workshop Model Training	14%
School Improvement Planning & Needs Assessment	18%
New Teacher Training	12%
SST/RTI Training	90%
Curriculum Alignment (with Georgia Evans)	9%
NSGA RESA Math Academy	2%
Depth of Knowledge Training	100%
Departmental Benchmark Assessments Training	40%
Curriculum Mapping in ELA and Math	6%
Common Core Standards Practices Training	100%
Gifted Endorsement	4%
AP Institutes and Workshops	6%
Thinking Maps	1%
SY2013	
Topic	**% Staff Participating**
School Improvement Planning & Needs Assessment	18%
New Teacher Training	12%
SST Training	90%
Curriculum Alignment (with Georgia Evans)	6%
SIS PowerTeacher Gradebook training	90%
Gifted Endorsement	4%
AP Workshops	19%

AHS has specific professional learning needs that were identified on the basis of data from the GLPNA. Additionally, we identified more areas where professional learning would be necessary to ensure effective implementation of the subsequent AHS Literacy Plan. Every proposed professional learning need is directly aligned to AHS literacy plan goals and objectives that were detailed in the "Project Plan, Procedures, Goals, Objectives, and Support" section of the SRLC grant application. The areas requiring professional learning are listed below:

- o Use of purchased assessment process (screening, diagnosing, progress monitoring)
- o Use of data, data analysis, root cause analysis for instructional implications and to develop a universal design for learning
- o Full implementation of RTI with fidelity
- o Effective use of purchased Internet-based programs or software with ongoing vendor support
- o Best practices in literacy learning an disciplinary literacy
- o Teacher participation in the Reading Endorsement
- o Stipends/travel reimbursement and substitute teacher funds for teachers to attend SRCL grant and implementation training and vendor, system and school-level professional learning
- o Train-the-trainer professional learning to sustain initiatives and literacy processes beyond the end of the SRLC grant.

Any professional learning must be developed in "ways that promote critical thinking and higher order performance" with the goal of increasing student achievement ("The Why." p. 140). Whether the professional learning comes from a vendor, our RESA, our district office, or from qualified instructors within our own building, we are accountable for ensuring that it is differentiated based on the experience of the teacher and that there are resultant credible data by which to measure effectiveness. Any new initiatives or measurable expectations are stressors for educators; change itself brings stress. Professional learning at AHS will address the multiple stages of professional development learning as illustrated in Figure 1.2 ("The Why," p. 142).

Figure 1.2

Multiple Stages of Professional Development Learning

Expertise and the Ability to
Coach Others

Refined and Expanded
Learning

**Practicing with
Coaching**

Deep Learning with
Limited Capacity

First Exposure

No Knowledge

We will need to focus on our teachers; our human resources must carry greater emphasis over material resources in our AHS literacy plan. This emphasis will be most effective when professional learning developers attend to the needs of our teachers by providing ongoing, targeted, and strategic learning ("The Why," p. 142).

According to the National Staff Development Council (NSDC) (2012), "For most educators working in schools, professional learning is the singular most accessible means they have to develop the new knowledge, skills, and practices necessary to better meet students' learning needs" (retrieved from http://www.learningforward.org/standards, para. 4). Four prerequisites for professional learning must be in place before effective professional learning can take place (retrieved from http://www.learningforward.org/docs/pdf/standardsreferenceguide. pdf, p. 3).

- Educators' commitment to students, *all* students, is the foundation of effective professional learning.

- Each educator involved in professional learning comes to the experience ready to learn.

3

- Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance.

- Like all learners, educators learn in different ways and at different rates.

Once these prerequisites are in place, NSDC has identified seven standards that must be addressed when developing professional learning: (a) learning communities, (b) leadership, (c) resources, (d) data, (e) learning designs, (f) implementation, and (g) outcomes. AHS will measure outcomes based on teacher surveys, student surveys, and student achievement data on both formative and summative assessments. Fully implementing these standards "enrolls educators as active partners in determining the content of their learning, how their learning occurs, and how they evaluate its effectiveness" (retrieved from http://www.learningforward. org/standards, para 2).

AHS Sustainability

Sustainability

AHS is committed to student literacy and strongly believes that literacy begins at birth. The SRLC grant will provide means to cement our school's focus on literacy by providing 1:1 student computers in our ninth grade; an assessment protocol that is crucial for identifying our struggling literacy learners and designing appropriate interventions for them; supporting our schoolwide STEM focus and disciplinary literacy; and implementing Tier 2, 3, and for programs to support our students ("The How," p. 34). Our system has committed to purchasing 1:1 computers to entering 9th graders beyond the first year of the grant. Additionally, local funds will support electronic replacement, where appropriate, of print resources.

The school system's Response to Intervention Coordinator and the Literacy Specialist will monitor implementation and resultant data. ("The How," p. 35). The school system has an assessment program with screening, diagnostic, and progress monitoring capability in place at the elementary and middle school level. Our school system has agreed to support this initiative in high schools as well, and the system Literacy Specialist will monitor its implementation. Additionally, the school system will develop a systemic formative assessment calendar based on local, state, and program guidelines, including a specific timeline for administration. ("The How", p. 35; "The What," p. 8). Each initiative requires professional learning, and the details of continuous professional learning for all school staff is clear in our literacy plan and SLRC application and based on school data ("The What," p.8-10; "The How" p. 22, 25-26, 31, 33).

Infrastructure upgrades at each school will be supported by our school system and will be ready to support the technology grant requests as new materials are implemented ("The How," p. 34, 36-37). The interactive projectors and digital camera projectors will be maintained by each

1

school's technology team. The system's Director of Technology is working with us diligently to make sure that all requested technology support materials can be maintained and supported by the technology department.

The school's literacy plan will be an ongoing, living document that provides the school improvement goals, objectives, and strategies for ensuring our students' literacy needs are met. Our commitment to literacy does not end when grant funds end; we are committed to our students' literacy growth and to a continuous cycle of improvement based on quality data analysis and targeted professional learning for new and veteran educators that supports literacy. Our school's focus is to develop our students' literacy, and we feel a moral obligation to ensure our students leave us equipped for the colleges and/or careers they choose. We will continue to support our students with research-based strategies through our continuous school literacy improvement process and fiscal accountability for the best use of federal, state, system, and local school funds. We will work with system and school community partners to help fund initiatives beyond the life of the SRLC grant.

If the SRLC grant is awarded, however, the greatest gain will be in building teacher capacity in leading literacy learning. Our teachers will know what students require to develop literacy; they will be aware of achievement gaps and will have learned what it takes to close those gaps in our student population. Teacher leaders will understand the use of data for instructional implications for literacy and lead data teams to ensure literacy learning for each AHS student. All AHS teachers will become more inventive in ensuring their students' disciplinary literacy. Even more, school and teacher leaders will collaborate with parents and community members to continue the engagement of all stakeholders in support of student literacy.

AHS Budget Summary

Budget Summary

The SRLC grant funds allow AHS to budget programs and initiatives that we need to close achievement gaps, develop professional learning for our teachers that equips them to serve the needs of students, and ensure that AHS students are prepared with the disciplinary literacy skills and strategies they need for college-and-career readiness. We have double-digit achievement gaps that must be closed, and we do not have the means to screen, diagnose, or progress monitor our students. If the SRLC grant is awarded, the funds will allow us to purchase technology, programs, and initiatives to assess all students and to support those who struggle in literacy learning. Budget items that need funding include the following:

- Curriculum, Instruction, and Assessment

  - A school-wide assessment process that provides screening, diagnostic, and progress monitoring capabilities
  - Benchmark and mid-term development and implementation for progress monitoring in each course
  - Computerized software to support identified targeted interventions for students' literacy needs
  - 21st Century Technology
  - High-interest, diverse texts with a STEM focus and supporting the CCGPS to be used across the curriculum
  - Textbooks that must have e-text capability
  - E-books that support CCGPS with a focus on literary and, especially, informational and authentic literacy texts

- RTI Support

  - Computer software for explicit Tier 2, 3, and 4 reading program
  - Progress monitoring protocol and program to evaluate effectiveness
  - Internet-based program or software for data collection, data storage, and data analysis

- Professional Learning provided in the following areas:

  - Use of purchased assessment process (screening, diagnosing, progress monitoring)

- o Use of data, data analysis, root cause analysis for instructional implications and to develop a universal design for learning
- o Full implementation of RTI with fidelity
- o Effective use of purchased Internet-based programs or software with ongoing vendor support
- o Best practices in literacy learning an disciplinary literacy
- o Teacher participation in the Reading Endorsement
- o Stipends/travel reimbursement and substitute teacher funds for teachers to attend SRCL grant and implementation training and vendor, system and school-level professional learning
- o Train-the-trainer professional learning to sustain initiatives and literacy processes beyond the end of the SRLC grant.

- Community Collaboration

  - o Community forums/workshops on reading theory and best practices for pre-school and adolescent literacy
  - o Training for mentors of AHS students in effective literacy strategies
  - o Reading training for Early Childhood Education interns who assist in the PreK class on the AHS campus

The SRLC grant can fund these items that AHS could not otherwise afford and make it possible for us to strengthen and enrich our students' abilities "to access, use, and produce multiple forms of media information and knowledge in all content areas at all grade levels" ("The Why," p. 31). Thus, we will equip our students to meet Georgia's goal for all students to "become self-sustaining, lifelong learners and contributors to their communities" ("The Why," p. 31). If we can do that, our students will send their own children to us better prepared, and our community will be all the better for it.

Budget Items	
Item	**Quantity**
21st Century Technology	TBD
Training and support for the Stem initiative	TBD
SRI assessment program (screener, diagnostic, progress monitoring capability)	1
e-books library and e-texts	TBD

print media	TBD
Read 180 reading program	# students TBD
Fusion reading program	# students TBD
System 44 reading program	# students TBD
parent resource room	TBD

Professional Learning	
Read 180	TBD by CO
Fusion	TBD by CO
RTI	TBD by CO
assessment program	TBD by CO
disciplinary literacy strategies	TBD by CO
effective vocabulary development strategies	TBD by CO
use of classroom technologies	TBD by CO
how to analyze data and use it to inform instruction	TBD by CO
Reading Endorsement	TBD by CO
gifted endorsement	TBD by CO
AP Institutes and workshops	TBD by CO
Training for ECE students in PreK internship	TBD by CO
community initiatives and workshops	TBD by CO
music literacy on site for new and expectant parents (including our students)	TBD by CO