School Profile

Created Tuesday, November 05, 2013

Page 1

School Information

School Information	District Name:	Fulton County
School Information	School or Center Name:	Banneker High School

Level of School

High (9-12)

Principal

Principal	Name:	Glynis Jordan
Principal	Position:	Principal
Principal	Phone:	770-969-3410
Principal	Email:	JordanGC@fultonschools.org

School contact information

(the persons with rights to work on the application)

School contact information	Name:	LaKeisha Griffith
School contact information	Position:	Assistant Principal
School contact information	Phone:	770-969-3410
School contact information	Email:	griffith@fultonschools.org

Grades represented in the building

example pre-k to 6

9-12

Number of Teachers in School

130

FTE Enrollment

1543

Grant Assurances

Created Wednesday, December 11, 2013

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

Preliminary Application Requirements

Created Tuesday, November 05, 2013

Page 1

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

SRCL General Information Packet-Cohort 3

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

- Yes

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

SRCL Scoring Rubric-Cohort 3

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

- I Agree

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

• Yes

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

• Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

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

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

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

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

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

        1. Disqualify the Applicant, or

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

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

b. **Employee Relationships**

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

        1. The names of all Subject Individuals who:

            a. Participated in preparation of proposals for award; or

            b. Are planned to be used during performance; or

            c. Are used during performance; and

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

        1. The award; or

        2. Their retention by the Applicant; and

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

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

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

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

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

III. Incorporation of Clauses

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
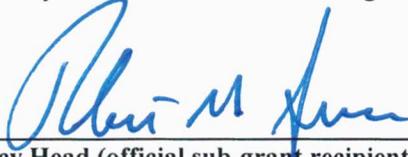
_____
Signature of Fiscal Agency Head (official sub-grant recipient)

Dr. Robert Avossa - Superintendent

_____
Typed Name of Fiscal Agency Head and Position Title

12/11/2013
_____
Date

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

Dr. Robert Avossa - Superintendent

_____
Typed Name of Applicant's Authorized Agency Head and Position Title

12/11/2013
_____
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)

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.

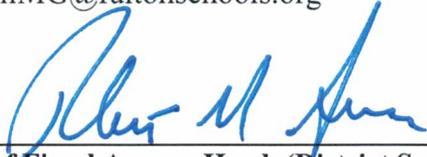Name of **Fiscal Agent's** Contact Person: Montreal Bell

Position/Title of Fiscal Agent's Contact Person: Coordinator - Early Childhood & Remedial Programs

Address: 786 Cleveland Ave., SW

City: Atlanta, GA   Zip: 30315

Telephone: 404-763-4574 Fax: 404-763-4577

E-mail: BellMG@fultonschools.org

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

Dr. Robert Avossa - Superintendent

_____
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

12/11/2013
_____
Date (required)

District Narrative

Brief History and Demographics: Fulton County Schools (FCS) is a large district both in terms of enrollment, more than 95,000 students, and in terms of geographic size, 78 miles from north to south. During the 2013-2014 school year, FCS students are attending classes in 96 traditional schools and 6 start-up charter schools. FCS is a diverse district both in terms of demographic and socio-economic enrollment. Its racial composition is 43% Black, 31% White, 14% Hispanic, 10% Asian, and 2% Multi-Racial. More than 46% of FCS students receive free and/or reduced-priced meals. Ten percent of FCS students are classified in special education, and seven percent are classified as having limited English proficiency. FCS is proud to be a recipient of the Striving Reader Comprehensive Literacy Grant award for Cohorts I and II. Our Pre-K Program, 12 elementary schools, 3 middle schools, and 3 high schools are benefiting from Striving Reader funding as they implement their literacy plans.

Current Priorities and Strategic Planning: Strategic Plan 2017: *Building Our Future* is the roadmap for how FCS aims to improve student achievement over the next five years. Three goals serve as the district's measure for long-term student success, i.e., students will graduate on time and be ready for college or the workforce: 1) Graduation Rate: 90% of Fulton students will graduate on time; 2) College Readiness: 85% of Fulton's seniors will be eligible for admission to a University System of Georgia college or university; and 3) Career Readiness: 100% of Fulton's graduates will be work-ready certified as measured by the ACT WorkKeys assessment.

Current Management Structure: FCS has restructured its operations to become Georgia's largest charter system. Through this innovative shared-governance framework, FCS is introducing new levels of flexibility to waive major aspects of state education law to implement district-wide and local school improvement strategies to meet the diverse needs of a growing

district. Recognizing the need to place more emphasis on supporting schools, our

superintendent, Dr. Robert Avossa, moved staff positions out of the central office and placed

them in four learning communities: South, Central, Northwest and Northeast. The learning

communities allow a decentralized approach to school management and provide schools the

opportunity to work more closely together and align resources. Each is managed by an area

superintendent and supported by an executive director and staff. Striving Reader schools will

take advantage of the flexibility provided to the district through its charter system status to

implement their innovative literacy plans.

Past Instructional Initiatives: FCS teachers have access to model lesson plans written by

district master teachers and the English/Language Arts (ELA) Department staff. The model units

demonstrate a balanced approach to the teaching of standards. Instructional plans outline the

standards addressed in each of the four nine-week units. Additionally, resources, strategies, and

balanced assessments accompany each unit of study. A comprehensive scope and sequence

outline the standards and elements for each semester of the school year.

Literacy Curriculum: The ELA curriculum is based on the Common Core Georgia Performance

Standards (CCGPS) which are implemented through the Continuous Achievement Model. The

goal of Continuous Achievement is to have all students challenged at their highest level. In this

model, the K-1 curriculum is written such that teachers can scaffold, compact, or expand the

curriculum depending upon student needs. In second semester 1st through 5th grade, students

are placed on-level, advanced or accelerated (a full year ahead). Depending upon the placement

level, the pacing depth and instructional level of the curriculum are varied in order to provide

students the necessary challenge or support. The middle school curriculum focuses on the

integration of vocabulary, literature, reading strategies, composition, oral language skills,

research and grammar. While refining writing process skills and grammar knowledge, students produce various kinds of papers and multimedia presentations. To prepare students to be college and career ready, high school students in ELA experience wide and deep reading of literature and literary nonfiction of steadily increasing sophistication in order to expand their literary and cultural knowledge. Students learn to evaluate intricate arguments and surmount the challenges posed by complex written materials independently and confidently. They also write and participate in a variety of conversations in which they assert and defend claims and show what they know about a subject using appropriate examples and evidence.

Literacy Assessments: In the fall of 2013, FCS began deploying a new literacy assessment, STAR Reading. This nationally normed, computer adaptive assessment is based on item response theory and is aligned to CCGPS. Data from these assessments will be used by teachers to make decisions about instruction and flexible grouping to ensure students receive the right instruction at the right level. Students will be screened at least three times per year; however, teachers can screen students more frequently for progress monitoring. Our Striving Reader Cohort I and II schools use DIBELS Next and Scholastic Reading Inventory (SRI) literacy assessments. Further, FCS uses benchmark assessments called Checkpoints which assess student mastery of CCGPS in a pre-test/post-test format per semester. Teachers and principals have easy access to Checkpoints data for formative instructional planning, as well as placement of students within the on-level, advanced or accelerated curriculum. FCS schools administer a writing assessment every nine weeks that focuses on the studied genre. A balanced assessment approach continues to be the assessment model for the district.

Need for a Striving Reader Project: For Cohort III, FCS strategically selected our Pre-K program, 8 elementary schools, 1 middle school, and 1 high school to help complete feeder

patterns from Cohorts I and II in the Central and South Learning Communities. With Cohort III

funding, Striving Reader schools can vertically align their literacy plans to improve student

achievement across the curriculum.

Georgia created a new accountability system called the College and Career Ready

Performance Index (CCRPI), which shows how schools are performing. FCS' baseline CCRPI

in 2012 was 85.7 (based on 100 points) versus the state's score of 83.4. The results vary

considerably among our targeted Cohort III schools and in most cases are dramatically below the

district and state averages.

	CCRPI	% students scoring at Meets or Exceeds on the English Language Arts CRCT	% students scoring at Meets or Exceeds on the Reading CRCT	% students scoring at Meets or Exceeds on the Grade Five Writing Assessment	% students in grade 3 achieving a Lexile measure equal to or greater than 650[*]	% students in grade 5 achieving a Lexile measure equal to or greater than 850[*]
State of GA	83.4	91.6	93.3	81.1	70.4	73
FCS District	85.7	93.4	94.7	87.9	79.6	82
Conley Hills ES	68.2	79.3	80.7	84.1	44.6	45.2
Feldwood ES	80.3	91.5	90.4	82.4	59.6	59
Gullatt ES	65.5	88.8	88.2	96.7	45.6	52.4
Hapeville ES	70.6	85.8	87.6	84.6	41.2	46.8
Harriet Tubman ES	64.4	84.9	86	82.4	55.2	69.5
Liberty Point ES	64.3	89.4	89.8	76.9	69	56.4
Parklane ES	64	81.1	84	79.7	38.5	60.4
Seaborn Lee ES	74.3	90	89.5	87.8	39.1	71.4
Woodland MS	72.8	92.4	93.8	84.1**	79.1**	

* Adjusted Performance Indicator
**For Woodland MS, the CCRPI measures the 8th grade Writing Assessment and a Lexile measure of 1050.

	CCRPI	% students scoring at Meets or Exceeds on the Ninth Grade Literature EOCT	% students scoring at Meets or Exceeds on the American Literature EOCT
Banneker HS	47	66.7	74.3

Source: Georgia Department of Education 2012 College and Career Ready Performance Index (CCRPI)

A Striving Reader grant award will help Cohort III schools address their literacy challenges and improve their CCRPI scores.

District Management Plan and Key Personnel

The FCS management team has extensive experience implementing large, complex grant programs and will implement Striving Reader Cohort III performance plans on time and within budget.

Grant Implementation: Upon grant award, FCS will require Cohort III principals to attend a technical assistance session to provide guidance on creating performance plans and budgets aligned with their literacy plans. Assessment training, budget processes, and grant monitoring will be discussed. Lessons learned and best practices from Cohort I and II principals will be shared. Each summer, Striving Reader schools will be required to participate in professional development workshops provided by the Georgia Department of Education (GaDOE).

Grant Operations: The following individuals are accountable for the Striving Reader grant portfolio:

Dr. Robert Avossa – Superintendent (0.025 FTE) – will be ultimately responsible for grant implementation, will keep the Fulton County Board of Education briefed on grant results, and will allocate the necessary resources to ensure fidelity of implementation.

Dr. Scott Muri – Deputy Superintendent Academics (0.05 FTE) will provide strategic oversight for grant implementation. Dr. Muri reports directly to the Superintendent.

Amy Barger – Assistant Superintendent (0.10 FTE) will be accountable for the Striving Reader grant and will supervise the Striving Reader Project Manager to integrate proposed strategies and supports with other system processes to ensure alignment to the district's strategic plan.

Dr. Donald Fennoy and Karen Cox – Area Superintendents (0.10 FTE) will ensure vertical alignment of curriculum and professional learning across Striving Reader schools. As members of the FCS Executive Leadership team, they will communicate best practices to schools across the district to support sustainability of Striving Reader strategies. The Learning Communities have program specialists in each content and specialty area who provide additional support to schools.

Montreal Bell – Striving Reader Project Manager (.50 FTE) will coordinate the Striving Reader program and will manage the grant budget. Ms. Bell will serve as a bridge among the schools and the functional areas involved. Ms. Bell also coordinates the district's Pre-K Program. She has extensive experience managing complex grants, involving multiple partners and government agencies, with significant reporting requirements.

To Be Determined – Striving Reader Program Specialist (1.0 FTE) will report to Ms. Bell and will work with all Striving Reader schools to develop and implement literacy and performance plans, create budgets to support grant goals, monitor school inventories to insure state and federal compliance, provide professional learning resources, monitor grant implementation, and facilitate the assessment process.

District Commitment: As a recipient of Striving Reader Cohorts I and II, FCS understands the importance of a strong governance structure for grant management. Currently, we are managing a Striving Reader portfolio of 18 schools and the Pre-K program. The district held multiple meetings to assist Cohort III schools with grant development. On September 19, 2013, Ms. Bell convened interested principals to discuss the Striving Reader grant and how to create school literacy plans. She invited principals from Cohorts I and II to share lessons learned and best practices. On September 26, Cohort III schools met with Julie Morrill, the GaDOE program lead, to discuss the grant requirements in greater detail. Further, Ms. Bell facilitated the grant development process by providing central office resources to targeted schools to consult on their literacy plans. FCS has the capacity to effectively manage Cohort III grantees.

Experience of the Applicant

Fulton County Schools (FCS) has a strong track record effectively implementing large, competitive grants at the federal, state, and private foundation level and sustaining results over time. The table below summarizes large grants awarded over the last few years.

Grant	Funder	Award Year	Funded Amount
School Improvement Grant	Georgia Department of Education	2013	$3.4M
ABC Framework for Dropout Prevention	Wilbur and Hilda Glenn Family Foundation	2013	$500K
Striving Reader Comprehensive Literacy Cohort II	Georgia Department of Education	2013	$3.2M
Striving Reader Comprehensive Literacy Cohort I	Georgia Department of Education	2012	$4.5M
Innovation Fund	Governor's Office of Student Achievement	2012	$640K
Readiness & Emergency Management for Schools	U.S. Department of Education	2009	$608K
Strategic Data Project	The Center for Education Policy Research at Harvard University	2009	$500K
Smaller Learning Communities	U.S. Department of Education	2008	$5.2M
Teaching American History	U.S. Department of Education	2008	$990K

Capacity: FCS has rigorous internal controls that ensure funds are properly used to achieve intended results. We have not received any audit findings on grant-funded programs. FCS has extensive experience working across departments and schools as well as with external partners to achieve grant goals. We are committed to Striving Reader and value the opportunity to provide high-quality literacy supports to targeted schools. Dr. Robert Avossa, the superintendent, has made this initiative a district priority. The district has assigned a Striving Reader grant manager, Ms. Montreal Bell, and a Program Specialist to coordinate with all 18 Cohort I and II schools and the Pre-K program. By staffing an additional resource at the district level, FCS will have the capacity to implement Cohort III Striving Reader school performance plans with fidelity.

Sustainability: On July 1, 2012, Fulton County Schools became the largest charter system in the state of Georgia. School Governance Councils are being created at each school whose

responsibilities include developing comprehensive strategic plans and proposing resource allocation and instructional innovations to address student needs. The ultimate value of the School Governance Council system lies in the vision of its members and the innovation such Councils will bring to our schools. The Councils will help Striving Reader schools sustain innovations beyond the grant period by providing a transparent governance structure coupled with a fiscal management process to reallocate resources locally based on data.

Internally-funded Initiatives: FCS has developed and implemented numerous education programs aligned to our strategic plan designed to increase student achievement using general operating funds without the support of outside funding. These programs attend to the delivery of student-focused instruction and continuous improvement. Two examples are cited below: 1) As part of our charter system, the district leveraged general operating funds to create the Charter System School Governance Department and staffed six positions to provide strong school support of our governance and flexibility programs. 2) In August 2013, FCS launched FultonConnect, an integrated instructional management technology tool for all 7,000 Fulton teachers providing them access to online lesson planning, curriculum, assessments, Response to Intervention monitoring, Individualized Education Program management, and student data dashboards.

   FCS staff and faculty have the capacity and expertise to successfully implement large, complex grant-funded programs like Striving Reader and sustain them after the grant period.

School Narrative

Benjamin Banneker High School is a Title I school, located in College Park, Georgia. The school opened in fall 1988 as a result of the merger of M.D. Collins and Feldwood High Schools. At Banneker High School our students are always reminded to "AIM High". Attitude, Integrity and Motivation are the core character traits that our faculty and staff target on a daily basis. Understanding that the school house is not a place where teachers come to work, but a place where children come to learn, we aim to actively engage parents, community /business leaders and staff in the holistic education of our students. Collectively we have embraced the District's strategic goals outlined in the Building Our Future 2017 Strategic Plan.:

- **Graduation Rate** – 90% of Fulton students will graduate on time
- **College Readiness** – 85% of Fulton's seniors will be eligible for admission to a University System of Georgia college or university
- **Career Readiness** – 100% of Fulton's graduates will be work-ready certified

Using the District's goals as a guiding compass, we have taken steps to strategically align our capital and personnel resources to meet the profound and evolving needs of our students. Our targeted efforts to increase our graduation rate include:

- Implementing a Response to Intervention (RtI) period/ seminar session into the master schedule. This allows students to get targeted needs-based assistance during the school day.

- Our current partnership with the Princeton Review provides students the opportunity to attend test preparation sessions with Princeton Review staff. This allows students to access SAT services and take practice tests. The desired result is higher performance on SAT exams, and a greater likelihood of college acceptance.

- We are adding additional career pathways to our career program to include areas such as cosmetology, and other trade skills.

In August of 2012, the newly designed Banneker High School opened its doors. Ninety-eight percent of our student population is African-American. Banneker also serves as the District Special Education center. This designation requires us to accept students with major disabilities; 23% of our student population has been identified as Students with

Disabilities (SWD). Our primary feeder schools are Camp Creek and McNair Middle Schools. McNair Middle School was the recipient of cohort two Striving Readers Comprehensive Literacy Grant (SRCL). Feldwood Elementary which feeds into McNair Middle School was also awarded funding in cohort two of the SRCL grant. We believe that should Banneker receive an SRCL grant as a part of cohort three, we would be well-positioned to continue the work started by our feeder schools.

Banneker's 2012-2013 mobility rate was 29%. Contributing factors include socio-economic status; access to income based housing and access to transit services. Ninety-seven percent of our students qualify for free or reduced lunch. Banneker's homeless rate is 17%. The compilation of homelessness, a highly transient population and the socio-economic status of our students requires that we take deliberate actions to promote and sustain student literacy. Due to the instability of our student population, district personnel allocation has been severely impacted. As a result, Banneker has experienced collapsing classes, and high teacher turnover- leading to the need for complete scheduling overhauls.

One of the most alarming trends we hope to address through our literacy initiative is the cohort graduation rate. The 2012-2013 graduation rate for Banneker was 43%. Far too many of our students are failing to successfully matriculate through Banneker. We recognize the external factors that contribute to this trend, and acknowledge the need to take strategic steps to address the academic needs of our students.

Administrative and Teacher Leadership Team

Mrs. Glynis Jordan was appointed Principal of Banneker High School by the Fulton County Board of Education in June of 2013. This appointment made her the first female Principal in the history of Benjamin Banneker High School. Mrs. Jordan's progressive and innovative approaches to teaching and learning have provided a sense of renewal for the community and school. Principal Jordan was rigorously scouted, as her prior record of "school turn around" and achievement made her the ideal candidate to lead Banneker High School.

Prior to coming to Fulton County Schools, Ms. Jordan's innovative strategic edge, and unwavering focus on the success of the total student led to multiple successes and achievements for high schools in Prince George's County, Maryland and one high school in DeKalb County, Georgia.

Ms. Jordan brings with her to Banneker High School an extensive range of educational experience. Ms. Jordan holds a bachelor's degree in English/Speech Communication and Secondary Education from Norfolk State University, a master's degree in Curriculum, Instruction, and Assessment from Regent University, and is currently a doctoral student in Curriculum, Instruction, and Assessment at Walden University. She has taught at the middle and high school level, served as department chairperson, coordinator, curriculum writer, and leadership consultant.

Prior to Mrs. Jordan's arrival at Benjamin Banneker High School, Mr. William Bradley was principal for five years. Under his leadership, the school was awarded a grant from the Department of Education for developing Smaller Learning Communities.

Through a practice of distributive leadership, Mrs. Jordan has allowed current and aspiring leaders the opportunity to have direct input into the functionality of the school. The school's Leadership Team is comprised of departmental chairpersons, the administrative team, and our Media Specialist. Current efforts are underway to create a comprehensive literacy program with a focus on strengthening known deficiencies which exist with our incoming freshman class. Personnel decisions are being made with the goal of aligning the strengths of our teachers with the needs of our students.

Teacher Retention

Teacher turnover has ranged from 15% to nearly 20% over the past two school years. Based on our student achievement data, we know that poor teacher retention results in lower student achievement. A priority for our new principal and the administrative team is to address teacher retention and the number of certified teachers who are resigning and transferring. To help build and promote highly effective teachers, Ms. Jordan has developed a Leadership Cohort. The objective is to help build, sustain and promote talented teachers within the building.

Past Instructional Initiatives

Prior to the adoption of Common Core State Standards, both Georgia Performance Standards and Quality Core Curriculum were used to guide the instructional focus. The resulting was that literacy was taught in isolation.

Current Instructional Initiatives

- Princeton Review SAT Preparation

- Operation Intersession

- Science Technology Engineering and Math (STEM)

- Flexible Learning Program (FLP)

- Pearson Staff Development

- Summer Bridge

- Saturday Advance Placement (AP) Seminars

Need for a Striving Readers Grant

This grant would allow Banneker High School to "AIM High", by enabling the school to lay the groundwork for increasing student literacy and helping to position our students to be successful within and beyond the walls of Banneker High School. Banneker's success will ultimately help the district achieve its strategic goals. Allocation of grant funds to Banneker High school will allow us to build a sustainable environment of student literacy where students become life-long readers!

Literacy Plan

Building Block 1. Engaged Leadership
A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school

Effective leadership is essential for successful implementation of a comprehensive literacy program. Leadership goes beyond the principal and is dependent upon the collective body of the organization, including school- and district-level staff, such as instructional coaches and a literacy leadership team. When established and cultivated, this form of collaborative leadership brings about a set of common values and beliefs – a complete systems view – that will guide instructional improvements over time. Along with instructional changes must come infrastructural modifications, such as those that extend time for literacy instruction and establish teacher teams to discuss teaching and learning.

As recognized in "The Why" document , Banneker is committed to literacy based on the following:

- One in four students in grades four through twelve was a struggling reader in 2005, and fewer than one-third of public school 8th graders read at or above grade level (Perie, Grigg, & Donahue, 2005).
- Sixty-nine percent of 8th grade students fall below the proficient level in their ability to comprehend the meaning of text at grade level (Lee, Griggs, & Donahue, 2007; NAEP, 2007).
- 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 (Kamil et al., 2008).

Banneker's school leadership team is comprised of administrators, as well as departmental chairpersons, Lead Teachers for Special Education, the Media Specialist, and the Head counselor. The team shares a unified vision of providing a comprehensive literacy program grounded in best practices and works collaboratively to help design implement and sustain school improvement efforts. Utilizing a "data first" approach and the results of the Needs Assessment, Principal Jordan has a made comprehensive literary reform a priority for Banneker. Mrs. Jordan's commitment to learn about and

support literacy instruction is demonstrated through:

- Participation in state-sponsored Webinars and face-to-face sessions to garner in-depth knowledge regarding smooth transitions to Common Core Georgia Performance Standards (CCGPS).
- Participation in professional learning in literacy leadership in order to support classroom instruction.
- Providing time and support for staff to participate in job-embedded professional learning (including coaching, peer-mentoring, grade-level meetings focused on student work, etc.).
- Scheduling regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices.
- Providing an open forum to discuss strengths and weaknesses noted during classroom observations.
- Conducting walkthroughs on a frequent basis and provides support and feedback on lesson plans and observable behaviors.
- Studying research-based strategies and resources for literacy instruction.
- Participating in literacy instruction with the faculty and other administrative team members.
- Conducting weekly administrative team meetings to discuss academic concerns and review observation feedback.
- Providing structured Professional Development during collaborative planning to engage in literacy development.
- Working to craft a modified block schedule with designated time for literacy and teacher collaboration.

B. Action: Organize a Literacy Leadership Team

Banneker's Literacy Team is comprised of teachers including the Career, Technical, Agricultural Education (CTAE) departmental chairperson, Special Education Paraprofessional, Principal, Assistant Principal, Reading Coach, Data Support Specialist, Lead Teacher for Special Education (LTSE), and Media Specialist. The team operates under a collaborative system that supports effective teaching and

learning, and serves as liaison to the Banneker family by communicating academic needs to grade-level teams, as well as to other school committees. Current efforts are underway to attract other stakeholders to the team. To guide, support, and sustain the literacy team, a shared vision for the school and community has been created: "To create a shared responsibility with all stakeholders to provide a comprehensive model of literacy that promotes engaged, informed and conscious literary consumers." This mission aligns with both district and state literacy plans, and promotes life-long literacy. Additionally, Banneker's literacy team is currently developing policies and practices,(as noted in "The How" document) that:

- Provide an observation/evaluation tool that determines strengths and identifies needs for improvement in literary instruction.
- Determine what additional data may be needed to drive forward.
- Identify and prioritize students for targeted intervention or support.
- Allow stakeholders to make recommendations for literacy initiatives and/or goals.
- Develop digital and hard-copy resources that provide a listing of community resources for families.
- Provide professional learning and support for staff.
- Establish communication systems for sharing upcoming information and activities related to literacy.
- Use student achievement data to meet individual teacher needs, and re-assign staff to meet literacy goals as needed.
- Create an incentive system to recognize teachers.

The literacy team convenes monthly to support the implementation of the school's literacy plan. This plan will be essential in guiding instruction, monitoring progress, and assessing student growth. The team gathers and analyzes a wide-range of data such as formative assessments, summative assessments, benchmarks, standardized tests (End of Course Tests (EOCT), Georgia High School Graduation Test (GHSGT)) and community input. To ensure that the information discussed during the literacy team meetings is disseminated to all staff and faculty, there will be periodic faculty meetings, emails communication, and regular communication with departmental chairpersons.

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

Banneker is maximizing literacy instruction in the classroom by offering a modified 4x4 instructional block which guarantees students ninety minutes of literacy instruction, with additional literacy being infused throughout other content areas. As referenced in "The Why" document, *Reading Next* states that literacy instruction for adolescents should extend beyond a single language arts period and be integrated in subject area coursework. This extended time for literacy**,** anywhere from two to four hours, should occur in language arts and content-area classes. (Biancorosa & Snow, 2006, p. 20.)

Banneker is also implementing the following to ensure that staff time is utilized most efficiently:

- Ensuring that teams meet collaboratively for planning and examining student data and work.
- Identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction.
- Allowing staff members to share and redeliver professional learning.
- Evaluating the strengths of teachers to match them to student needs.
- Utilizing a standard assessment protocol to examine student work.
- Collaborating with team members through peer observations.
- Investigating and utilizing successful support services.

Administration has committed to ensure that interruptions to the academic environment are minimized, and that teachers have both planning and professional development built into their daily schedules. Every other day will be devoted to professional development and engagement sessions, with alternating days being used for teachers to collaboratively plan and discuss student progress.

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

To facilitate the transition to a school offering comprehensive literacy instruction, the literacy team has evaluated the current school culture and practices through the Needs Assessment process. The team also recognizes the need to continually re-evaluate the needs of both the teachers and the learners. To help build and sustain a culture where all teachers are responsible for literacy instruction,

the literacy team and administration will:

- Help connect students to the proper service providers in the community
- Plan for targeted, sustained professional development for the staff on literacy strategies and deep content knowledge
- Develop and maintain infrastructures to support literacy
- Maintain a clear focus on literacy instruction
- Include academic supports
- Establish a workgroup that focuses specifically on how learning supports are used
- Utilize all staff to support literacy instruction
- Use technology to assist in incorporating culturally and linguistically appropriate two-way communications with parents and stakeholders

E. Action: Optimize literacy instruction across all content areas

The commitment to optimize literacy instruction across all content areas is supported through the identification and utilization of research-based strategies and resources which support student learning and differentiated instruction. As noted in "The Why" document, integration of technology in reading, English language arts, mathematics, social studies, science, fine arts, CTAE, health, and physical education. Universities, the Partnership for 21st Century Schools, the National Council of Teachers of English, as well as content-area organizations, support the importance of technology in instruction (The Why, pg. 56).

The literacy team has committed to assisting Banneker staff in developing a universal and systematic procedure for teaching academic vocabulary in all subjects. Additionally, a plan to integrate literacy in all subjects as articulated in the CCGPS is in progress. The identification and utilization of a school-wide writing rubric and supports will be incorporated across content areas. Teachers are encouraged to integrate appropriate text comprehension strategies into all subject areas (i.e. self-questioning, summarizing, predicting, inferencing, graphic organizers). Expansion of differentiated literacy assignments, types of writing, and meaningful opportunities for students is also necessary to optimize literacy instruction. The literacy team also recognizes the need to optimize literacy through the use of family engagement activities and workshops.

Teachers will participate in professional learning on the following:

- Incorporating the use of literary texts in content areas

- Using informational text in English language arts classes

- Incorporating writing instruction (narrative, argument, and informational) in all subject areas

- Selecting text complexity that is appropriate to grade levels as required by CCGPS

- Selecting text complexity that is adjusted to the needs of individual students

- Instructing students in the following:
    - Conducting short research projects that use several sources
    - Identifying and navigating the text structures most common to a particular content area (e.g., social studies, cause and effect; science, problem/solution)
    - Supporting opinions with reasons and information
    - Determining author bias or point of view

Reading, writing, and effective communication in all content areas, also known as content literacy, provides a way for students to review what they have learned, organize their thinking, evaluate their understanding, connect their learning to life experiences, and demonstrate their knowledge through meaningful communications with real audiences. Moving from one subject area to the next, students must tap into entirely different sets of vocabulary, text structures and background knowledge. They must learn to write in many styles, applying a myriad of discipline-specific conventions and rules to match the purpose of the task.

Direct, explicit instruction – with special attention to vocabulary, reading comprehension, writing, and sharing ideas with others – is necessary to develop advanced skills to meet the demands of content mastery. Incorporating reading and writing in all content areas is not an add-on, but reflects a commitment to helping students achieve content mastery and become independent, lifelong thinkers and learners. Use of writing rubrics by teachers sets standard proficiency goals, while students' use helps them take responsibility for evaluating and improving their own writing.

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.

Banneker will work with its stakeholders in a collaborative manner to address literacy challenges. Parents and community partners will actively participate in helping develop and achieve literacy goals. Community members will be encouraged to volunteer and serve in the area of literacy and

academic support.

We will continue to foster partnerships as we attempt to promote life-long literacy. We plan to continue our relationship with the Fulton County Public Library. This program facilitates the acquisition of library cards for Banneker students and provides access to e-Campus (electronic support in all areas of learning). Banneker currently has established partnerships with Emory University's medical program to pair students with pre-med students to assist them in the transition from high school to college. Banneker is also currently working to build and extend relationships with Atlanta Metropolitan College and Atlanta Area Tech to offer students additional options and supports related to literacy and college preparedness.

We will pursue other partnerships including Woodruff Arts Center and Alliance Theater Artist –in-Resident programs, which provide notable artist support of both teacher and learner in addition to the resources of both institutions. Additionally, a partnership will be proposed between Banneker and the District's Teaching Museum South in an effort to support student learning. Additional partnerships will be developed with Kennesaw State University which will allow instructors to receive a reading endorsement after completing three Master's level courses focused on literacy education. Our partners, along with other stakeholders such as classroom teachers, grade level chairs, and parent teacher association members, will be invited to participate in development of our literacy programs. Such involvement will help us to maintain our literacy programs for years to come.

As noted in "The What" document, the literacy team will implement a network of learning supports within the community that targets student improvement via:
- Tutoring
- Mentoring
- Afterschool programming
- Resource accessibility
- On-line modules and supports

Building Block 2: Continuity of Instruction

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

In keeping with the research on motivation, the Literacy Team recommended the following to improve engagement and motivation (as prescribed in "The Why" document):

- Provide students with opportunities to make choices, particularly in what texts to read. This highlights the importance of having rich classroom libraries.
- Provide students with work that allows them to experience success, thus increasing their self-efficacy.
- Construct opportunities for students to work with peers.
- Incorporate technology into literacy through the use of e-readers, blogs, and social networking.

Banneker recognizes the role that each of the above activities play in ensuring the continuity and consistency of literacy across the curriculum.

Following administration of the teacher survey administered in October 2013 and referenced in the Needs Assessment, Banneker recognizes the need to implement cross-curricular teams to ensure standardized literacy instruction across all content areas. In order to ensure effective cross-curricular planning, teachers will need to be trained in data analysis and literacy practices as applicable to their specific content, as well as cross-curricular planning. Ms. Jordan will host a summer institute with select teachers to build cross-curricular planning into the curriculum prior to the start of the school year.   During this institute, units and assessments will be crafted and planned to address skills and projects that cross content areas.

Cross-disciplinary teams will also be established at the beginning of the 2014-2015 school year. Teams will be divided by content areas and will meet once a month. As outlined in the Georgia Department of Education's "Necessary Building Blocks for Literacy: "The What", the teams will adhere to the following guidelines:

- Cross-disciplinary teams will be focused on literacy instruction.

- Protocols, expectations, and team roles will be clearly articulated.

- Teams will schedule regular meetings for collaboration and examination of student data/work.

- Teams will understand and adhere to the components of the professional learning community model (www.allthingsplc.info).

- Teachers will generate specific, measureable, and cross-disciplinary student achievement goals which are aligned with grade-level expectations.

The literacy team has implemented the following protocols, extracted from "The How" document, to ensure the continuity of instruction across content areas:

- Meet in disciplinary teams, either physically or virtually, according to regularly established times for collaborative planning and examining student data/work.
- Prepare agendas and action summaries for all meetings.
- Use protocols to examine student work (e.g., Collaborative Assessment Conference, Consultancy, Tuning Protocol) from Looking at Student Work website (http://www. lasw.org/ index.html).
- Observe model lessons, organize materials, and practice effective instructional strategies using videos where possible.
- Plan and implement lessons that address the literacy needs of students.

- Utilize online options to provide ongoing professional learning to all teachers.
- Share professional learning online and at team and staff meetings.
- Collaborate using videotaping and online sharing options (i.e., YouTube) to conduct peer observations, share literacy expertise, etc.
- Showcase evidence of student learning success on the school or class websites and through blogs (e. g., writing assignments, improved test scores, awards or recognitions).
- Encourage teachers to share stories of success in the community and through school and teacher websites and blogs.

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

Currently, Banneker's literacy instruction is not guided by a systematic, comprehensive core program.

Teachers identified a need for professional development in cross-curricular reading strategies and writing instruction in the October 2013 teacher survey. To achieve a fully operational, comprehensive language arts core program across all content areas, Banneker will implement a series of professional development focused on cross-curricular planning and comprehensive literacy approach in ELA, and trans-disciplinary literacy strategies and writing across the curriculum.

In accordance with the GaDOE's guidelines in "Necessary Building Blocks for Literacy: 'The What,'" teachers will participate in professional learning on the following:

- Incorporating the use of literary texts in content areas.

- Using informational text in English language arts classes.

- Incorporating writing instruction (narrative, argument, and informational) in all subject areas.

- Selecting text complexity that is adjusted to the needs of individual students.

According to the student survey referenced in the Needs Assessment, a large percentage of students do not feel that they spend time reading in their content courses. The first year of the grant implementation will fund the opportunity for teachers to develop skills in the integration of literacy instruction. By year two, Banneker should be able to effectively integrate cross-curricular literacy instruction.

Additional professional development will be leveraged through the PD360 professional development suite with the assistance of the onsite PD360 coordinator. This valuable resource will enable on demand professional development for all staff anytime, anywhere.

According to research, teachers will be able to provide literacy instruction across the curriculum using the following strategies:

- Teachers will coach, model, co-teach, observe, and give feedback to fellow teachers using videos and social media where possible on the use of literacy strategies in the classroom.

- Teachers will use a school-wide, commonly adopted writing rubric that is aligned with the

CCGPS to set clear expectations and goals for performance.

- All types of literacy will be infused into all content areas throughout the day.

In order to ensure application of professional learning strategies, administrators will monitor teacher effectiveness through walk-throughs and classroom observations in accordance with the Teacher Keys Effectiveness System (TKES).

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

Banneker will work with its stakeholders in a collaborative manner to address literacy challenges.

Banneker's Literacy Team is considering various models of "wrap-around" services including Communities in Schools and Future Foundations. More specifically, the team is developing avenues of communications which will foster and promote relationships with key personnel in out-of-school organizations. The literacy team proposes to:

- Solicit donations from local book stores and local authors.
- Develop a homework helpline and/or blog staffed by volunteer teachers and community leaders.
- Develop partnership with local restaurants to offer community based reading supports.

Banneker recognizes the need to collaborate with the community, and will work on creating and maintaining relationships with the community to help ensure our literacy efforts are supported and sustained long after grant funding expires. Banneker is looking to establish partnerships with local arts centers, as well as theatrical companies to help bring reading to life for our students and families.

Building Block 3. Ongoing formative and summative assessments

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

A comprehensive assessment system is a critical element of an effective plan for improving literacy instruction in late elementary, middle, and high school. Key to meeting this goal is accurate, timely assessment that allows the teacher to differentiate instruction according to individual students' needs. For example, struggling readers are unlikely to profit from instruction that assumes skill mastery that has not been attained. Similarly, strong students will not achieve higher levels of literacy skills without appropriate challenges. Creating an effective plan necessitates reviewing and updating current assessment practices to ensure multiple forms of data collection. The resulting effect of these actions was creating an assessment protocol. To that end, informed decisions need to be made about what measures to use and in what combinations (Brookhart, 2009). It is necessary to examine both summative and formative assessments to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment. The literacy team endorses the findings which suggest that educators must be able to:

- Identify students' strengths and weaknesses.
- Determine if fundamental content-based literacy skills are lacking.
- Establish learning goals for students based on the Georgia Performance Standards (CCGPS by 2014).
- Match instruction to learning through effective instructional design supporting literacy performance standards.
- Evaluate effectiveness of the instruction in meeting the goals for the student.
- Monitor student progress toward goals and set new goals.

"The Why" document state that having the "right" assessments in place is only one element of an effective literacy assessment plan (McEwan, 2007; Phillips, 2005; Torgesen, Houston, Rissman, Decker, Roberts, Vaughn, Wexler, Francis, & Rivera et al., 2007). Data must be easily accessible to school personnel in order for it to drive decision making. Teachers at Banneker must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision-making to occur.

In accordance with the Georgia Department of Education recommendation, the formation of a data team is a necessary component of our literacy efforts. This team will be responsible for analyzing

achievement and discipline data from all formative and summative measures. This team leads the work of using district and school performance norms to set criteria for expected growth and the identification of scientifically-based interventions needed to support students. Participants will include the principal, grade level/content area representatives, counselors, and school psychologist.

Banneker has committed to the implementation and utilization of Scholastic Reading Inventory (SRI) as the primary literacy assessment tool. The administration is equally committed to ensuring that the technological components are supported and sustained during and after grant funding expires. Through a school-wide assessment protocol, assessments will be administered as prescribed:

- Beginning of the year: a screening helps determine the level of intervention needed to assist individual students; an informal diagnostic assessment helps the educator plan and focus on various interventions.
- Throughout the year: with new information from each assessment, the educator is able to provide a continual cycle for student improvement. We will also be able to target professional learning based on assessment data.
- End of the year: summative assessments provide information regarding grade level expectations. In Georgia, the CRCT, the GHSGT, and the EOCT assess the Georgia Performance Standards of certain content areas. (Torgesen & Miller, 2009, p. 16).

Ongoing professional development and support will be provided for teachers. In addition, the grant manager will schedule, and administer all literacy benchmark assessments. Work completed during the summer will permit creation of common assessments and targets. Summer Bridge participants will also be administered pre- and post-SRI assessments. As indicated in the assessment data analysis plan, teachers will meet collaboratively to disaggregate the data from the assessments and devise next steps and student grouping.

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

Research tells us that a universal screener is a general outcome measure used to identify underperforming students and to determine the rate of increase for the district, school, classroom, and student in reading and math. A universal screener will not identify why students are underperforming; that is, it will not identify specific skill weaknesses. Rather it will identify which students are not at

the expected performance criteria for a given grade level in reading and mathematics. One less frequently mentioned reason for the use of universal screeners is that they may allow administrators to detect patterns of achievement during the school year to provide additional support to particular teachers or classrooms. The key feature in a screening measure is the accuracy in classifying a student as "at risk" or "not at risk" (GaDOE, 2010, p. 100).

Banneker has committed to the implementation and utilization of Scholastic Reading Inventory (SRI) as the primary literacy assessment tool. SRI is a program that utilizes a universal screening process to drive progress monitoring, mastery of state standards, as well as differentiated instruction. It serves as a major tool in the RTI and Student Support Team (SST) process. The assessment is administered three times throughout the school year to show student growth. At the end of each screening window, teachers conduct data conversations. Data, intervention and remediation strategies are shared, along with extension activities for students that are at/above benchmark.

Teachers and the administrative team utilize various types of data from these assessments to drive instruction. The screening reports identify students that are at/above benchmark, on watch, intervention, urgent intervention and who haven't tested. Teachers will use this data to provide remediation and to plan for future lessons. Students who may benefit from acceleration and extension as demonstrated by assessments will receive the appropriate instruction.

Student progress monitoring reports are also utilized. These reports graph an individual's progress towards a goal. It also coincides with the instructional planning reports, which provides a list of recommended skills for class or group instruction based on the most recent assessment. The results of each assessment will be provided to parents via U.S postal service, and opportunities offered for parents to come to the school and receive direct feedback regarding their child's performance.

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

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

developing the infrastructure necessary to make the first two possible.

Classroom-level recommendations:

- Make data part of an ongoing cycle of instructional improvement
- Teach students to examine their own data and set learning goals

Administrative recommendations:

- Establish a clear vision for school-wide data use
- Provide supports that foster a data-driven culture within the school
- Develop and maintain a district-wide data system

Banneker respects and values these recommendations and has integrated them into our literacy plan. Teachers have received initial training on the Longitudinal Data System (LDS), and will continue to receive training and support in utilizing data housed in this state-wide data collection tool. To create a literacy rich culture, Banneker must make data collection and analysis an integral part of not only teaching, but learning as well.

The initial screener will be integral in planning and the student's placement in the RTI process. Incoming ninth grade students who have been "socially promoted" will be screened during the Summer Bridge session and once again at the end of the program. Students identified during the summer as less than proficient based on the screener and CRCT scores will get priority placement into remediation options for the school year. Assessment data will be used to create a personal reading list for each student which conforms to the identified lexile level, while also strategically tapping into the zone of proximal development for all students.

A commitment to student achievement and fidelity to the assessment protocol is essential to using data to drive instructional practices. Teachers and administrators must become engaged in critical conversations relative to diagnostic results. The utilization of assessments must be used to engage students in meaningful needs based best practices. To aid in the assessment protocol, teachers will utilize a ranking system to place students in the most appropriate Tier of Intervention. Teachers will create ranking systems based on:

- Teacher strengths: Our strongest teachers, as identified through TKES, will be paired with students identified as below proficiency. These teachers will be supported, and recognized for their efforts to remediate these students.

- Student weaknesses: Disaggregation of data by domain and lexile will be used to help restructure needs, and evaluate placement.

- Scheduling options: Students will be considered for a variety of scheduling options to optimize literacy instruction, and minimize deficiency. Diagnostic results will be used for initial Seminar/RTI placement. Administration is looking at implementing an additional reading support class, and/or augmented schedule to "postpone" elective course until content mastery is achieved.

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

The literacy team has worked closely with administration to identify valid and reliable assessment models for summative evaluations. Improving on an identified weakness, the literacy team will work closely with staff over the summer to craft common assessments to be utilized to measure student literacy proficiency. The use of summative assessment data not only allows us to monitor student progress; but also, to look at grade level teams collectively and individually to identify common trends, and needs.

The disaggregation of summative assessments will provide insight into several factors including:

- Student growth
- Areas of strength
- Areas of weaknesses
- Reflective practices among teacher regarding what did and/or did not work.
- Standards which may require re-teaching
- Recommendation for future pacing and/or instruction

Summative assessment data will be used to celebrate student and teacher success; and identify areas for growth. The assessment protocol recognizes that teachers must be allowed and responsible for using summative assessment results to drive planning and lessons. Recognizing the dilemma un-

mastered content can cause on understanding new information will be vital to student achievement. Students who demonstrate prolonged deficiency will be eligible for a more individualized intervention either before or after school. Summative data will be used to pair students with access to a "personal" tutor and online access to the tutor for a specified period of time. This individualized approach allows students to build a more personal relationship with a model teacher, while also getting the added support needed to become proficient.

E. Action: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.)

A comprehensive assessment system is a critical element of an effective plan for improving literacy instruction. Key to meeting this goal is accurate, timely assessment that allows the teacher to differentiate instruction according to individual students' needs. In crafting our assessment protocol, the literacy team used the following questions to drive our initial discussion:

- What should students know, and how should they be able to use what they know?
- How well should students perform?
- What will we do to assess student performance?
- How well do students actually perform?
- What will we do to improve student performance?

Meyers and Rust stress the importance of helping teachers learn how to "assess their own work and its impact on their students" (2000, pg. 34). To be successful, school leaders need to engage in conversations with teachers, using assessment data to diagnose strengths as well as areas in which the teachers need to modify their instruction. In addition, providing the opportunity for teacher collaboration and discussion about practice, using assessment data as a springboard, has been a powerful tool for improvement. The data not only help teachers see specific areas of difficulty for each student, it also helps teachers and principals to pinpoint objectives that either need to be covered more thoroughly or taught in a different way. Teachers can then be given support—staff development, assistance from a master teacher, etc.—with either content or instructional approaches to improve their teaching (Cawelti and Protheroe, 2001).

While use of assessment data can help to identify students who are not mastering particular

objectives— or who are just generally below grade level—that knowledge is meaningless without providing support for these students. In their study of "high-performance districts," Cawelti and Protheroe found that a common characteristic was the districts' recognition of the need for:

instructional processes that enable teachers to accomplish three things on a daily and weekly basis: (1) organizing instruction to regularly administer interim assessments of skills taught before moving on to new material, (2) providing tutoring or extra help for those students who fail to master the skills taught and enrichment learning activities for those who have mastered the skills, (3) providing frequent practice throughout the year to ensure retention for students who have initially mastered the skills needed (2000, pg. 98).

Banneker has committed to using data to:

- Build a school profile to better understand the school's strengths and weaknesses;
- Develop intrinsic motivation through identifying a need for change;
- Create a focused direction for change accompanied by realistic goals; and
- Establish a baseline against which to measure progress and design a plan to evaluate programs or practices.

Banneker has adopted a "data first" approach to achieving student content mastery. We have aptly named this the Da3 approach (assess, address, attain). The premise is to assess student strengths and weaknesses through valid and reliable assessment models, address student needs through research based best practices, and provide authentic lessons which lead to attainment of the desired content. This approach is in its infancy at Banneker, and Striving Reader grant funds will help provide the needed Professional Development to sustain long-term teacher and student success under this framework.

Our Leadership Team has identified the need for consistent structured data analysis. Current master scheduling efforts will allow for content teams to meet collectively at least twice a week.   One planning day is set aside for Professional Development, with another day being exclusively designated as "D.A.T.E." or Data Analysis and Testing Efficacy. D.A.T.E. sessions will allow teachers to collaboratively review and analyze test data, create action steps based on data collected, and review upcoming benchmarks.   Creating an effective plan necessitates reviewing and updating current

assessment practices to ensure multiple forms of data collection.

Building Block 4. Best Practices in Literacy Instruction

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

Current research indicates that students learn when they are highly motivated in meaningful tasks. Motivation is greatly affected by the attitudes and actions of the educators themselves. Recognizing this and the changing needs of the 21st century, researchers have determined that reform of instruction and strategies is necessary.

All instructors at Banneker will receive professional development centered on three shifts in Literacy:

- Building knowledge through content-rich nonfiction
- Reading, writing and speaking grounded in evidence from text, both literary and informational
- Regular practice with complex text and its academic language

Instructors will also receive professional development in Fulton County's Comprehensive Literacy Approach which includes: the balanced literacy approach (read aloud/modeling, shared reading, guided and independent reading), writing and assessment. To supplement this training, instructors will garner a vast repertoire of instructional strategies through participation in staff development courses offered during the 2014-2015 school. Specific literacy strategies used by the instructors will include: close reading, academic vocabulary development, content specific vocabulary development, technology integration, identifying key ideas and details, analyzing text structure, concept mapping, note taking, scientific investigation, inquiry based strategies and explanatory and argumentative writing strategies.

The literacy team has identified the following best practices for implementation and inclusion at Banneker High School:

- Teachers provide explicit instruction, build word knowledge, and directly teach skills and strategies for word analysis (phonemic awareness, phonics, word recognition, structural analysis, context clues, and vocabulary).

- Teachers routinely monitor and assess the reading levels and progress of individual students. This ongoing evaluation directs and informs instruction.

- Teachers plan instruction considering three phases: before, during and after reading.

- Teachers routinely self-reflect and collaborate on instructional practices and student progress within school and/or district.

- Teachers facilitate conceptual knowledge of Georgia Common Core State Standards in English Language Arts.

- Students have opportunities for sustained reading (oral and/or silent) every day to increase fluency and vocabulary.

- Students have broad reading and writing experiences (multiple genre and styles). Reading to students at all grade levels is part of this broad experience.

- Students have opportunities to read at their instructional level every day.

- Students have extensive opportunities to read for a variety of purposes and to apply what is read every day. Discussion and writing are used by students to organize their thinking and they reflect on what they read for specific purposes.

- Students are taught and given opportunities to apply the following comprehension strategies for constructing meaning: making and confirming predictions, visualizing, summarizing, drawing inferences, making connections, and self-monitoring.

- Students are taught and given opportunities to use cognitive strategies to synthesize, analyze, evaluate and make applications to authentic situations.

- Reading and writing are integrated and used as tools to support learning in all curricular content areas.

- Literacy rich environments display words and print everywhere, provide opportunities and tools that engage students in reading and writing activities, and celebrate students' reading and writing efforts. Each classroom has an extensive collection of reading materials with a wide range of high-interest fiction and non-fiction books at developmentally appropriate reading levels which motivates and supports reading and writing. The room design supports whole group, small group and individual instruction.

- Families, communities, and schools collaborate to support literacy development of students at home and school.

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

Writing demands for the 21st century are increasing not only in schools but also in workplaces that demand effective communication skills. Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have writing components in their expectations for Georgia students. The implementation of strong writing programs is crucial to a literacy initiative. (The Why, pg. 45).

Reading, writing, and effective communication in all content areas provide a way for students to review what they have learned, organize their thinking, evaluate their understanding, connect their learning to life experiences, and demonstrate their knowledge through meaningful communications with real audiences. Moving from one subject area to the next, students must tap into different vocabularies, text structures, and background knowledge. They must learn to write in many styles,

applying a myriad of discipline-specific conventions and rules to match the purpose of the task.

Direct, explicit instruction – with special attention to vocabulary, reading comprehension, writing, and sharing ideas with others – is necessary to develop advanced skills to meet the demands of content mastery. Incorporating reading and writing in all content areas is not an add-on, but reflects a commitment to helping students achieve content mastery and become independent, lifelong thinkers and learners. Use of writing rubrics by teachers sets standard proficiency goals, while students' use helps them take responsibility for evaluating and improving their own writing. Comprehension strategies help students construct meaning from text. These strategies are instructional practices that combine reading, writing, and thinking with content. In addition, strategy use by students enables independent, strategic reading and writing processes.

Reading and writing are reciprocal processes – reading is decoding, writing encoding; they are explicitly connected in the day-to-day instruction of students. Writing activities are essential learning experiences and should be part of every teacher's routine instructional practice. Research shows that combined instruction in reading and writing leads to improvements in content retention and creation of meaning. The Southern Regional Education Board recommends three types of writing activities – *writing to learn*, *writing to demonstrate learning*, and *authentic writing* – to help students develop as writers.

Writing to Learn

The purpose of writing to learn is for students to capture and express thoughts, ideas, and questions about the content taught. When students are writing to learn, their attention focuses more on ideas than on "correctness." Writing to learn emphasizes what is said (new ideas and concepts), rather than how it is said (correct spelling, grammar, and usage). Often less structured and more informal, writing to learn can take forms such as journals, summaries, responses to oral or written questions, observation logs, learning logs, free writing, and notes.

Writing to Demonstrate Learning

When writing to demonstrate learning, students convey what they have learned, how they have synthesized information, and what new understandings they have constructed. The purpose is for students to show what they know about the content and to make their knowledge understandable to an

audience for a specific purpose. Some common examples of ways in which students can write to demonstrate learning include paragraphs, reports, constructed response and short-answer items, essays, and research assignments.

Authentic Writing

Authentic writing asks students to synthesize, analyze, or evaluate what they have learned in order to communicate with a wider audience, usually outside the classroom. It is written with a specific, authentic purpose with awareness of authentic readers, in real-world forms, such as short stories, letters, speeches, poems, editorials, articles, memoirs, brochures, reviews and digital storytelling. Students follow the steps of the writing process: prewriting, drafting, revising, editing, and publishing. The incorporation of authentic writing will be accomplished through the implementation and use of Document Based Questions (DBQ). DBQ's allow students to analyze and respond to primary resources. This dynamic resource allows teachers to seamlessly bridge history and historical content into the reading classroom without becoming immersed with decoding the entire historical context of varying points in history. Likewise, teachers of history are able to infuse reading and writing effectively into their content without becoming enamored with the technical jargon on the English classroom.

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

The amount that students read impacts their vocabulary, general knowledge, and spelling ability, as well as comprehension performance in all subject areas. Students in every classroom need access to a wide variety of relevant and motivating reading material on a broad range of topics that fits their diverse reading capabilities and interests. Students are motivated to learn when they encounter interesting, meaningful texts. In addition to textbooks, adolescents should have a choice of other content-related materials that have educational, cultural, social, and economic relevance for their lives. An extensive classroom library includes a variety of trade books, magazines, newspapers, technical materials, and various other types of print found in real-world contexts. Visual sources, including charts, graphs, the Internet, and other multimedia, are also engaging formats from which to learn.

Key considerations for providing students with diverse reading materials are:

Reading levels:

A classroom library includes reading material at the appropriate difficulty level for successful independent reading. High-interest, low-readability texts are necessary to engage students who are struggling with reading and to provide the daily practice required to improve reading outcomes (Biancarosa and Snow, 2006). For many years, a variety of American publishing companies have offered books that are written on a primary grade level, but treat themes and topics that are of interest to students of middle or high school age. An internet search with the terms high-interest, low-readability texts will lead to these resources, along with tips for motivating reluctant readers. Audio recordings and audio books are also made available to students, regardless of their reading levels.

Student interest and choice:

Research confirms that student motivation is a key factor in successful reading. Interest and background knowledge about a topic can provide the means to motivate students to read material that would otherwise be considered too difficult or above their reading levels. As support for this notion, Ganske and colleagues (2003) point out that interest fosters persistence and a desire to understand, while topic knowledge supports word identification and comprehension, drawing on what is already known. One of the reasons many struggling readers don't read is because they have little or no interest in the materials available for them to read (Guthrie, Wigfield, & Perencevich, 2004).

A wide range of engaging topics and leveled materials for self-selected reading should be available. Using a reading interest survey helps teachers determine the interests of students and the types of reading materials they prefer. Based on these data, teachers can make recommendations of books that are appealing and appropriate to students' independent reading levels. When the text builds on students' interests and knowledge, the combination of knowing a lot about the topic and being able to talk with others about it supports literacy. Teachers must also be committed to responding to the reading interests and needs of learners whose skills extend beyond grade level. Advanced readers have been found to enjoy:

- Nuanced language

- Multidimensional characters

- Playful thinking

- Unusual connections – finding patterns and parallels within and among books

- Abstractions and analogies

- A blend of fantasy and non-fiction

- Extraordinary quantities of information about a favorite topic

Accessibility:

It is insufficient to provide excellent sources of information if a student lacks the skills to decode and comprehend the text. Teachers need to customize teaching and learning materials for all students, including those who lack the skills to decode and comprehend the text. New technologies and media make it easier than ever to provide multiple alternatives for accessing a wide range of text and customizing teaching and learning. Drawing upon new knowledge of how the brain works, teachers can use flexible materials and media to maximize learning for every student.

Online tools enable teachers to create and share digital books that engage and support diverse learners. In addition, software with embedded supports, such as text-to-speech, multi-media glossaries, electronic dictionaries and encyclopedias, and language translation capability is available, many times at little to no cost.

To maintain student engagement and maintain interest in literacy, Banneker will implement the following literacy programs:

- Classroom Libraries – the team is helping to build classroom libraries across all content areas in collaboration with the media specialist. Resources have been limited; therefore, a Striving Reader grant will expedite the process to provide compelling books and magazines to each classroom. Our teachers will incorporate the materials across the curriculum.

- Banneker Beans Coffeehouse – the special needs department created a coffeehouse in the school in the media center that will serve as a community space for reading and enjoyment.

- Recommended Reading List – reading lists were created for student use over holiday and summer breaks. This effort will provide suggested reading guidance for our students.

- Book Club – throughout the year, students will meet for book club meetings in the media center during lunch and after school. This effort builds reading stamina and provides an

opportunity for students to collaborate and discuss various texts. It also provides students with the opportunity to practice speaking and listening skills which are key to literacy development.
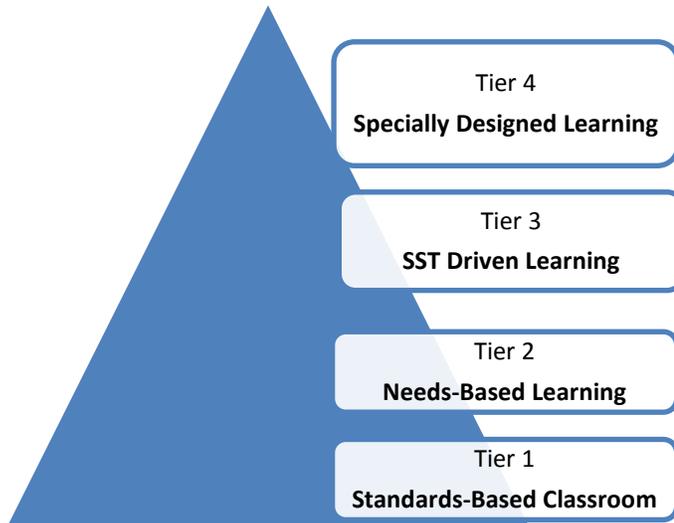
- RTI Seminars– a standards-based, data-driven support program will offer students additional support within the school day. Student placement in the program will be based on assessment results.

- Online Remediation –online resources for standards-based remediation for state tests.

- Summer Bridge – 48 hour instructional program in reading, writing and mathematics prior to the beginning of the ninth grade year. This program is designed for students who are at risk of academic failure in ninth grade. The program addresses academic deficits and provides literacy and numeracy academic support. In addition, the program offers support with time management, study skills, developing relationships, and coping skills that are necessary for success in high school.

- Media and Instructional Technology Instructor and Media Program – Banneker's METI plays a crucial role in designing 21st century learning lessons for Banneker's students and curates numerous digital literacy resources along with facilitating access to Banneker's print collection, which is extremely current and diverse with informational texts. He engages in instruction with all grade levels and collaborates with all departments to infuse inquiry based Reading Campaign- facilitated by reading posters of Student Government Association officers, administrators and teachers and student athletes placed strategically throughout the building to encourage reading.

- Reading Contest-Managed through an online reading program such as Accelerated Reading.

- School-Wide Reading Day- students will participate in a day of reading. The text will be selected by the students and lessons will be content specific and crafted during collaborative planning meetings.

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

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

School-wide reading screening measures are used to identify those students experiencing reading difficulties. Classroom content area assessments are administered periodically to determine whether students are making progress or need extra support. These assessments provide data to scaffold instruction delivered in flexible grouping (i.e., whole group, small group, partner and individual). Outcome assessments are administered to all students to determine growth/gain over time.

Banneker's unique population and designation as a Special Education Center severely impacts the RTI process and student interventions. In many aspects, Banneker's "Pyramid of Intervention" pictured below would appear inverted in opposition to the traditional "pyramid", as 23% of the student population has a current learning or behavior disability which warrants the issuance of an Individualized Education Plan (IEP) and Tier 3 interventions.

Tier 4
Specially Designed Learning

Tier 3
SST Driven Learning

Tier 2
Needs-Based Learning

Tier 1
Standards-Based Classroom

Less than ten percent of our student population is serviced through the gifted education delivery model.

The leadership team is working to craft succinct goals and objectives to decrease students' upward mobility in the intervention process. In our project goals and objectives, we set yearly growth targets in student achievement for our SWD population. Additional efforts are underway to develop a "Toolkit" of appropriate research based interventions to be used in the RTI process. The team has currently identified the following resources as leading sources of information to create our toolkit:

- Interventioncentral.org

- Rtinetwork.org

- Swsc.org

- Rti4success.org

The RTI team at Banneker is comprised of two Instructional Support Technicians (ISTs) and is led by an Academic Dean with over twenty years of education experience. The ISTs are specially trained in special education procedures, and ensure students are receiving proper services. Mrs. Moon-Foster serves as the RTI chairperson and ensures program compliance with district and state policies. Prior to a student being referred for RTI, the team meets with the teacher to review student data, and make preliminary recommendations to support both the teacher and student. Once committed to the RTI process, the team:

- Identifies the strategies and interventions to be used;

- Identifies the duration and location for interventions;

- Identifies the assessments to be used during monitoring;

- Creates a documentation log;

- Creates a graphing chart to submit data results.

Once all steps have been completed and the first intervention cycle complete, the team evaluates the effectiveness of the intervention and recommends additional interventions, which may include more time, additional assessments, or movement to the next Tier.

B. Action: Provide Tier 1 Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections 4. A & B)

Teachers differentiate instruction to meet the needs of individual students – including providing a variety of texts, using collaborative groups, and offering students choices in accessing curriculum and

demonstrating learning.

Differentiated instruction does not change what is taught - the essential skills and content remain steady; teachers are responsible for helping students reach proficiency standards in the adopted curriculum. Instead, differentiated instruction changes how the curriculum is presented to and accessed by students. Alternatives and supports are provided so that barriers are reduced to meet the challenges of diverse learners.

Standards-based learning environments which are implemented with fidelity are necessary to ensure all students have access to quality instruction. This fidelity of implementation ensures that 80-100% of students are successful in the general education classroom. All students participate in general education learning that includes:

- Universal screenings to target groups in need of specific instructional support
- Implementation of the CCGPS in standards-based classroom- learning describes effective instruction that should be happening in all classrooms for all students.
- Differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning
- Progress monitoring of learning through multiple formative assessments
- Tier 1 is applicable to instruction in the academic content areas as well as domains such as behavioral and social development.

Current data indicates a need to increase student written expression and comprehension of informational text. Targeting these areas will decrease the likelihood of student progression on the intervention model. Similarly data collected through observation suggest current teaching practices must be assessed, modified and in many cases eliminated, as they do not meet the needs of the learners. The continued focus on planning and support is essential in sustain literacy success. Professional learning and support must be allotted on:

- GA DOE resources for RTI
- Universal Screening
- Team Teaching
- School-wide understanding of assessment data and anticipated levels of mastery

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

Tier II refers to targeted research-based supplemental instruction that is provided in addition to core ELA instruction. This instruction is aimed at improving academic achievement of students who are reading below grade level in one or more critical areas, as determined by a review of statewide assessments and school-wide screening procedures. This double dosing of literacy instruction is necessary to help struggling students catch up to grade-level standards and reading levels, and is often the last chance for adolescents to gain the skills necessary for graduation, advanced learning opportunities, and career readiness.

Banneker has created a modified block schedule which builds RTI into a student's schedule. Moreover, students can receive Tier 2 and 3 interventions during the day from individuals with whom they have established relationships. The RTI period conforms to the additional reading instruction required by students in Tier 2. These classes follow intervention program recommendations for class size and are implemented with fidelity by a qualified professional. Currently we are looking at options such as flexibility and inclusion models which will not severely restrict class size. We have identified Georgia's Remedial Education Program (REP) as being the most viable and sustainable option for delivery of this model.

Progress monitoring for Tier 2 students is conducted frequently using an appropriate measure that is external to the intervention program being used. Current discussion and investigation is being conducted in identifying a program which will best suit the needs of our Tier 2 students.   Once a Tier 2 student meets the benchmark goal(s), the intervention will be discontinued, but progress will continue to be carefully monitored to ensure continuation of adequate growth. This model will require teachers to fully engage in differentiated activities and progress monitoring.

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

This level of intensive intervention is for a small percentage of students who have not responded adequately (based upon individual, pre-determined goals) to the instruction provided in Tier 1 and Tier 2. Tier 3 intervention is scheduled during the school day, and is in addition to core instruction. This tier usually includes students who have severe reading difficulties. Groups are kept small and the

intervention is implemented with fidelity by a trained professional. Diagnostic and weekly progress monitoring measures are utilized with this group of students to identify specific strengths and weaknesses and to check progress toward goals.

Banneker currently has several interrelated teachers on staff trained to deliver effective Tier 3 interventions and support general education teachers. The allocation of an Academic Dean who chairs the Student Support Team (SST) allows for dedicated informed personnel to be involved with the monitoring and support of the entire SST committee. The Academic Dean work hands on throughout the SST process, and schedules, conducts and evaluates the review meeting and determines the appropriate next steps. The team also includes two ISTs who are well versed in the process.

Tier 3 interventions are delivered through various models, and provide the Least Restrictive Environment for all students.   Students who fail to respond to intervention are referred to the designated case manager who reviews the data and makes recommendations based on the information obtained.   Currently, an electronic platform to manage, update and review data points is being identified. Protected time through the day will be utilized to deliver the needed interventions under the identified ratios.

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

Tier 4 is developed for students who need additional support and who meet eligibility criteria for special program placement, including gifted education and special education. For many students with disabilities, literacy begins with speech-language pathology services. Speech-Language Pathologists (SLP) assist teachers with "reading readiness." Collaboration between the SLP and the regular education teacher is an integral part of the success for special needs and "at-risk" students with language weaknesses.

Banneker's Continual Based Instructional (CBI) program allows students to gain access to the services and interventions required in Tier 4. Schedules ensure Least Restrictive Environments and case managers are assigned to ensure proper progress monitoring and support.

Building Block 6. Improved Instruction through Professional Learning

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

Professional development that improves teaching (for both pre-service and in-service teachers) is based on understanding the principles and practices of effective professional learning. The design of effective professional development in literacy instruction also takes into account a general framework for the context (the learning environment), the content (the what), and the process (the how) as key considerations.

Banneker has worked closely with Teach for America and Georgia Teacher Alternative Preparation Program to engage preservice teachers and new teachers in effective instructional practices. Preservice teachers are assigned mentors to assist them in understand and implementing best practices in effective instruction.

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

Teacher involvement in the planning and design of professional development greatly increases the level of buy-in and commitment to the plan. Teachers and key stakeholders (including university staff) work together to determine needs, decide on a course of action, and implement and support a plan that leads to improved teaching and learning (Guskey and Huberman, 1995). Adult learners have preferences that make them different from other learners. This is especially true for teachers seeking professional development. Our focus on high-quality professional learning environments which make learning relevant for teachers has allowed us to identify various modes for delivery such as:

- Web-based

- Face-to-face

- Online

- Text-supported

 The literacy team recognizes the importance of additional methods – book studies, action research,

data analysis, collaborative planning, reflective questioning, model lessons, peer dialogues, journaling, and conferencing (Fogarty and Pete, 2010). Regularly scheduled team meetings are necessary for staff to share knowledge, plan literacy-rich lessons in their content area, reflect on their work, analyze data, and explore new literacy practices. Research shows that staffs who engage in collaborative professional learning feel confident and well prepared to meet the demands of teaching (Holloway, 2003). Moreover, teachers who collaborate with peers become interested in and learn from each other's practices. Technologies, such as blogs, Wikis, video conferencing, Skype, iPads, Google Docs, etc., also allow school staff to share and collaborate in real time. These technologies have all become a part of Banneker "Teacher Tool Kit".

Banneker has drafted a balanced professional development calendar which addresses the following focus areas identified in the Needs Assessment: RTI; data analysis; differentiation; and reading strategies. Sessions will be offered over the summer, during workdays and common planning periods, after school and during pre-planning days. All professional development sessions will be evaluated through participant surveys, artifacts collections (demonstrated use) and on-line usage reports when available. The most effective evaluation will come via student results through implementation. Ongoing opportunities to access PD360 and building personnel will also be a vital part to sustain our professional learning needs.

Needs Assessment, Concerns, and Root Cause Analysis

Needs Assessment Process

Banneker High School assembled an interdisciplinary Literacy Team, comprised of the Career, Technical and Agricultural Education (CTAE) departmental chairperson, Special Education Paraprofessional, Principal, Assistant Principal, Reading Coach, Data Support Specialist, Lead Teacher for Special Education, and Media Specialist. The team reviewed the Georgia Literacy Plan Needs Assessment and the Title One School Improvement Plan; administered surveys to parents, students and teachers; and analyzed student assessment data to determine the school's strengths and weaknesses.

Surveys

Teachers were asked to complete an anonymous online survey which included questions regarding the six building blocks of the Georgia Literacy Plan Needs Assessment. Teachers were also asked to identify professional development needs. Administration devoted one faculty meeting to openly discuss and identify concerns and possible root causes for student literacy deficiencies.

Student surveys were administered during English classes and gauged perception of literacy instruction. These surveys also allowed us to collect information regarding student literacy practices.

Parent surveys were administered during Title One meetings and online via the school's website.

Of the 136 surveys provided to staff members; 62 surveys were successfully completed and submitted. The participation rate by staff reflects a 45% participation rate. The participation rate for the online surveys is reflective of the current culture. Survey results highlighted professional development in the area of differentiated instruction as the most critical component to address student literacy needs.

Two-hundred and thirty-six surveys were collected from 11th and 12th grade students. . Seventy-six percent of students surveyed did not believe literacy was reinforced in other content areas, while 95% believed that literacy was a required component for all content areas. Only 23% of the students reported reading for pleasure.

Parent surveys were administered to identify parent literacy needs and home-school reading connections. Only 43 surveys were collected from parents. This submission rate is indicative of the parent engagement currently experienced in the Banneker community. Eighty-three percent of the parents surveyed believed the school could do more to inform parent of student literacy needs. None of the parents surveyed had knowledge of their child's lexile level, and/or what it represents.

Assessment Data

The literacy team analyzed the following student assessment data to identify needs, concerns and root causes of student reading deficits:

- CRCT Results
- Georgia Writing Assessment Results for current 9th grade students
- Georgia High School Writing Test (GHSWT) Results
- EOCT Test Data for ninth and eleventh grade Literature
- Student Demographics
- Mobility Rate
- Drop Out Rate

Below is an example of assessment data analyzed by the team. Additional data is located in the Analysis of Student Data Document. The table below shows that in 2012-2013, over half the 9th grade students tested earned a score of 50% or less on the writing section of the Literature EOCT. This deficiency impacts our students across content areas and is an area of focus identified by the Literacy Team.

2012-2013 9th grade Literature EOCT

Domain Tested	0-25%	26-50%	51-75%	76-100%
Language	15	92	123	114
Reading for Information	13	109	159	63
Speaking and Listening	9	42	97	196
Writing	34	147	113	50

Source: FCS Administrative Records.

Based on data analysis and survey results, the team collectively identified needs relative to student literacy, teacher professional learning, technology and family engagement.

Student Literacy Needs

Through our needs assessment process, we identified the following **strengths**:

- After-school tutorial programs provide additional support for deficient readers.
- The Summer Bridge Program allows incoming 9th grade students access to remedial services.
- The English Department is dedicated to improving literacy instruction and partners with the Media Center to promote high interest reading materials.
- The Media Specialist collaborates with teachers to provide skill reinforcement.
- The following agencies currently partner with Banneker to provide outreach and support:
  - The Princeton Review provides SAT preparation
    - Select students participate in Saturday sessions where they have access to online tools; mock SAT examinations and SAT toolkits.
  - The Future Foundation operates in conjunction with our Title One Parent Center to provide parent support and curriculum assistance by:
    - Conducting workshops to help parents understand test results
    - Accessing resources to meet the needs of parents and students.
    - Building home-school relationship.

- o The Dream Center provides mentorship and sponsorships to support the school choir and various instructional programs

Through our needs assessment process, we identified numerous **weaknesses**:

- Lack of fluency impacts comprehension in all content areas as students processing deficits have difficulty reading with appropriate rate, prosody, and accuracy.

- Ability to read and decipher word problems. The absence of proper decoding skills and comprehension prevents students from forming reliable conclusions to word problems and complex scenarios.

- Many students struggle with the comprehension and application of informational text. Because many students have limited schema, it is difficult for the needed associations to be made while reading non-fiction text.

- Students are unable to produce writing products that establish appropriate organizational structures, engage the reader, and maintain a coherent focus. Currently there is no school-based adapted rubric or process to monitor students' written work.

- Limited vocabulary development is a challenge for both writing and reading proficiency. Students often have difficulties understanding science, social studies, and math curriculum and assessments because of limited content vocabulary.

- A significant number of students enter Banneker High School from middle school ill-prepared for high school having failed one or more mandated assessments.

Teacher Professional Learning Needs

The Literacy Team distributed an informal online survey to collect data on professional learning needs. Survey data indicated the following needs:

- Structured and practical professional development to promote literacy across the curriculum
- Training to support effective co-teaching strategies
- Professional development around data analysis and uses
- Training and techniques for utilizing technology

- Professional development and ongoing support for the RTI process and compliance with Individualized Education Plans and 504's.
- Professional development on differentiated instruction
- Online dissegregation and assessment tools to address student and teacher needs.

Technology Needs

Ensuring that student information is quickly uploaded and accessible to teachers is vital to progress monitoring and data analysis. Responses from the teacher surveys also indicate a need for technology software that assists in the monitoring of student progress and disaggregation of student data.

Family Engagement Needs

The faculty and staff of Banneker High School recognize and respect the role that the home plays in supporting a positive school environment. Likewise, we make efforts to develop meaningful parent engagement seminars that allow parents to be contributing partners in their child's education. When surveyed, parents identified "Understanding the standards", as the most difficult task they face when trying to assist the student. Additionally, parent responses indicate a need for a "Parent Toolkit" which provides resources, tips and access to important information. Therefore, creating Parent Universities is a vital component of our literacy plan and school efforts.

Root Causes

The Literacy Team met with teachers to identify the root causes which prevent all students from reaching proficiency in literacy. The team identified the following:

- Transient/Mobility Rate
  - Banneker's mobility rate is 29%.
- Socio-economic level
  - 97% of students are eligible for free or reduced lunch.
- Designation as Special Education Site
  - 23% of students are Special Education
- "Social Promotion" of students from 8th grade

- o Of 534 current students, 212 did not demonstrate minimum competency on the Georgia Criterion Referenced Competency Test (CRCT) in either Reading and/or Math
- Continuity of Literacy Instruction
  - o Literacy is not emphasized in other core content areas
  - o Teachers are not "trained" to incorporate literacy components in other disciplines
- Teacher Professional Development
  - o On-going relevant professional development is needed

Concerns

Through a close examination of data and survey results, we have identified core concerns which have obstructed our students from having success in literacy. The data below links the identified concerns to both the root cause and the Building Block as provided in the Georgia Literacy Plan.

Subgroup	Areas of Concern	Root Cause	Current Strategies	Future Strategies
Economically Disadvantaged (ED) Students with Disabilities (SWD)	Informational Text comprehension deficits	o Mobility Rate o Special Ed. Site o Social Promotion o Continuity of Inst.	o Common Assessments o EOCT o Close Reading o Socratic Seminars o Peer Tutoring o Summer Bridge participation	o Mandatory Achieve 3000 usage o Scholastic Reading Inventory o Professional Development o Renaissance Learning

ED SWD	Reading and writing across the curriculum does not take place	o Continuity of Inst. o Professional Dev.	o Currently not addressed	o Professional Development o Teacher Summer Institute o Renaissance Learning o PD 360
	Lack of School Based Literacy Plan	o Professional Development	o Establish Literacy Team o Collectively draft Literacy Plan	o Ongoing monthly meetings to assess needs. o Provide for professional development o PD 360
	Parent Engagement	o Mobility Rate o Socio-economic status	o PTSA o Title 1 Meetings o Various mediums for message delivery	o Establish Parent Institutes to train parents on how to help their child. o Parent Resource library-allowing parent to check-out literature o Family Reading Nights
ED SWD	Incoming student deficits	o Social Promotion o Professional	o Common Assessments o EOCT	o Mandatory Achieve 3000 usage

			Development	o Close Reading	o Scholastic
				o Socratic Seminars	Reading Inventory
				o Peer Tutoring	o Professional Development
				o Summer Bridge participation	o SST Team Supports
					o PD 360
					o Vertical Alignment
	Lack of authentic data analysis	o Professional Development		o Currently not addresses	o Teacher created and maintained Data Notebooks
					o Item Analysis for all assessments
					o Professional Development
	Curriculum pacing and planning based on need	o Professional Development o Continuity of Instruction		o Utilization of district and state pacing guides used sporadic	o Summer PD Institute
					o Professional Development ongoing
					o Teacher/Leader created pacing guides
	Monitoring and usage of RTI	o Professional Development o Continuity of Instruction		o SST meeting held o Conferences held on as	o Summer PD Institute o Professional Development

		o RTI committee o Monthly data review of students in Tiers 2-4	needed basis	ongoing

Analysis and Identification of Student and Teacher Data

Student Data

<u>Student Achievement</u>

The table below provides a comparison of 2012 and 2013 End of Course Test (EOCT) literature, and Georgia High School Writing Test (GHSWT) data.

*9th and 11th Grade Literature EOCT and 11th GHSWT Data*

Lit EOCT	2012-2013				2011-2012			
	Does Not Meet %	Meets %	Exceeds %	Total Tested	Does Not Meet %	Meets %	Exceeds %	Total Tested
9th Grade	31	56	13	394	34	55	11	302
Students with Disabilities (SWD)	69	31	0	65	75	25		30
11th Grade	20	65	15	285	20	65	7	226
SWD	71	26	3	35	77	23	0	31
Writing Test								
11th Grade	11	87	2	236	20	79	1	201
SWD	50	50	0	32	55	45		29

Source: FCS Administrative Records

The data reflected shows stark differences in pass rates between our regular education students and our Students with Disabilities. Alarmingly high rates of our SWD's are failing to demonstrate minimum proficiency on both the EOCT and the GHSWT. Considering this subgroup comprises 21% of our student population, we must take deliberate steps to provide these students the support needed to be successful.

Additionally, 31% of our ninth grade students failed to demonstrate proficiency on the Literature EOCT, with only 13% exceeding the bar. As noted in our root causes, teacher training; more specifically on RTI could be a major contributing factor to this trend.

Banneker HS Enrollment Data

2012-2013 Enrollment by Grade Level

■ 9th ■ 10th ■ 11th ■ 12th

311 664 329 477
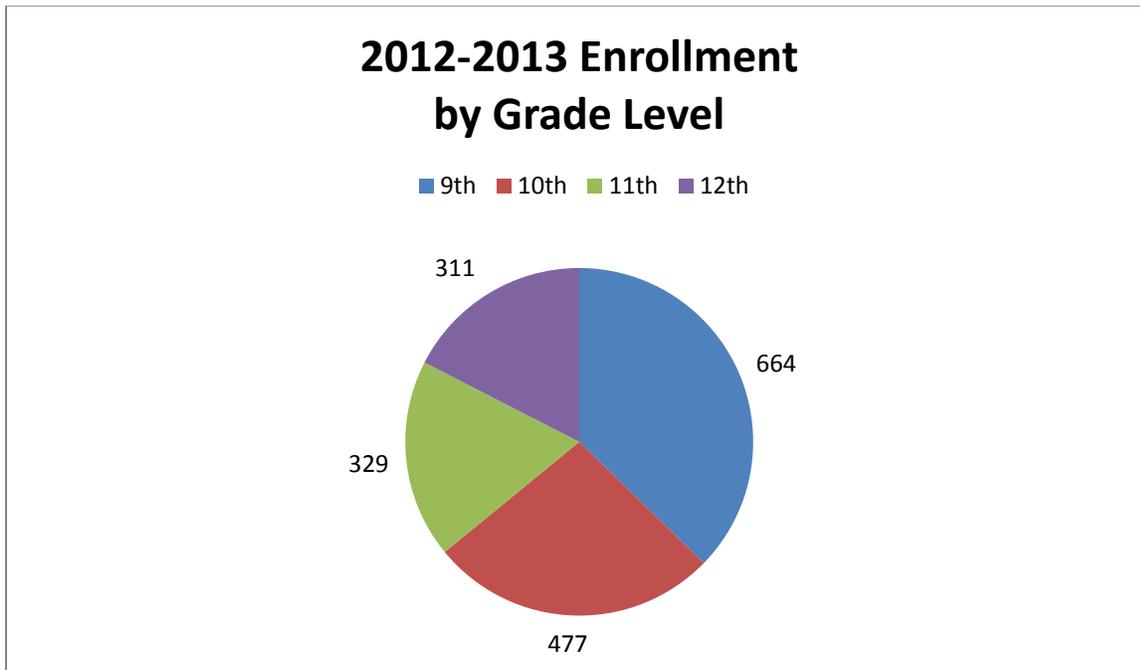
Source: FCS Administrative Records

Enrollment for the 2012-2013 school year provides a snapshot of the initial graduation cohort size. The chart above shows 2012-2013 enrollment data by grade. While ninth grade enrollment was 664 students, twelfth grade enrollment was 311 students. Generally, Banneker loses over half of its students by the time they reach the twelfth grade year. Through data sharing and collaboration with our feeder schools, we estimate that nearly half of the 664 students enrolled as

ninth graders come to Banneker with profound reading and math deficits as indicated by performance on the CRCT.

Historically, enrollment at Banneker fluctuates substantially due to the mobility rate, which was 29% for the 2012-2013 school year. The magnitude of our homeless population contributes to the high mobility rate. Banneker High school enrolled ninety-one homeless students during the 2012-2013 school year, 17% of the entire district's homeless population. The homeless population at Banneker High school exceeds both district and state averages.

*Banneker HS Student Withdrawal Data by School Year*
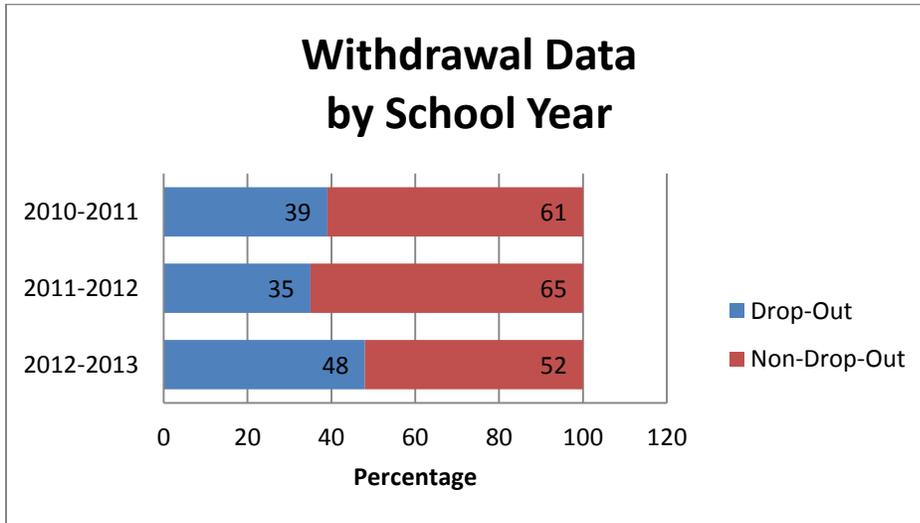
Source: FCS Administrative Records

The chart above shows three years of student withdrawal data, including those classified as drop-outs. Banneker withdraws nearly a third of its students throughout the year, as shown in the chart above, many of whom migrate among bordering neighborhoods and attendance zones. In addition, Banneker has an extremely high dropout rate.

The high withdrawal and drop-out rates observed at Banneker, result in a very low graduation rate, as displayed in the chart below. Banneker's current cohort graduation rate is approximately 30% lower than the district's average. We have hypothesized that this rate is the result of both the mobility rate of our students, and the incoming deficits of our students.
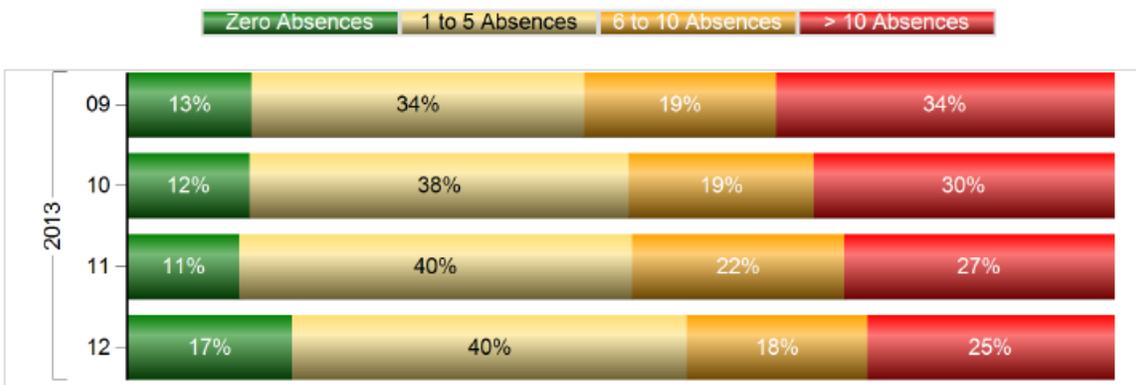
Banneker HS Graduation Rate
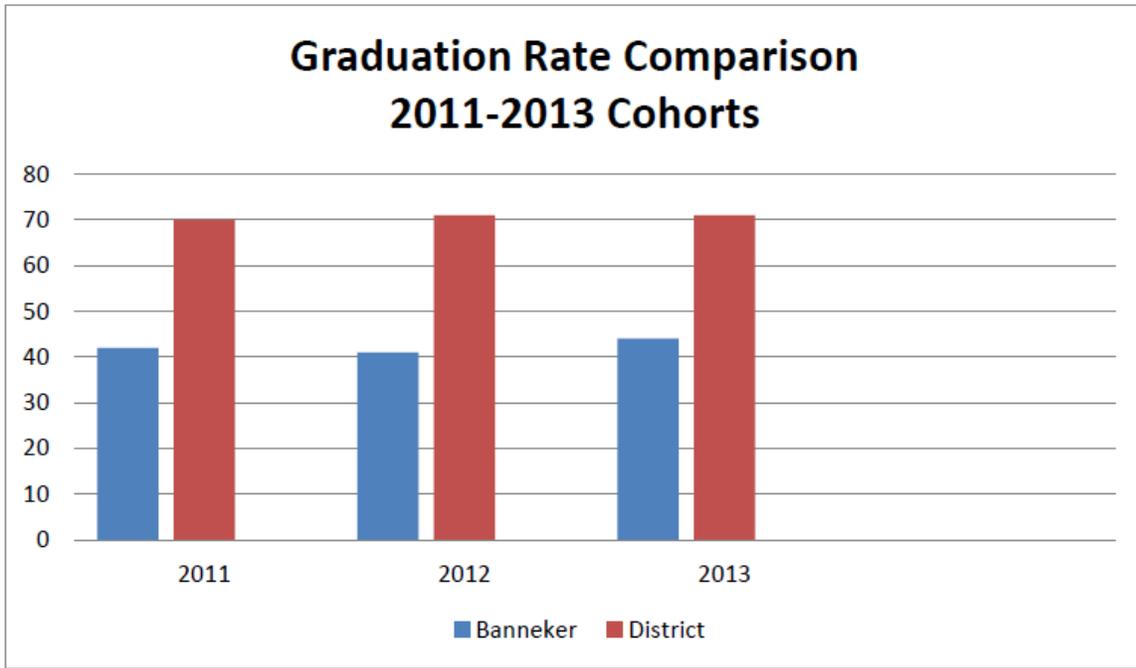
Source: FCS Administrative Records

Student Attendance

*Banneker HS 2012-2013 Student Absence Data*

Source: FCS Administrative Records

The chart above shows student absences for the 2012-2013 school year by grade. At least a quarter of the students in each grade accrued more than 10 absences during the year. Future plans include development of school-level teacher protocols and incentives to help increase the attendance rate.

Student Discipline

Banneker HS Current Year to Date and 2012-2013 Discipline Records
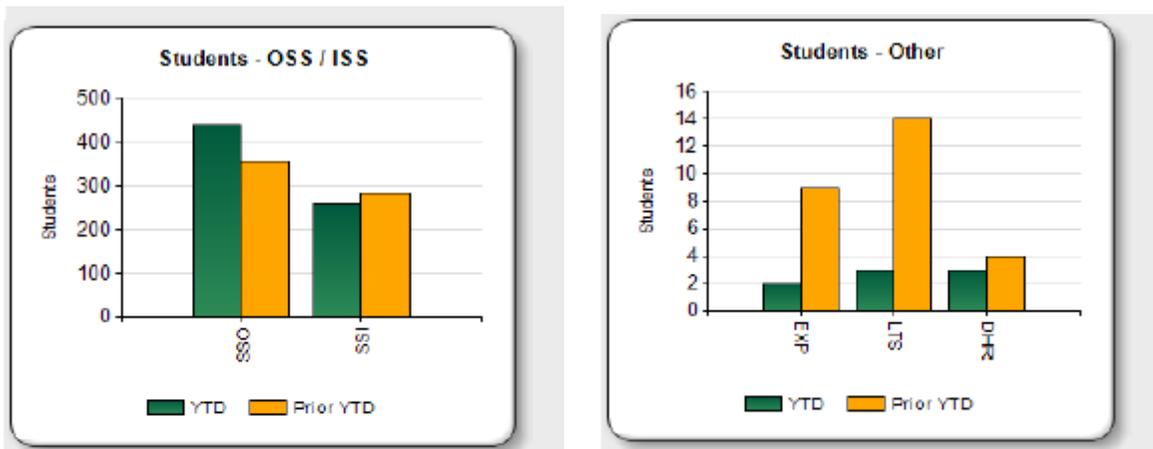
Source: FCS Administrative Records

The charts above detail Banneker student discipline records for the current school year and 2012-2013. The charts indicate that over half of all referrals resulted in an out-of-school suspension. We believe that increased absenteeism contributes to a decrease in academic success. Therefore we have adjusted our discipline protocols to ensure students are only being removed from the classroom when absolutely necessary. We have implemented Restorative Practices- a component of Restorative Justice. This model allows students to become accountable for their behaviors, while also addressing the issues that lead to the inappropriate action(s). This model allows students to "Circle-Up", and discuss the issues which caused the reaction and results in alternative approaches to discipline.   In addition, we are piloting portions of the Positive Intervention Behavior System (PBIS) and Boys Town model to provide proactive approaches to address many of the out of class issues which lead to in class failures.

Teacher Data

Banneker struggles to attract and retain highly qualified educators, as documented in the charts below. Over the past two years, Banneker's teacher turnover rate has been significantly higher than the district rate. Teacher attrition ranges from a lack of perceived administrative support, to a lack of Professional Development. Often times, teachers do not believe they are equipped with the necessary resources to address the varied needs of our students.

Banneker Teacher Retention

School Year	# Certified Staff	Resigned	Retired	Transferred	Total %
2010-2011	124	10	1	1	9.7
2011-2012	120	18	3	2	19.2
2012-2013	117	15	1	2	15.4

Source: FCS Administrative Records

District Teacher Retention

School Year	# Certified Staff	Resigned	Retired	Transferred	Total %
2010-2011	6729	532	164	155	10.3
2011-2012	6803	642	115	367	11.1
2012-2013	6829	775	112	143	13

Source: FCS Administrative Records

Banneker also struggles with teacher attendance as depicted in the chart below.

Banneker Teacher Absence Data: 2011-12 and 2012-13

School Year	Percent Teacher

	Absence
2011-2012	7.29%
2012-2013	6.42%

Source: FCS Administrative Records

We know that having consistency in the classroom benefits our students academically. We believe that by offering relevant and frequent professional development, we will increase teacher morale and decrease absences, ultimately increasing student achievement.

Below is a table that lists the professional learning opportunities for Banneker staff during the 2012-2013 school year. Staff received professional development on a variety of topics from education leaders and experts, as well as from district subject matter experts. However, many of the development sessions were open only to a select group of individuals. Fifty-eight percent of the 2012-2013 professional learning opportunities were made available to less than 20% of the entire staff. Additionally, very little professional development was offered during the spring semester. Creating a balanced professional development calendar which addresses the needs of all teachers and staff is a focus of our literacy plan.

2012-2013 Professional Learning Opportunities

Topic	% of Staff Attending	Hours
Back to School Data Reviews	100%	2
Assessment For Learning	100%	16
Assessment For Learning-District Lead	Principal only	2
Teacher Keys Evaluation System (TKES) Training	Principal and A. P.s	16
Assessment For Learning-District Lead	10%	6

New Teacher Support Meeting	19%	1.5
Introduction, Familiarization with TKES	100%	2.5
TKES Orientation/Familiarization	19%	3.0
Rigor in Common Core Georgia Performance Standards (CCGPS)	Principal only	2
LKES Training	Principal only	6
Rigor in CCGPS	10%	6
National Science Teachers Association(NSTA) Science Conference	10%	6
TKES Pre-Conferences	100%	1
Georgia Educational Technology (GaETC) Conference	5%	6
Strategic Plan 2017	100%	1.5
Professional Learning (PL) Series Summit	100%	2
Standards Based Teaching Observations	Administrative Team	16

Source: FCS Administrative Records

Ongoing Data Analysis

Banneker has adopted a "data first" approach to achieving student content mastery, aptly named Da3 (assess, address, attain). The premise is to assess student strengths and weaknesses through valid and reliable assessment models, address student needs through research-based best practices, and provide authentic lessons which lead to attainment of the desired content. This approach is in its infancy at Banneker High school, and the awarding of funds this this grant will

help provide the needed Professional Development to sustain long-term teacher and student success under this framework.

Project Plan, Procedures, Goals, Objectives, and Support

Project Goals

Utilizing our needs assessment and analysis of student and teacher data, the team identified goals in the following focus areas: instruction; professional learning; community engagement; and school climate to help support Banneker's literacy plan.

<u>Instruction</u>

By the end of 2014-2015 school year:

- 95% of the general education population will meet or exceed standards as measured by the Georgia High School Writing Test (GHSWT).

- 60% of the Students with Disabilities (SWD) population will meet or exceed standards as measured by the GHSWT.

- 74% of the general education population will meet or exceed standards as measured by the 9th grade Literature End of Course Test (EOCT).

- 50% of the SWD population will meet/exceed standards measured by the 9th grade Literature EOCT

- 90% of the general education population will meet/exceed standards measured by the 11th grade Literature EOCT.

- 40% of the SWD population will meet/exceed standards measured by the 11th grade Literature EOCT

- The percentage of students exceeding the bar as measured by the 9th grade EOCT will increase by five percent.

- The percentage of students exceeding the bar as measured by the 11th grade EOCT will increase by 10%

- The number of eligible students taking the ACT will increase by 20%.

- Beginning in school year 2015-2016, the percentage of students exceeding the bar on the 9th grade literature EOCT will increase by 10% each year.

- By the end of the grant period 100% of our students will participate in either ACT and/or SAT testing.

Professional Learning

- Establish Professional Learning Communities (PLC), and build a culture of tiered support to address Professional Development needs.
- By the start of the 2014-2015 school year:
  - Create a balanced professional learning calendar.
  - Create common assessments for each core content area.
  - Identify and recruit Literacy Team members.
- By the end of the 2014-2015 school year:
  - establish PLC's for each focus area of the Needs Assessment

Community Engagement

- Develop community and business relationships to enhance the educational program
- By the end of the 2014-2015 school year, create a community contract and recruit community partnerships.
- By the end of the 2014-2015 school year recruit five business partners

School Climate

- Attract and maintain effective teachers, leaders and support staff.
- By the end of the 2014-2015 school year, decrease the teacher attrition rate by eight percent.
- Decrease the teacher absence rate by 10%.

Project Objectives

The following objectives incorporate existing district and school goals and objectives, and also include new strategies to help Banneker achieve its literacy goals.

Instruction

- Introduce and adapt Historical Document Based Questions (DBQ) to build analytical and structured writing across contents.
- Enroll students into Writing Seminar period for RTI approach

- Create and utilize school-wide rubric to assess all genres of writing.

- Provide weekly writing clinics.

- Implement monthly writing competition and spoken word opportunities.

- Implement mobile laptop labs

- Establish and maintain Literacy Lab.

- Implement a seminar/RTI period to address literacy deficits.

- Offer reading tutorial before and after-school and via instructional technology.

- Identify and implement assistive technology to assist students.

- Implement Seminar/RTI period with assigned case manager

- Implement seminars that provide extension activities for students who have demonstrated above average competencies

- Implement content based field trips to extend learning opportunities.

- Implement monthly externship activities in conjunction with feeder elementary and middle schools.

- Implement and provide web-based acceleration/extension options.

- Implement a monitored assessment protocol

- Create and utilize common formative and summative benchmarks.

- Implement a data analysis protocol.

- Implement SAT/ACT prep programs.

- Provide fee waivers for students who successfully complete program.

- Include college tour and trip as incentive for participation.

- Collaborate with colleges and universities to offer onsite interview for students who successfully complete prep program.

Professional Learning

- Implement professional development in writing.

- Implement professional development in comprehension, RTI and differentiation.

- Provide common content planning time.

- Implement professional development sessions which target acceleration and high achieving strategies.

- Identify school needs for PLC.

- Implement a PLC for needs aligned to school and district goals

- Implement professional development and supports necessary to start and sustain PLC's.

- Devise PLC goals and measurable objectives

Community Engagement

- Implement and host annual Partner's in Education Breakfast

- Students showcase school attributes.

- Build partnerships that will promote school's mission and vision.

- Implement mentorship program in conjunction with community partners.

- Identify educational partnerships which may enhance instructional program.

School Climate

- Implement teacher and student reward system for attendance and excellence.

- Implement yearly community input sessions to assist in school planning efforts.

- Partnership with Future Foundations to manage Parent Resource Center

- Host ongoing parent engagement activities throughout the year to promote student literacy and success.

- Provide parent training and support sessions.

Plan for Tiered Literacy Instruction

Banneker High School has an Academic Dean devoted to Response to Intervention (RTI). This dean coordinates, and monitors the RTI process for all students. Beginning in the 2014-2015 school year, students will receive an additional forty minutes of research-based RTI or acceleration each day (on a modified four by four block schedule). In addition to the ninety minutes of literacy instruction students receive daily, literacy will reinforced in other content areas. We utilize the Pyramids of Interventions (2011) as the guiding model for identifying, monitoring and referring students during the RTI process. Our process is detailed below.

TIER 1

All students participate in general education learning that includes:

- Universal screenings to target groups in need of specific instructional support
- Implementation of the Common Core Georgia Performance Standards in standards-based classroom- Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students.
- Differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning
- Progress monitoring of learning through multiple formative assessments
- Tier 1 is limited not only to instruction in the academic content areas but also to the developmental domains such as behavioral and social development.

TIER 2

Targeted students receive strategic intervention in addition to the Tier 1 core curriculum. Through innovative scheduling, all students will receive some degree of Tier 2 supports

- Using universal screening data, summative assessment data, and Tier 1 formative assessment data, teachers and instructional leaders determine concepts, content areas, and/or specific skills needing support.
- Tier 2 interventions are pre-planned, developed, and supported at the school level and are "standard intervention protocols" that are proactively in place for students who need them.
- Progress monitoring with selected tool occurs bi-monthly to measure effectiveness of intervention, if Tier 2 interventions need to be continued or changed, or if Tier 3 support, in addition to Tiers 1 and 2, is required.

TIER 3

Targeted students participate in learning that includes intensive, formalized problem-solving to identify individual student needs. This instruction may be in addition to the RTI segment received. Progress monitoring with selected tool occurs weekly to measure effectiveness of intervention.

Through our needs assessment process, teachers were clear in their need for professional development in the area of RTI and the SST process. Administration recognizes the need for not only professional development but also support of this process. As a result, administration will work to vet an RTI PLC. Banneker currently has two dedicated Instructional Support Teachers (IST) who have specialized education and training in the arena of special education.

Assessment / Data Analysis Plan

Our teachers currently use varied and ongoing assessments to measure student comprehension. We strive to ensure that assessments are used to drive Banneker's instructional focus. The table below outlines our current assessment practices:

Assessment	Purposes*	Skills Measured	Test Frequency
Common Formative Assessments	Screening; outcome	Comprehension-Inferential Decoding Vocabulary	Conclusion of each unit
Final Examinations	Outcome; content mastery	Comprehension-Inferential Decoding Vocabulary	1 X per year (not given in EOCT tested courses)
End of Course Tests (EOCT)	Outcome; content mastery	Comprehension-Inferential Decoding Vocabulary	1 X per year
Georgia High School Writing Test (GHSWT)	Outcome; diagnostic	Written language ELA	1 X per year (make-up opportunities given twice)
ACT/SAT	Diagnostic	Comprehension	ACT: 5 X per year

			SAT: 5 X per year
Scholastic Reading Inventory (SRI)*	Screening; progress monitoring; outcome	Reading Comprehension-Inferential	3 X per year

*NOTE: Upon awarding of grant funding will are prepared to fully implement and utilize Scholastic Reading Inventories (SRI) as a valued assessment model.

Implementation of New Assessment Strategies

Our needs assessment process has allowed us to evaluate our current assessment system, and leverage the support the SRCL grant would allow. Additionally, we have recognized the deficiencies within our current assessment protocol. With the award of Striving Reader grant funds we will implement the following assessment strategies:

- Collaborative identification of "Power Standards". These standards will be the common literacy standards used across all content areas. This will allow us to create common formal assessments to not only measure student mastery; but to also gauge the overall progress of students in each classroom.
- Test Bank creation. Professional learning and software designed to assist in the creation of rigorous, standards based test items will be utilized to ensure alignment with both district and state standards.
- Development of a clearly articulated test administration window. Once curriculum units have been mapped and pacing set, we will establish non-negotiable test dates for screening/diagnostic, progress monitoring and outcome based assessments.

- Data analysis will provide a picture of the most deficient standard(s), and teacher will utilize best practices to develop differentiated lessons based on the demonstrated needs. Progress monitoring will take place throughout the semester.

- Our assessment protocol will require teachers to identify students as: below, proficient, or above proficiency. Students will be identified at the beginning of each unit using lesson planning, classroom observations, and data notebook documentation.

- Diagnostic assessments will be provided prior to the start of a new unit. With respect to SRI, diagnostics will take place during the second full week of the academic year. To ensure fidelity and reliability of data, students will test with their assigned English teacher during a scheduled block of time. Students who attend Summer Bridge will receive a diagnostic assessment via SRI at the start and finish of the summer term.

- Additional resources such as iLit and Read 180 may also be employed as a means of ongoing informal assessments. Due to the inconsistent nature of current assessment practices, none of the noted assessments will be discontinued as a result of the implementation of SRCL. SRCL will actually provide the needed support to ensure fidelity of usage of the assessments noted.

- In consideration of our highly transient population, we will build in a monthly "catch all" system to administer diagnostic exams for students who enter Banneker after the first round of tests are administered. This same system will be in place for students who miss any other assessment due to absence.

Data from SRI and other assessment instruments will be utilized to drive additional instruction during our RTI/Seminar block. This block of time will allow additional time in content to address identified deficiencies. We have identified a "master teacher" through our internal leadership development program, who we plan to convert to a half time Literacy coach. This individual will be responsible for scheduling and monitoring the assessment component of the SRCL. Our literacy coach will also support our teachers in analyzing and utilizing data obtained from the assessment. The literacy coach will maintain all data and provide additional professional development based on the obtained assessment results.

Scheduling for SRI will be done in a dedicated computer lab, while all other assessments will be administered by the teacher of record.

Professional Development

Our teachers will require in-depth professional development with the option to have individualized support to implement and affect change via assessments. Immediate professional learning will be needed in:

- Accessing, utilizing and administering SRI. Teachers will require training and support options with navigating the features and functions of SRI.
- On-going professional development on understanding assessment results. This should also include professional development on research based best practices aligned to meet the identified deficiencies.
- Training on understanding student lexile information and how to use this information to plan effective and meaningful lessons for students.
- Utilization of reports to maintain data notebook and forecast student growth.
- Read 180 support and training.
- Creating and utilizing instructional toolkits.
- Differentiation in the high school classroom.

Pre-test /Post-test value.

Parental Engagement with Assessments

Understanding and valuing the contributions that our parents play in student achievement is important in sustaining long-term literacy success. One of the first encounters parents will have with assessments will be during an instructional literacy night. Parents will receive a palatable seminar that explains our assessment cycle, reviews the importance of understanding student lexile scores, and how to choose text and other resources to assist their students. Parents will receive written notification of the results of SRI diagnostic report, and will be provided with an opportunity to attend a second seminar to explain at what level their student is currently

performing, as well as identified areas of growth. During these sessions, resources will be shared, and support options made available.

Instructional Strategies based on Assessments

Instructional strategies will be determined based on student need. Teachers will be able to pull from their instructional tool kits (created during professional development sessions) and other technological resources to design lessons to meet the needs of all students. During the instructional planning phase, teachers will have selected on-level, below level, and advanced texts to correlate to the standards. Additionally, technology supports including Renaissance learning subscriptions can be implored as an instructional strategy.

Resources, Strategies and Materials Including Technology to Support the Literacy Plan

Existing Resources, Strategies, Materials, and Technology that support our Literacy Plan

Banneker's current networking capabilities and access to a wireless network allows us the ability to seamlessly integrate technology into our classes. Teachers have access to wireless carts which house laptops and IPads. Computer labs may be scheduled by teachers. Teachers currently have interactive boards in the class and the ability to check out Elmo scanning devices. The addition of supplemental resources will only extend and enhance the resources currently in our building.

Our current master schedule allows students to receive increased instructional time. This additional time is allocated for Response to Intervention (RTI) strategies including enhanced literacy instruction. Striving Readers grant funding will help solidify our RTI block which is being incorporated into our master schedule.

By maximizing our current building space, we are able to create and maintain a literacy center which is a dedicated source for literacy support and/or instruction. The integration of Scholastic Reading Inventory (SRI) will help sustain our efforts and allow monitoring of student mastery.

We currently have a Summer Bridge program in place to meet the needs of rising ninth grade students. Funding from this grant will allow us to extend our Summer Bridge efforts to better address the literacy needs of our students.

Our media specialist is dedicated to literacy and embracing cross curricular connections. Utilizing Striving Reader grant funds to create a class library would allow him to conduct additional lessons without impeding the use of the entire media center.

We currently have a dedicated Academic Dean who supports and monitors all Student Support Team (SST) meetings. In addition, this individual works to ensure compliance and support teachers in meeting the instructional needs of students who are in need of Tier 3 supports.

Proposed Resources, Strategies, Materials, and Technology that are needed to support our Literacy Plan

Banneker High school employs some of the greatest teachers in the state. The potential of increased capacity for these individuals with additional professional development will yield unmatched student success. Enhancing our human capital with funding through this grant will allow us to provide the pre-requisite professional development and ongoing support needed to maximize current and future resources. We plan to support our teachers through the use of professional development, collaborative partnerships, vertical planning opportunities and PD360 supports. Additionally, teachers will have the opportunity to attend professional development series held outside of the building. A clearly identified SST team will also be a dedicated line of support for teachers needing help with strategies and identification of students with identified learning deficiencies.

Acknowledging our exceptionally large Students with Disabilities (SWD) population, we believe that a part-time Data Support position is needed to help our students who are struggling to meet proficiency. This individual would be responsible for maintaining and assisting in the disaggregation of data collected through Scholastic Reading Inventory (SRI), common, formative and state test results. The identified individual would also create and maintain our Data Room.

We have identified the following resources/material as needed components of our literacy initiative:
- Professional Development (PD) and support on SRI. Including all usage features
- PD on Differentiation
- PD on Data Analysis
- PD on varied Assessment
- United Streaming license
- NetTrekker license
- Discovery Education
- Classroom sets of varied novels
- Visual Thesaurus

- Teacher professional library

- Additional laptops and IPads for exclusive literacy use

- Packaged intervention program

Based on our Needs Assessment, we have identified necessary hardware and software. These purchases will enhance many of the current technology structures in place. All software purchases are directly tied to RTI, and will allow teachers and students to access resources based on individual need. All software under consideration met standards of best practices, and will allow teachers to monitor student progress and disaggregate data.

Funding Sources

Striving Reader grant funds will allow us to lay the foundation for long-term sustainable student literacy success. Initial funding allows us access to funds earmarked for literacy, which can be sustained through multiple funding sources once the grant period expires. Our needs assessment process and resulting data analysis has provided us the data necessary to seek additional funding via competitive grants which we will begin applying for during the 2015 school year. We are looking specifically to seek additional funding via the Teaching American History Grant, as data shows this is an area in which our students must improve. We also believe that Title I funding is among one of many sources of long-term funding that will allow continued success of the processes started with Striving Reader grant funds.

Professional Learning Strategies

The administration scheduled various professional learning sessions for the staff of Banneker High School during the 2012-2013 school year. The primary focus of last year's professional development detailed the roll-out and implementation of the Teachers Keys Evaluation System (TKES). Professional learning for the previous school year also included assessment strategies and Common Core Georgia Performance Standards (CCGPS) trainings. The table below provides detail on the timing and topic of professional learning as well as staff participation in each training opportunity.

2012-2013 Professional Learning Opportunities

Topic	% of Staff Attending	Hours
Back to School Data Reviews	100%	2 hours
Assessment For Learning	100%	16 hours
Assessment For Learning-District Lead	Principal only	2 hours
Teacher Keys Evaluation System (TKES) Training	Principal and Assistant Principals	16 hours
Assessment For Learning-District Lead	10%	6 hours
New Teacher Support Meeting	19%	1.5 hours
Introduction, Familiarization with TKES	100%	2.5 hours
TKES Orientation/Familiarization	19%	3.0 hours
Rigor in Common Core Georgia Performance Standards (CCGPS)	Principal only	2 hours
LKES Training	Principal only	6 hours
Rigor in CCGPS	10%	6 hours
National Science Teachers Association(NSTA) Science Conference	10%	6 hours
TKES Pre-Conferences	100%	1 hour
Georgia Educational Technology (GaETC) Conference	5%	6 hours

Strategic Plan 2017	100%	1.5 hours
Professional Learning (PL) Series Summit	100%	2 hours
Standards Based Teaching Observations	Administrative Team	16 hours

 The table above displays the commitment of the Administrative team to providing detailed and personalized professional learning for Banneker staff. Staff received professional development on a variety of topics from education leaders and experts, as well as from district subject matter experts. However, many of the development sessions were open only to a select group of individuals. Fifty-eight percent of the 2012-2013 professional learning opportunities were made available to less than 20% of the entire staff. Additionally, very little professional development was offered during the spring semester.

Based on our needs assessment, root cause, concerns and data analysis; we have drafted a balanced professional development calendar which addresses the focus areas identified by our teachers which will help Banneker achieve its literacy goals.

Proposed Professional Development to Support and Sustain SRCL

Focus Area	Topic	Hours
RTI		
Overview: RTI in high school	• Apply RTI framework to inform instructional planning	3 hours
RTI: School Culture of High Expectations	• Clarify RTI framework and purpose for school and parent audiences. • Craft representation of RTI framework within school pathways as guide for decision-making.	3 hours
RTI for English Language Learners	• Apply RTI opportunities within the classroom for Tier 1 support of English Language Learners. • Develop protocol based on content	6 hours

	expectations. • Use weekly planning protocol and assessments to measure incremental growth as readers, writers.	
Tier 2: Navigator- Science, Math, Literacy	• Apply reading, writing and thinking strategies learned on Tier 2 work into being successful in Tier 1 content classes.	6 hours for each
Data Analysis		
Data Driven Culture		18 hours (3 sessions)
Assessment Training Institute (ATI)	• Develop and use formative assessments within content specific units to track incremental growth. • Develop protocol of strategies to use results of assessments to promote student learning growth. • Differentiate grading from assessment in tasks and assessments.	Multi-day
Differentiation		
RTI: Using UDL	• Takeaway strategies to use routinely -reading for special education. • Use the chart to differentiate reading and writing tasks based on standards in the lesson.	6 hours
Differentiation: It Is…It Is Not…	• Analyze needs of classroom based on protocol and evidence. • Use specific reading strategies to adjust work but not learning. • Have a protocol to employ	Multi-day

	differentiation for student incremental growth.	
Investigating Differentiation and Guiding Interventions	• Apply identified strategies within Teacher Editions of content textbooks.	Multi-day 3 hours per content
Strategies: Readers		
Digging into Reading	• Apply grade-appropriate instructional strategies that enrich comprehension of complex text, vocabulary, and fluency. • Incorporate reading comprehension strategies specific to informational texts. • Use a scaffold instructional plan to support reading comprehension and writing.	6 hours
Digging into Writing	• Incorporate writing as expository and argument as integrated with reading within lessons. • Use scaffold gradual release model to establish student writing expectations. • Use rubrics to assess progress in which writing as performance tasks align to evidence of reading comprehension.	6 hours
Building Comprehension and Reading Strategies. It can also be broken down into 1-day sessions that focus on specific strategies.	• Determine and differentiate skills involved in the comprehension strategies of summarizing, analyzing text structure, predicting,	Multi-day if break into specific strategies or

Skills/intervention perspective	questioning, visualizing, making inferences, and metacognition. • Plan and deliver lessons that incorporate the comprehension strategies of summarizing, analyzing text structure, predicting, questioning, visualizing, making inferences, and metacognition as a means to allow students to equitably access content.	18 hours (3 days as written)
Vocabulary Study/Enrichment for Secondary Content	• Understand vocabulary development and spelling-meaning connections. • Analyze data from the Words Their Way™ Qualitative Spelling Inventory to identify student needs and organize students for instruction. • Determine how best to instruct students using generative and word-specific strategies. • Select appropriate instructional strategies and activities to expand students' academic vocabulary.	6 hours + 6-8 hours online
Habits of Close Reading	• Define close reading. • Develop habits of close reading. • Implement strategies that encourage students to access complex text, find evidence, ask questions, form opinions or arguments, and demonstrate understanding.	6 hours

Writing to Sources	Scaffold instruction to help students respond to multiple texts. Cultivate a spirit of valuing evidence among students. Implement performance tasks that require students to synthesize ideas across multiple texts.	6 hours

The above listed professional development opportunities begin to address the concerns noted in our needs analysis, and is not intended to be inclusive. The proposed development calendar is indicative of our proactive approach in securing various experts to ensure that our teachers are receiving support from leaders in their respective fields. We recognize learning needs and learner outcomes may cause deviations and amendments to the professional learning opportunities made available. Sessions will be offered over the summer, as we also recognize the preparation which is essential for successful implementation at the start of the school year. Additionally, we will build many session into workdays, common planning, after school staff development and pre-planning days allocated by the district. All professional development sessions will be evaluated through participant surveys, artifacts collections (demonstrated use) and on-line usage reports when available. The most effective evaluation will come via student results through implementation. The Leadership Team will work together to create a needs based, balanced professional learning calendar. Ongoing opportunities to access PD360 and building personnel will also be a vital part to sustain our professional learning needs.

We have identified additional professional learning opportunities as listed below:

Topic	Root Cause being Addressed
Discovery Learning • Digital video-based learning resource with content specific video segments and images tied to the Common Core Performance	• Continuity of Instruction • Professional Development

Standards. • An Assignment Builder, Quiz Center and Writing Prompt Generator are built-in features.	
Georgia Online Assessment System (OAS) • Online assessment tool that provides practice for standardized tests.	• Mobility Rate • Professional Development (Assessment) • Data Analysis
Achieve 3000 • Differentiated learning and teaching tool	• Professional Development(Assessment, Analysis) • Mobility Rate • Social Promotion
USA Test Prep • Online solution that covers the fundamentals of the Georgia High School EOCT/GHSGT test in an easy-to-use interactive online format	• Professional Development (Assessment, Data Analysis)
Ga. Longitudinal Data System (LDS)	• Professional Development (Assessment, Data Analysis)
PD 360	• Professional Development (Assessment, Data Analysis, Capacity)
SRI	• Social Promotion • Mobility • Comprehension deficits • PD (Assessments)

Read 180	- Social Promotion - Mobility - Comprehension deficits - PD (Assessments)
DBQ Project	- Continuity of Instruction - Writing across the curriculum
Response to Intervention	- Social Promotion - Mobility - Comprehension deficits

Sustainability Plan

The needs assessment process has afforded our literacy team the opportunity to have deliberate and critical conversations about what can be done to meet the needs of our students. The prevailing barrier to teacher efficacy and effectiveness has been the lack of access to professional development. Our literacy initiative depends upon creating professional learning opportunities based on Banneker's Needs Assessment. Conversations and survey results have consistently led us to believe that professional learning opportunities are not only essential to fidelity, but also in ensuring our literacy efforts are sustained far beyond the expiration of grant funding. By empowering our staff, we can affectively alter the way our students learn!

Extending the Assessment Protocol

With the exception of implementing Scholastic Reading Inventory (SRI), all other assessment methods are funded through the district general fund. To this same end, the school and district's commitment to student achievement will also support proven effective instructional practices. The creation and use of Georgia Longitudinal Data System (LDS) also allows access to data collected by the state. There is no cost to the school or district to access and utilize this resource.

Extending Professional Learning

An identified key component of our literacy initiative is structured and targeted teacher professional development. Our leadership team is committed to providing access to resources, tools and individuals who have been identified as leaders. Extending her current initiative, Principal Jordan is also committed to promoting and encouraging building level leaders. By recruiting and developing leaders in house, we work to ensure that not only our literacy initiative is always supported by in-house personnel, but other areas of instructional focus as well. By establishing and supporting a group of teacher-leaders, we are in turn able to "self-train" current and new staff. Allowing select teacher leaders to redeliver content and support teachers allows for ownership and partnership.

Developing Community Partnerships

Our efforts to build student literacy also afford a unique opportunity to build partnerships and community relations. Resources gained during the grant writing process have afforded us the opportunity to begin looking outside of the school to help build our students literary proficiency. Our partnership initiatives developed in conjunction with our Literacy Plan will allow us to establish relationship that will extend well beyond the grant funded timeframe. Establishing and maintain a partnership with local theatres, businesses and other groups will allow us to leverage our current resources to allow future commitments.

Expanding Lessons Learned with other Schools and New Teachers

Banneker High School, with its large population of students with disabilities, faces some unique challenges. However, Banneker shares commonalities with other schools within our learning community. Our literacy plan was crafted utilizing the Building Blocks as outlined in Georgia's Literacy Plan. Thus result of these efforts has led to the creation of a "living" blueprint that can be scaled and replicated to build principal and teacher capacity to improve literacy achievement across schools. Utilizing a community model, leaders within our learning community meet monthly to share best practices and receive direct support from the Area Executive Director, Area Superintendent and other members of our learning community. Because our literacy initiative is rich in professional development, we hope to build capacity with internal leaders who will be able to redeliver content to others and attend relevant literacy workshops as they become available. Devoted Professional Learning times will also allow for the ongoing support needed to sustain success. New teacher orientations will be inclusive of literacy strategies and training on assessment protocols. Both English chairperson and literacy coach will be responsible for creating and maintain our Data Room which will house student data.

Maintaining Resources

The current literacy initiative has identified the teacher as the most valuable and necessary resource to secure and cement our student's literacy success. We are committed to attracting and retaining teachers who are committed to the student achievement. Yet, we recognize the need to ensure the proper maintenance and monitoring of other components related to the grant. The literacy team has been very deliberate in vetting and considering the purchase of mass

consumables. We recognize that some of the programs require the use of consumables, and have worked to ensure that the use and implementation of these resources align with best practices, and have research based results tied to the use. Because Banneker is a Title One school, funding from this source could be used to continue the use of any identified successful program implemented with grant funding. The purchase of a limited number of IPads and laptops has been considered. Hardware issues are covered for several years, and plans are offered which would extend the warranty beyond the manufacturer's covered period. Banneker has an in-house technology support specialist who is trained and equipped to address most technological issues. District level support is also in place to assist with ensuring student data is entered and available for the needed assessment models implement under the grant.

Sustaining the Literacy Plan

 Banneker's Title One plan also outlines our literacy objectives and provides measurable objectives. This added avenue of funding provides the needed assurances that we can sustain efforts started by grant funds. We have deliberately ensured that our technology upgrades focus on software and licensing components which will not require continual maintenance and upgrades. Additionally, most software companies provide technical support as a benefit of the licensing agreement. Special Purpose Local Option Sales Tax (SPLOST) funding has allowed Banneker to become wireless.   Current computer labs and equipment is purchased and maintained through Title One dollars, and our dedicated Technology Specialist is able to troubleshoot both hardware and software issues as they arise.   Our district provides support through its grant writing department which will allow us to utilize data collected during this process to seek and apply for additional grant funds. The opportunity to conduct a needs assessment has empowered us to respect and utilize this process as our needs change. By making our literacy plan a living document, we are committed to letting the identified needs drive our instructional practices; moreover, understanding that as our needs change, so must our practices.

Budget Summary

Recognizing the need to ensure fiscal stability and responsive spending, our team is committed to maximizing all funding awarded through the Striving Reader grant. At the school level we have a dedicated Professional Assistant III, whose sole responsibility is to adhere to Fulton Board of Education and Federal policy regarding purchases, reimbursements and allocation of funding. Additional support and oversight is available through district level supports. If awarded, a detailed strategic cost effective budget will be created and reviewed by district level administrators to ensure fiscal responsibility.

Grant funds will be utilized in the identified areas of needs as set forth in our needs assessment and literacy plan. Our commitment to teacher professional development is an integral part of the success and sustainability of our initiative. Professional development and support is one area in which fund allocations will be made throughout the five year grant funding period. The team has identified thirteen expense categories for which funds will be allocated.

- Professional Development
- Extended Day programs
- Technology: Hardware
- Technology: Software
- Print Material
- Grant Management
- Supplemental pay

- Parent Engagement/Training
- Supplies
- Awards
- Partnership and Community Engagement
- Furniture
- Field Trips

Our five year program funding will be comprised of the funding categories noted.

Year One

The first year will be comprised of ongoing professional development and support. Professional development will target Scholastic Reading Inventory (SRI), differentiation, Response to Intervention (RTI), and our assessment protocol. These targeted support programs and development series will also include training on software and hardware components that are integral to the implementation of the grant and our assessment protocol. Year one funding will

also provide stipend funding for curriculum mapping, planning, and other curricular related needs directly aligned to our grant. Funding for grant management is a cost which will be equally divided over the grant period.

The establishment of our literacy center will be a covered expense in year one. Purchases will include the furniture, literature and technology components necessary for the effective use of and operation of the literacy center. Parent engagement training will also be allotted funding.
A portion of the technology hardware may be expensed during year one; however, this will be dependent upon total funding allotment. Extended day/remedial services and stipend allotment will be rolled into the entire five year grant period.

Year Two
Year two will allow for continued professional development conducted via the train the trainer model, and one-on-one support. Parent engagement activities will remain funded, and we will introduce community partnerships during year two. Additional technology hardware will be ordered. Stipends to cover teacher pay, and resources/ curriculum material for extended day classes will be covered expenses.

Year Three
Professional development, grant management, and extended day expenses will be paid during year three. Allowances will be made for field trips and awards during year three.

Years Four and Five
Professional development will be provided on an as needed, needs assessed basis. All cost associated with maintaining and sustaining the grant will be covered during this period.

Our team has strategically outlined the appropriation of funds, with continued funding for professional development. Funding may be allocated to cover substitute teachers needed during duty days. Based on the funding allotted and our needs, we have deliberately designed a continuous support system that can be funded and sustained well beyond the funding period.